

# Florida Department of Education

## CTE Curriculum Frameworks

### Marketing, Sales & Service

Florida Department of Education  
Curriculum Framework

No new students may be enrolled in this program starting 2026-27. The last year to report any enrollment is 2025-26. This program can be substituted with Mentored Industry Project 9601200 (1032011101) or School-Based Enterprise 9601300 (1052070100).

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

Secondary – Career Preparatory	
Course Number	8800100
CIP Number	0208999903
Grade Level	11-12
Course Length	1 credit - Multiple credits
Teacher Certification	Refer to the <b>Course Structure</b> section.
CTSO	DECA, FBLA
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</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 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 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.

To teach the course listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary course structure:

Course Number	Course Title	Teacher Certification	Length	Level	Graduation Requirement
8800100	Marketing Directed Study	ANY MARKETING ED G BUS ED 1	1 credit – Multiple credits	2	CT

*(Graduation Requirement Codes: CT=Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA=Mathematics, PL=Personal Financial Literacy)*

**CommonFlorida’s Career Technical Core – Career Ready Practices** Readiness Skills for CTE Programs

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.**

<b><u>Employability Skills</u></b>	
<b>01.0</b>	<u>Apply academic skills to workplace scenarios.</u>
	<u>01.01 Use reading skills.</u>
	<u>01.02 Use writing skills.</u>
	<u>01.03 Use mathematical strategies and procedures.</u>
	<u>01.04 Use scientific principles and procedures.</u>
<b>02.0</b>	<u>Design a solution to an industry problem.</u>

<a href="#">02.01 Use critical thinking.</a>
<a href="#">02.02 Use creativity.</a>
<a href="#">02.03 Make sound decisions.</a>
<a href="#">02.04 Solve problems.</a>
<a href="#">02.05 Reason.</a>
<a href="#">02.06 Plan and organize.</a>
<a href="#">03.0 Manage resources within an industry project</a>
<a href="#">03.01 Manage time.</a>
<a href="#">03.02 Manage money or resources.</a>
<a href="#">03.03 Manage materials.</a>
<a href="#">03.04 Manage personnel.</a>
<a href="#">04.0 Oversee the subcomponents, operations and output of a technical or organizational system.</a>
<a href="#">04.01 Manage systems.</a>
<a href="#">04.02 Monitor systems.</a>
<a href="#">04.03 Improve systems.</a>
<a href="#">05.0 Use information for decision making.</a>
<a href="#">05.01 Locate information.</a>
<a href="#">05.02 Organize information.</a>
<a href="#">05.03 Use information.</a>
<a href="#">05.04 Analyze information.</a>
<a href="#">05.05 Communicate information.</a>
<a href="#">06.0 Apply relevant technology to workplace scenarios to aid productivity.</a>
<a href="#">06.01 Use technology.</a>
<a href="#">07.0 Interpret and express interpersonal communication.</a>
<a href="#">07.01 Communicate verbally.</a>
<a href="#">07.02 Listen actively.</a>
<a href="#">07.03 Comprehend written material.</a>

<a href="#">07.04 Convey information in writing.</a>
<a href="#">07.05 Communicate nonverbally.</a>
<a href="#">07.06 Interpret nonverbal communication.</a>
<a href="#">08.0 Interact with others to accomplish workplace goals.</a>
<a href="#">08.01 Collaborate with others in a team.</a>
<a href="#">08.02 Respond to customer needs.</a>
<a href="#">08.03 Exercise leadership.</a>
<a href="#">08.04 Negotiate to resolve conflict.</a>
<a href="#">08.05 Respect others.</a>
<a href="#">09.0 Manage personal behavior to maximize productivity and professional growth.</a>
<a href="#">09.01 Demonstrate responsibility and self-discipline.</a>
<a href="#">09.02 Adapt and show flexibility.</a>
<a href="#">09.03 Work independently.</a>
<a href="#">09.04 Demonstrate a willingness to learn.</a>
<a href="#">09.05 Demonstrate integrity.</a>
<a href="#">09.06 Demonstrate professionalism.</a>
<a href="#">09.07 Take initiative.</a>
<a href="#">09.08 Display positive attitude.</a>
<a href="#">09.09 Take responsibility for professional growth.</a>
<b><a href="#">Career Exploration &amp; Planning</a></b>
<a href="#">10.0 Explain career opportunities aligned with the regional economy and personal aspirations.</a>
<a href="#">10.01 Describe regional occupations that are high-demand, high-growth, high-wage and/or high-skill.</a>
<a href="#">10.02 Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.</a>
<a href="#">11.0 Explain postsecondary pathways aligned with his or her career aspirations.</a>
<a href="#">11.01 Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).</a>
<a href="#">11.02 Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.</a>

11.03	<a href="#"><u>Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.</u></a>
11.04	<a href="#"><u>Compare postsecondary training data for training programs of interest, such as total costs, average student loan debt, and median earnings and job placement rates after program completion.</u></a>
12.0	<a href="#"><u>Develop a personalized career and academic plan.</u></a>
12.01	<a href="#"><u>Prioritize an occupation, credential and postsecondary training provider for plan formation.</u></a>
12.02	<a href="#"><u>Self-assess progress toward meeting graduation requirements and skill-development goals.</u></a>
12.03	<a href="#"><u>Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts and examinations.</u></a>
12.04	<a href="#"><u>Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.</u></a>
12.05	<a href="#"><u>Develop a postsecondary training budget that is inclusive of living and school expenses.</u></a>
<b><u>Job Attainment</u></b>	
13.0	<a href="#"><u>Find, assess and apply to job opportunities.</u></a>
13.01	<a href="#"><u>Identify online job posts relevant to his or her career aspirations.</u></a>
13.02	<a href="#"><u>Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u></a>
13.03	<a href="#"><u>Define what information, documentation and writing prompts are required for the positions.</u></a>
14.0	<a href="#"><u>Communicate personal competence, character and fit for a job opportunity.</u></a>
14.01	<a href="#"><u>Develop a resume.</u></a>
14.02	<a href="#"><u>Write a cover letter.</u></a>
14.03	<a href="#"><u>Curate a professional portfolio that includes work products.</u></a>
14.04	<a href="#"><u>Prepare for and experience a mock job interview.</u></a>
15.0	<a href="#"><u>Cultivate and leverage relationships to professionally advance.</u></a>
15.01	<a href="#"><u>Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u></a>
15.02	<a href="#"><u>Develop a plan to cultivate a professional digital footprint.</u></a>
15.03	<a href="#"><u>Develop a networking plan for a specific industry of interest.</u></a>

**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 Directed Study  
Course Number:     8800100  
Course Credit:      1

<b>CTE Standards and Benchmarks</b>	
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 student’s 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

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Career and Technical Student Organization (CTSO)

~~DECA and Future Business Leaders of America (FBLA)~~ CTSOs are ~~the~~ co-curricular career and technical student ~~organization(s)~~ organizations 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. -Other CTOS not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

### 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. 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 course or a modified course. 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 a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. 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**

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

**Secondary – Middle School**

Course Number	8800110
CIP Number	020899990R
Grade Level	6-8
Course Length	Semester
Teacher Certification	Refer to the <b>Course Structure</b> section.
CTSO	DECA
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

**Purpose**

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

**Course Structure**

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.

To teach the course(s) listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the course structure:

Course Number	Course Title	Teacher Certification	Length
8800110	Orientation to Marketing Occupations	BUS ED 1 MKTG 1 MKTG MGMT @7 7G RETAILING @7 7G	Semester

## **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 enable students to succeed in their career goals.
- 07.0 Identify advantages of DECA and Collegiate DECA.
- 08.0 Identify foundational skills required in marketing careers.
- 09.0 Identify the functions of marketing.

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Orientation to Marketing Occupations  
**Course Number:** 8800110  
**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 and to participate in hands-on activities.

<b>CTE Standards and Benchmarks</b>	
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 and define selected marketing terms.
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.

<b>CTE Standards and Benchmarks</b>	
02.10	Identify career opportunities at the entry, career sustaining, specialist, and manager/entrepreneur level for marketing.
03.0	Identify employment requirements for marketing careers. The student will be able to:
03.01	Identify employment requirements in the area of selling.
03.02	Identify employment requirements in the area of purchasing.
03.03	Identify employment requirements in the area of promotion.
03.04	Identify employment requirements in the area of risk management.
03.05	Identify employment requirements in the area of pricing.
03.06	Identify employment requirements in the area of finance.
03.07	Identify employment requirements in the area of marketing information management.
03.08	Identify employment requirements in the area of product/service planning.
03.09	Identify employment requirements 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 values affect work.
04.03	Identify goal setting tools including a 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 available to students who desire a career in marketing (e.g., fashion marketing, travel and tourism, finance, entrepreneurship, international marketing).
05.02	Identify post-secondary education opportunities in marketing (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.

<b>CTE Standards and Benchmarks</b>	
06.03	State the importance of a positive attitude.
06.04	State the importance of getting along with co-workers, employers, and other business associates.
07.0	Identify advantages of DECA and Collegiate DECA, Associations of Marketing Students. The student will be able to:
07.01	Identify DECA and Collegiate DECA and the role of each organization in marketing education.
07.02	Identify the purposes of DECA and Collegiate DECA.
07.03	Identify the advantages of student involvement in DECA and Collegiate DECA.
07.04	Identify the leadership opportunities available through DECA and Collegiate DECA.
07.05	Identify the competitive event opportunities available through DECA and Collegiate DECA.
07.06	Identify local DECA and Collegiate DECA chapters.
08.0	Identify foundational skills required in marketing careers. The student will be able to:
08.01	Identify economic skills used in marketing.
08.02	Identify marketing, business, and entrepreneurship 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 skills used in marketing.
08.06	Identify computer skills used in marketing.
09.0	Identify the 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.

**CTE Standards and Benchmarks**

09.06 Identify the role of marketing information management.

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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### Career and Technical Student Organization (CTSO)

~~DECA is the~~ CTSOs are co-curricular career and technical student ~~organization(s)~~ organizations 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. Other CTOS not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

### 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. 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:** Exploration of Marketing Occupations  
**Course Type:** Orientation/Exploratory  
**Career Cluster:** Marketing, Sales & Service

**Secondary – Middle School**

Course Number	8800210
CIP Number	02089999EX
Grade Level	6-8
Course Length	Semester
Teacher Certification	Refer to the <b>Course Structure</b> section.
CTSO	DECA
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

**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. This program provides students with 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 assists 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.

**Course Structure**

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.

To teach the course(s) listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the course structure:

<b>Course Number</b>	<b>Course Title</b>	<b>Teacher Certification</b>	<b>Length</b>
8800210	Exploration of Marketing Occupations	BUS ED 1 MKTG 1 MKTG MGMT 7G	Semester

## **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 occupations related to product merchandising.
- 03.0 Identify the education needed, tasks performed, and employment opportunities for individuals who wish to enter marketing services occupations.
- 04.0 Identify procedures involved in choosing, applying for, keeping, and progressing in marketing occupations.
- 05.0 Explain the impact of technology on marketing occupations.
- 06.0 Demonstrate computer literacy.
- 07.0 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:**

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 and to participate in hands-on activities.

<b>CTE Standards and Benchmarks</b>	
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 occupations related to product merchandising and the online marketplace. 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).
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 occupations related to product merchandising.
02.05	Identify educational programs available in the state for advanced training in occupations related to product merchandising in secondary through postsecondary education.
03.0	Identify the education needed, tasks performed, and employment opportunities for individuals who wish to enter marketing services occupations. The student will be able to:
03.01	Identify marketing services occupations (e.g., food service, hospitality, travel and tourism, finance, international marketing, insurance, real estate, entrepreneurship).
03.02	Identify the basic tasks performed by employees within each of the occupations.

<b>CTE Standards and Benchmarks</b>	
03.03	Identify employment opportunities available for each of the occupations.
03.04	State the educational requirements to prepare students for entry-level employment in marketing services occupations.
03.05	Identify educational programs available in the state for advanced training in specific occupations related to marketing services in secondary through postsecondary education.
04.0	Identify procedures involved in choosing, applying for, keeping, and progressing in marketing occupations. The student will be able to:
04.01	Identify the tasks involved in choosing a marketing occupation (self-inventory, interest survey, research, aptitude test batteries).
04.02	List the steps in applying for a job, including the aspects of online job searches.
04.03	Complete a sample job application form using digital apps.
04.04	Demonstrate the necessary communication skills involved in online, virtual/video conferences and in-person interviews.
04.05	Identify those characteristics that help people obtain, hold, and progress in marketing-related occupations (for example, digital citizenship, personal branding, and social media etiquette).
04.06	Develop an individual career plan including a four to six year plan for advanced training in a marketing career.
04.07	Use appropriate social media sites and online portfolios.
05.0	Explain the impact of technology on marketing occupations. The student will be able to:
05.01	Explain how technology, including interactive social media and video storytelling strategies, has changed the way retail businesses operate.
05.02	Explain how technology, including interactive social media and video storytelling strategies, has changed the way wholesale businesses operate.
05.03	Explain how technology, including interactive social media and video storytelling strategies, has changed the way product merchandising businesses operate.
05.04	Explain how technology, including interactive social media and video storytelling strategies, has changed the way marketing services businesses operate.
06.0	Demonstrate computer literacy. The student will be able to:
06.01	Define computer related terms (computer, data input, output, hardware, software, language, processing, memory, program, terminal, peripheral devices, keyboard characters, virtual reality, 3-dimensional devices).
06.02	Operate a computer using online platforms and applications.
06.03	Identify the advantages and disadvantages of the use of different computer formats and operating systems.
06.04	Describe some general uses of computers, smart phones and tablets.

**CTE Standards and Benchmarks**

06.05	Identify the safety precautions that must be observed in using computer equipment.
06.06	Explain some of the legal and ethical issues involved in using a computer and online/ social media.
06.07	Use the Internet to explore selected occupations.
07.0	Develop individualized education and career plans related to marketing occupational goals. The student will be able to:
07.01	Complete self-assessments and career analysis activities to determine potential success in marketing career fields.
07.02	Research a marketing-related career; identify employment opportunities and educational requirements for advancement.
07.03	Project the career level and earnings required to obtain a desired standard of living.
07.04	Utilize career information to develop an individualized career plan; include a plan to meet educational requirements.

## Additional Information

### Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### Career and Technical Student Organization (CTSO)

~~DECA is the~~ CTSOs are co-curricular career and technical student ~~organization(s)~~ organizations 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. Other CTOS not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

### 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. 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

**No new students may be enrolled in this program starting 2026-27. The last year to report any enrollment is 2025-26. This program was replaced by Cooperative Education On-the-Job Training (OJT) 9601500 (1032011103).**

**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
Course Length	Multiple credits
Teacher Certification	Refer to the <b>Course Structure</b> section.
CTSO	DECA, FBLA
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

**Purpose**

This course 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 one time 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.

**Course Structure**

To teach the course listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary course structure:

Course Number	Course Title	Teacher Certification	Length	Level	Graduation Requirement
8800410	Marketing Cooperative Education OJT	ADVR PROM 7G BUS ED 1 MKTG 1 @2 MKTG MGMT 7G RETAILING @7 7G	Multiple Credits	2	CT

*(Graduation Requirement Codes: CT=Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA=Mathematics, PL=Personal Financial Literacy)*

**Common Florida's Career Technical Core – Career Ready Practices** Readiness Skills for CTE Programs

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.**

<b><u>Employability Skills</u></b>	
<b>01.0</b>	<u>Apply academic skills to workplace scenarios.</u>
	<u>01.01 Use reading skills.</u>
	<u>01.02 Use writing skills.</u>
	<u>01.03 Use mathematical strategies and procedures.</u>
	<u>01.04 Use scientific principles and procedures.</u>
<b>02.0</b>	<u>Design a solution to an industry problem.</u>

<a href="#">02.01 Use critical thinking.</a>
<a href="#">02.02 Use creativity.</a>
<a href="#">02.03 Make sound decisions.</a>
<a href="#">02.04 Solve problems.</a>
<a href="#">02.05 Reason.</a>
<a href="#">02.06 Plan and organize.</a>
<a href="#">03.0 Manage resources within an industry project</a>
<a href="#">03.01 Manage time.</a>
<a href="#">03.02 Manage money or resources.</a>
<a href="#">03.03 Manage materials.</a>
<a href="#">03.04 Manage personnel.</a>
<a href="#">04.0 Oversee the subcomponents, operations and output of a technical or organizational system.</a>
<a href="#">04.01 Manage systems.</a>
<a href="#">04.02 Monitor systems.</a>
<a href="#">04.03 Improve systems.</a>
<a href="#">05.0 Use information for decision making.</a>
<a href="#">05.01 Locate information.</a>
<a href="#">05.02 Organize information.</a>
<a href="#">05.03 Use information.</a>
<a href="#">05.04 Analyze information.</a>
<a href="#">05.05 Communicate information.</a>
<a href="#">06.0 Apply relevant technology to workplace scenarios to aid productivity.</a>
<a href="#">06.01 Use technology.</a>
<a href="#">07.0 Interpret and express interpersonal communication.</a>
<a href="#">07.01 Communicate verbally.</a>
<a href="#">07.02 Listen actively.</a>
<a href="#">07.03 Comprehend written material.</a>

<a href="#">07.04 Convey information in writing.</a>
<a href="#">07.05 Communicate nonverbally.</a>
<a href="#">07.06 Interpret nonverbal communication.</a>
<a href="#">08.0 Interact with others to accomplish workplace goals.</a>
<a href="#">08.01 Collaborate with others in a team.</a>
<a href="#">08.02 Respond to customer needs.</a>
<a href="#">08.03 Exercise leadership.</a>
<a href="#">08.04 Negotiate to resolve conflict.</a>
<a href="#">08.05 Respect others.</a>
<a href="#">09.0 Manage personal behavior to maximize productivity and professional growth.</a>
<a href="#">09.01 Demonstrate responsibility and self-discipline.</a>
<a href="#">09.02 Adapt and show flexibility.</a>
<a href="#">09.03 Work independently.</a>
<a href="#">09.04 Demonstrate a willingness to learn.</a>
<a href="#">09.05 Demonstrate integrity.</a>
<a href="#">09.06 Demonstrate professionalism.</a>
<a href="#">09.07 Take initiative.</a>
<a href="#">09.08 Display positive attitude.</a>
<a href="#">09.09 Take responsibility for professional growth.</a>
<b><a href="#">Career Exploration &amp; Planning</a></b>
<a href="#">10.0 Explain career opportunities aligned with the regional economy and personal aspirations.</a>
<a href="#">10.01 Describe regional occupations that are high-demand, high-growth, high-wage and/or high-skill.</a>
<a href="#">10.02 Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.</a>
<a href="#">11.0 Explain postsecondary pathways aligned with his or her career aspirations.</a>
<a href="#">11.01 Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).</a>
<a href="#">11.02 Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.</a>

11.03	<a href="#">Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.</a>
11.04	<a href="#">Compare postsecondary training data for training programs of interest, such as total costs, average student loan debt, and median earnings and job placement rates after program completion.</a>
12.0	<a href="#">Develop a personalized career and academic plan.</a>
12.01	<a href="#">Prioritize an occupation, credential and postsecondary training provider for plan formation.</a>
12.02	<a href="#">Self-assess progress toward meeting graduation requirements and skill-development goals.</a>
12.03	<a href="#">Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts and examinations.</a>
12.04	<a href="#">Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.</a>
12.05	<a href="#">Develop a postsecondary training budget that is inclusive of living and school expenses.</a>
<b><u>Job Attainment</u></b>	
13.0	<a href="#">Find, assess and apply to job opportunities.</a>
13.01	<a href="#">Identify online job posts relevant to his or her career aspirations.</a>
13.02	<a href="#">Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</a>
13.03	<a href="#">Define what information, documentation and writing prompts are required for the positions.</a>
14.0	<a href="#">Communicate personal competence, character and fit for a job opportunity.</a>
14.01	<a href="#">Develop a resume.</a>
14.02	<a href="#">Write a cover letter.</a>
14.03	<a href="#">Curate a professional portfolio that includes work products.</a>
14.04	<a href="#">Prepare for and experience a mock job interview.</a>
15.0	<a href="#">Cultivate and leverage relationships to professionally advance.</a>
15.01	<a href="#">Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</a>
15.02	<a href="#">Develop a plan to cultivate a professional digital footprint.</a>
15.03	<a href="#">Develop a networking plan for a specific industry of interest.</a>

**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

<b>Standards and Benchmarks</b>	
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

The **Cooperative Education Manual** is available on-line and has guidelines for students, teachers, employers, parents and other administrators and includes sample training agreements. It can be accessed on the DOE Website at <http://fldoe.org/academics/career-adult-edu/career-tech-edu/additional-cte-programs-courses/diversified-edu.stml>.

### Career and Technical Student Organization (CTSO)

~~DECA and Future Business Leaders of America (FBLA)~~CTSOs are ~~the~~ co-curricular career and technical student ~~organization(s)~~[organizations](#) 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. [-Other CTSOs not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.](#)

### 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. 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.

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 course or a modified course. 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 a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. 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:** Fashion Marketing  
**Program Type:** Career Preparatory  
**Career Cluster:** Marketing, Sales & Service

<b>Secondary – Career Preparatory</b>	
Program Number	8806000
CIP Number	0252190200
Grade Level	9-12
Program Length	3 credits
Teacher Certification	Refer to the <b>Program Structure</b> section.
CTSO	DECA, FBLA- <a href="#">PBL</a>
SOC Codes (all applicable)	41-2031 – Retail Salespersons 41-1011 – First-Line Supervisors of Retail Sales Workers
CTE Program Resources	<del><a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a></del> <a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

### Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and the relevant technical knowledge and skills needed to prepare for further education and careers in the fashion marketing and sales industry; 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 fashion marketing occupations. This program offers a broad foundation of knowledge and skills to prepare students for employment 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 totaling three credits.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

<a href="#">Course Sequence</a>	Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
<a href="#">Course 1 Options</a>	8806010 <b>OR</b>	Fashion Essentials <b>—OR</b>	BUS ED 1 MKTG 1 MKTG MGMT 7G RETAILING @7 7G	1 credit	41-2031	2	CT
<a href="#">Course 1 Options</a>	8827110	Marketing Essentials	ADVR PROM 7G BUS ED 1 MKTG 1 MKTG MGMT 7G RETAILING @7 7G TC COOP ED @7	1 credit		2	CT
<a href="#">Course 2 Options</a>	8806020 <b>OR</b>	Fashion Applications <b>—OR</b>	BUS ED 1 MKTG 1 MKTG MGMT 7G RETAILING @7 7G	1 credit		2	CT
<a href="#">Course 2 Options</a>	8827120	Marketing Applications	ADVR PROM 7G BUS ED 1 MKTG 1 MKTG MGMT 7G RETAILING @7 7G	1 credit		2	CT
<a href="#">Course 3</a>	8806030	Fashion Marketing Management	MKTG 1 MKTG MGMT 7G RETAILING @7 7G	1 credit	41-1011	3	CT

(Graduation Requirement Codes: CT=Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA=Mathematics, PL=Personal Financial Literacy)

Common Florida's Career Technical Core — Career Ready Practices Readiness Skills for CTE Programs

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.**

<u>Employability Skills</u>	
<u>01.0</u>	<u>Apply academic skills to workplace scenarios.</u>
<u>01.01</u>	<u>Use reading skills.</u>
<u>01.02</u>	<u>Use writing skills.</u>
<u>01.03</u>	<u>Use mathematical strategies and procedures.</u>
<u>01.04</u>	<u>Use scientific principles and procedures.</u>
<u>02.0</u>	<u>Design a solution to an industry problem.</u>

<a href="#"><u>02.01 Use critical thinking.</u></a>
<a href="#"><u>02.02 Use creativity.</u></a>
<a href="#"><u>02.03 Make sound decisions.</u></a>
<a href="#"><u>02.04 Solve problems.</u></a>
<a href="#"><u>02.05 Reason.</u></a>
<a href="#"><u>02.06 Plan and organize.</u></a>
<a href="#"><u>03.0 Manage resources within an industry project</u></a>
<a href="#"><u>03.01 Manage time.</u></a>
<a href="#"><u>03.02 Manage money or resources.</u></a>
<a href="#"><u>03.03 Manage materials.</u></a>
<a href="#"><u>03.04 Manage personnel.</u></a>
<a href="#"><u>04.0 Oversee the subcomponents, operations and output of a technical or organizational system.</u></a>
<a href="#"><u>04.01 Manage systems.</u></a>
<a href="#"><u>04.02 Monitor systems.</u></a>
<a href="#"><u>04.03 Improve systems.</u></a>
<a href="#"><u>05.0 Use information for decision making.</u></a>
<a href="#"><u>05.01 Locate information.</u></a>
<a href="#"><u>05.02 Organize information.</u></a>
<a href="#"><u>05.03 Use information.</u></a>
<a href="#"><u>05.04 Analyze information.</u></a>
<a href="#"><u>05.05 Communicate information.</u></a>
<a href="#"><u>06.0 Apply relevant technology to workplace scenarios to aid productivity.</u></a>
<a href="#"><u>06.01 Use technology.</u></a>
<a href="#"><u>07.0 Interpret and express interpersonal communication.</u></a>
<a href="#"><u>07.01 Communicate verbally.</u></a>
<a href="#"><u>07.02 Listen actively.</u></a>
<a href="#"><u>07.03 Comprehend written material.</u></a>

<a href="#"><u>07.04 Convey information in writing.</u></a>
<a href="#"><u>07.05 Communicate nonverbally.</u></a>
<a href="#"><u>07.06 Interpret nonverbal communication.</u></a>
<a href="#"><u>08.0 Interact with others to accomplish workplace goals.</u></a>
<a href="#"><u>08.01 Collaborate with others in a team.</u></a>
<a href="#"><u>08.02 Respond to customer needs.</u></a>
<a href="#"><u>08.03 Exercise leadership.</u></a>
<a href="#"><u>08.04 Negotiate to resolve conflict.</u></a>
<a href="#"><u>08.05 Respect others.</u></a>
<a href="#"><u>09.0 Manage personal behavior to maximize productivity and professional growth.</u></a>
<a href="#"><u>09.01 Demonstrate responsibility and self-discipline.</u></a>
<a href="#"><u>09.02 Adapt and show flexibility.</u></a>
<a href="#"><u>09.03 Work independently.</u></a>
<a href="#"><u>09.04 Demonstrate a willingness to learn.</u></a>
<a href="#"><u>09.05 Demonstrate integrity.</u></a>
<a href="#"><u>09.06 Demonstrate professionalism.</u></a>
<a href="#"><u>09.07 Take initiative.</u></a>
<a href="#"><u>09.08 Display positive attitude.</u></a>
<a href="#"><u>09.09 Take responsibility for professional growth.</u></a>
<b><a href="#"><u>Career Exploration &amp; Planning</u></a></b>
<a href="#"><u>10.0 Explain career opportunities aligned with the regional economy and personal aspirations.</u></a>
<a href="#"><u>10.01 Describe regional occupations that are high-demand, high-growth, high-wage and/or high-skill.</u></a>
<a href="#"><u>10.02 Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.</u></a>
<a href="#"><u>11.0 Explain postsecondary pathways aligned with his or her career aspirations.</u></a>
<a href="#"><u>11.01 Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).</u></a>
<a href="#"><u>11.02 Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.</u></a>

11.03	<a href="#"><u>Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.</u></a>
11.04	<a href="#"><u>Compare postsecondary training data for training programs of interest, such as total costs, average student loan debt, and median earnings and job placement rates after program completion.</u></a>
12.0	<a href="#"><u>Develop a personalized career and academic plan.</u></a>
12.01	<a href="#"><u>Prioritize an occupation, credential and postsecondary training provider for plan formation.</u></a>
12.02	<a href="#"><u>Self-assess progress toward meeting graduation requirements and skill-development goals.</u></a>
12.03	<a href="#"><u>Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts and examinations.</u></a>
12.04	<a href="#"><u>Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.</u></a>
12.05	<a href="#"><u>Develop a postsecondary training budget that is inclusive of living and school expenses.</u></a>
<b><a href="#"><u>Job Attainment</u></a></b>	
13.0	<a href="#"><u>Find, assess and apply to job opportunities.</u></a>
13.01	<a href="#"><u>Identify online job posts relevant to his or her career aspirations.</u></a>
13.02	<a href="#"><u>Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u></a>
13.03	<a href="#"><u>Define what information, documentation and writing prompts are required for the positions.</u></a>
14.0	<a href="#"><u>Communicate personal competence, character and fit for a job opportunity.</u></a>
14.01	<a href="#"><u>Develop a resume.</u></a>
14.02	<a href="#"><u>Write a cover letter.</u></a>
14.03	<a href="#"><u>Curate a professional portfolio that includes work products.</u></a>
14.04	<a href="#"><u>Prepare for and experience a mock job interview.</u></a>
15.0	<a href="#"><u>Cultivate and leverage relationships to professionally advance.</u></a>
15.01	<a href="#"><u>Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u></a>
15.02	<a href="#"><u>Develop a plan to cultivate a professional digital footprint.</u></a>
15.03	<a href="#"><u>Develop a networking plan for a specific industry of interest.</u></a>

## Standards

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

### **Fashion Essentials**

- 01.0 Demonstrate human relations skills necessary for success in fashion occupations.
- 02.0 Demonstrate proficiency in applying communication and technology skills.
- 03.0 Demonstrate proficiency in applying math skills unique to fashion marketing.
- 04.0 Identify economic principles in business.
- 05.0 Identify marketing and business fundamentals.
- 06.0 Identify effective selling techniques and procedures.
- 07.0 Discuss the history of fashion.
- 08.0 Discuss the use of design in fashion.

### **Fashion Applications**

- 09.0 Select a fashion marketing industry for career planning.
- 10.0 Demonstrate applications of channel management (distribution) to the fashion marketing industry.
- 11.0 Explain the concepts of financing to the selected fashion marketing industry.
- 12.0 Demonstrate product/service planning for the fashion marketing industry.
- 13.0 Demonstrate marketing information management for the fashion marketing industry.
- 14.0 Demonstrate pricing applications for the fashion marketing industry.
- 15.0 Demonstrate promotion applications for the fashion marketing industry.
- 16.0 Demonstrate purchasing applications for the fashion marketing industry.
- 17.0 Demonstrate applications of safety and risk-management for the fashion marketing industry.
- 18.0 Demonstrate selling techniques within the fashion marketing industry.
- 19.0 Demonstrate an understanding of entrepreneurship.
- 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 and optionally, putting on a fashion show.

### **Marketing Essentials**

- 25.0 Demonstrate ~~human relations skills necessary~~ the ability to connect and work well with others for success in any marketing ~~occupations~~ occupation.
- 26.0 Demonstrate proficiency in ~~applying communication and technology skills~~ utilizing eCommerce marketing technologies and tools.
- 27.0 Demonstrate proficiency in applying math skills unique to marketing.
- 28.0 Identify ~~economic principles in business~~ how core concepts of economics apply to the way businesses operate.
- 29.0 Identify marketing and business fundamentals.
- 30.0 Identify effective selling techniques and procedures.

## Marketing Applications

- 31.0 Select a marketing industry for career planning.
- 32.0 Demonstrate applications of channel management (distribution) for the selected marketing [industrysegment](#).
- 33.0 Explain the concepts of financing for the selected marketing [industrysegment](#).
- 34.0 Demonstrate ~~applications of~~ product/service planning for the selected marketing [industrysegment](#).
- 35.0 Demonstrate ~~applications of~~ marketing information management for the selected marketing [industry-segment](#).
- 36.0 Demonstrate pricing applications for the selected marketing [industry-segment](#).
- 37.0 Demonstrate promotion applications for the selected marketing [industrysegment](#).
- [38.0 Understand the Core Principles of Branding.](#)
- [39.0 Analyze Branding Strategies.](#)
- [40.0 Develop a Brand Strategy.](#)
- [41.0 Measure Brand Success.](#)
- [42.0 Evaluate the Impact of Digital Media on Branding.](#)
- [43.0 Understand Ethical Branding Practices.](#)
- ~~38.0~~[44.0](#) Demonstrate purchasing applications for the selected marketing [industry-segment](#).
- ~~39.0~~[45.0](#) Demonstrate applications of safety and risk management for the selected marketing [industrysegment](#).
- ~~40.0~~[46.0](#) Demonstrate selling techniques within the selected marketing [industrysegment](#).
- ~~41.0~~[47.0](#) Demonstrate an understanding of entrepreneurship.
- ~~42.0~~[48.0](#) Identify the uses of technology in marketing.

## Fashion Marketing Management

- ~~43.0~~[49.0](#) Apply economic principles of business to fashion marketing.
- ~~44.0~~[50.0](#) Apply fashion product and service technology.
- ~~45.0~~[51.0](#) Demonstrate merchandising skills appropriate for fashion marketing.
- ~~46.0~~[52.0](#) Implement fashion marketing operational techniques.
- ~~47.0~~[53.0](#) Demonstrate proficiency in applying higher level mathematical skills unique to fashion marketing.
- ~~48.0~~[54.0](#) Apply promotional planning techniques and procedures to fashion marketing.
- ~~49.0~~[55.0](#) Apply entrepreneurial concepts to fashion marketing.
- ~~50.0~~[56.0](#) Apply marketing management principles to a fashion-related business.
- ~~51.0~~[57.0](#) Analyze global trends in fashion marketing.
- ~~52.0~~[58.0](#) Demonstrate the applications of technology relative to fashion marketing.
- ~~53.0~~[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.

<b>CTE Standards and Benchmarks</b>	
01.0	Demonstrate human relations skills necessary for success in fashion marketing occupations. The student will be able to:
01.01	Demonstrate the ability to collaborate effectively with team members or partnerships, leadership, across departments, and with peers from socio-cultural and socio-economic backgrounds, genders, disabilities and ages.
01.02	Demonstrate interpersonal skills (e.g., courtesy, loyalty, being a team player, adaptability, empathy, etc.).
01.03	Demonstrate personality traits important to business (e.g., interest, enthusiasm, honesty, responsibility, flexibility, integrity, credibility, reliability and perseverance, etc.).
01.04	Demonstrate the ability to use creative problem solving, decision-making and critical thinking strategies.
01.05	Demonstrate self-management, initiative, multitasking, team management techniques and organizational skills. (Optional, demonstrate the ability to utilize team management software.)
01.06	Explain the concepts of self-knowledge, self-esteem, and self-image.
01.07	Demonstrate professional behavior, etiquette and acceptance of feedback.
01.08	Demonstrate respect for the opinions, cultural diversity, customs, and individual differences of others.
01.09	Set personal and career goals and develop a plan of action to achieve those goals, including searching and optionally, applying for jobs.
01.10	Develop and demonstrate the human relations skills needed for successful entry and progress in the 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 (i.e., verbal, nonverbal, written and electronic).
02.02	Demonstrate the ability to communicate effectively amongst all stakeholders (e.g., customers/clients, co-workers, supervisors, vendors, etc.) using appropriate grammar and terminology.

<b>CTE Standards and Benchmarks</b>	
02.03	Discuss the importance of developing networking skills to expand business contacts and optionally, how to utilize various online networking platforms.
02.04	Prepare and deliver a business-related presentation.
02.05	Demonstrate active listening strategies that improve understanding and performance.
02.06	Describe positive customer relations, including conflict and dispute resolution.
02.07	Interpret business policies to customers/clients.
02.08	Discuss the importance of providing clear directions, descriptions, and explanations.
02.09	Demonstrate the ability to locate, understand and interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams and electronic media resources. (Optional)
02.10	Identify and explain how electronic media, technological advances and computer software programs continue to shape the field of fashion marketing and increase business productivity. (Optional)
03.0	Demonstrate proficiency in applying math skills unique to fashion marketing. The student will be able to:
03.01	Perform addition, subtraction, multiplication, division, ratios, and percentage problems as related to the marketing industry.
03.02	Understand problem-solving techniques to sales-related transactions (i.e., cash, checks, debit cards, credit cards, discounts, layaway, Credit on Delivery (COD), returns, gift certificates, invoices and automatic fee withdrawals).
03.03	Interpret quantitative information from tables, charts and graphs as related to the workplace.
03.04	Demonstrate the ability to make change correctly.
03.05	Calculate tax, gratuity, commission, and miscellaneous charges.
03.06	Demonstrate the ability to collect, organize and interpret data.
03.07	Understand the importance of stock turnover and stock-to-sales ratio in the industry.
03.08	Apply standard industry formulas to determine markup and markdown on merchandise.
03.09	Understand the difference between income (credit) and expense (debit). (Optional)
04.0	Identify economic principles in business. The student will be able to:
04.01	Explain the concepts of economics and determine economic activities and the types of economic indicators used to measure the economy.
04.02	Explain the concept of economic goods and services.

<b>CTE Standards and Benchmarks</b>	
04.03	Explain the concept of economic resources and the scarcity of resources.
04.04	Explain the concept of utility (i.e., form, place, time, possession and information).
04.05	Understand the concept of "supply and demand".
04.06	Understand the differences between major types of economic systems.
04.07	Explain the relationship between government and business.
04.08	Explain the concept of free enterprise and business ownership.
04.09	Explain the concept of price and its role in profit motive.
04.10	Explain the concept of risk.
04.11	Explain the concept of competition and recognize the government regulations monitoring competition, including monopolies.
04.12	Understand the concept of productivity and the factors of production needed to produce goods and services.
04.13	Identify components of the Gross National Product (GNP) and the Gross Domestic Product (GDP).
05.0	Identify marketing and business fundamentals. The student will be able to:
05.01	Define marketing and its benefits.
05.02	Explain the purpose and scope of marketing in a free enterprise system.
05.03	Identify and explain each marketing function.
05.04	Explain how each component of the marketing mix contributes to marketing.
05.05	Compare and contrast consumer and industrial markets.
05.06	Understand the relationship of marketing to business and the economy (i.e., SWOT analysis – strength, weakness, opportunity and threat).
05.07	Describe how marketers use consumer research and knowledge of the market to sell products.
05.08	Discuss major fields of business activity (e.g., manufacturing, wholesaling, retailing, services, cottage industries, urban street sales, e-Commerce, etc.).
05.09	Explain marketing strategies and marketing concepts.

**CTE Standards and Benchmarks**

05.10	Differentiate between mass marketing and market segmentation.
05.11	Explain the importance and techniques of offering the right merchandising blend.
05.12	Explain the nature and evolution of channel management (distribution).
05.13	Explain the elements that allow development of a marketing plan (e.g., research, advertising, public relations, direct and indirect marketing, promotions, merchandising, branding, feedback, revision, channel management, etc.).
05.14	Explain the “4 P’s” of marketing: price, place, promotion and product.
05.15	Define and analyze a target market as it applies to product development, promotion and channel management (distribution).
05.16	Discuss the roles e-Commerce and social networking play in the marketing of goods and services.
05.17	Understand network marketing (multilevel marketing) and how it differs from a pyramid scheme. (Optional)
05.18	Identify the role of federal regulatory agencies [i.e., 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)].
05.19	Identify the advantages and disadvantages of different types of business ownership (e.g., Private Corporation, Sole Proprietorship, Partnership, Limited Liability Corporation (LLC), Shareholder Corporation, etc.).
06.0	Identify effective selling techniques and procedures. The student will be able to:
06.01	Explain the purpose, principles, and importance of selling and how it relates to the marketing concept.
06.02	Identify qualities of a professional sales associate and the responsibilities of sales management.
06.03	Identify an effective sales presentation for a target market (e.g., 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, suggestion and substitution selling, etc.).
06.04	Understand different customer types and how customers make buying decisions.
06.05	Discuss the importance of meeting specialized sales needs and describe legal and ethical sales issues.
06.06	Describe the importance of analyzing sales trends and the use of current technologies.
06.07	Analyze the use of websites, social media, email, and customer loyalty programs to establish and maintain a customer database.
07.0	Discuss the history of fashion. The student will be able to:
07.01	Describe the theories of the origin of fashion.

**CTE Standards and Benchmarks**

07.02	Describe the influences of historical events on American and international fashion trends.
07.03	Understand the economic, demographic, social, and political influences on fashion.
07.04	Explain how the trickle-down and trickle-up theories apply to the fashion industry.
07.05	Discuss the stages of the fashion cycle.
07.06	Discuss the impact of technology on the fashion industry.
07.07	Identify major fashion designers and the impact of these designers on the industry.
07.08	Differentiate between fashion trends and fads.
07.09	Discuss the evolution of national and local fashion retailers.
07.10	Discuss the influence of electronic media on the fashion industry.
08.0	Discuss the use of design in fashion. The student will be able to:
08.01	Identify and discuss the elements of design (e.g., color, shape, line, texture, etc.).
08.02	Identify and discuss the principles of design (e.g., balance, proportion, emphasis, rhythm, etc.).
08.03	Discuss the impact of color in fashion.
08.04	Explain the principles of color psychology and symbolism.
08.05	Identify the purpose and uses of the color wheel.
08.06	Identify a variety of color schemes (e.g., monochromatic, analogous, complimentary, triad, etc.).
08.07	Discuss the use of shape, line, and texture in fashion and merchandising.
08.08	Discuss the importance of balance in garment design.
08.09	Discuss the roles 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.

<b>CTE Standards and Benchmarks</b>	
09.0	Select a fashion marketing industry for career planning. The student will be able to:
09.01	Identify current employment opportunities in fashion marketing.
09.02	Identify sources of information for career planning.
09.03	Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the career field.
09.04	Explain the duties, responsibilities, required skills and knowledge for a particular career in the fashion marketing.
09.05	Identify the advantages and disadvantages of a career in fashion marketing.
09.06	Complete self-assessments and an analysis of lifestyle goals and career aspirations.
09.07	Develop an individualized education and career plan related to fashion marketing, including the development of a resume.
09.08	Write a job description for a fashion marketing position.
10.0	Demonstrate applications of channel management (distribution) to the fashion marketing industry. The student will be able to:
10.01	Explain the concepts and processes needed to move, store, track, locate, and/or transfer ownership of goods and services.
10.02	Explain the concepts of physical channel management (distribution) and transportation systems related to the industry.
10.03	Develop appropriate plans utilizing channel management for the specific industry.
10.04	Explain the relationship between customer service and distribution.
10.05	Explain network marketing (multilevel marketing) and how it differs from a pyramid scheme.

**CTE Standards and Benchmarks**

11.0	Explain the concepts of financing to the selected fashion marketing industry. The student will be able to:
11.01	Explain the financial concepts used in making business decisions.
11.02	Explain the concept of financial administration.
11.03	Explain the difference between income (credit) and expense (debit).
11.04	Identify various types of credit policies and procedures.
11.05	Explain the purposes and importance of credit.
11.06	Identify the positive and negative impacts of using credit in marketing situations and understand the regulations affecting credit. (Optional)
11.07	Compare and contrast the use of different credit applications, types of credit accounts, and the differences between debit and credit cards.
11.08	Analyze industry concepts of price, profit, competition, and productivity.
12.0	Demonstrate product/service planning for the fashion marketing industry. The student will be able to:
12.01	Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
12.02	Explain the steps involved in decision-making (e.g., assessment, planning, implementation design, evaluation, etc.).
12.03	Explain the importance of product and service technology as it relates to customer satisfaction.
12.04	Explain the effect of current and emergent technologies on life-roles, lifestyles, careers, and marketing occupations.
12.05	Explain product and service quality as applicable to grades and industry standards.
12.06	Discuss product-liability risks.
12.07	Explain warranties and guarantees.
12.08	Develop a product/service plan.
12.09	Describe factors used by marketers to position products/business.
12.10	Identify the stages and impact of product life cycle.
13.0	Demonstrate marketing information management for the fashion marketing industry. The student will be able to:

<b>CTE Standards and Benchmarks</b>	
13.01	Explain the process of marketing information management.
13.02	Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
13.03	Identify procedures for the use of marketing information management to gather and manage information.
13.04	Explain the nature and scope of marketing operations. (Optional)
13.05	Demonstrate knowledge of inventory control systems and shipping and receiving procedures. (Optional)
14.0	Demonstrate pricing applications for the fashion marketing industry. The student will be able to:
14.01	Explain concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.
14.02	Explain pricing objectives, policies, and strategies.
14.03	Explain price-marking techniques.
14.04	Explain procedures for changing prices.
14.05	Demonstrate decision-making skills required for determining pricing relative to the competition.
14.06	Demonstrate problem-solving skills required when considering profit and price.
15.0	Demonstrate promotion applications for the fashion marketing industry. The student will be able to:
15.01	Explain the concepts and strategies needed to communicate information about products, services, branding, and/or ideas to achieve a desired outcome.
15.02	Identify types of promotion used in the industry.
15.03	Discuss the importance of advertising media and the role of digital and social media in advertising.
15.04	Explain the purposes and elements of advertising and display.
15.05	Use advertising guidelines and/or regulations to design appropriate media sample ads (e.g., print, radio, television, electronic media, etc.).
15.06	Use design principles to prepare such merchandise/service displays (e.g., windows, endcaps, kiosks, point of sale activity, etc.).
15.07	Write a promotional message to appeal to a target market.
15.08	Develop a sales promotion plan for a marketing organization.

**CTE Standards and Benchmarks**

15.09	Demonstrate public relations techniques as used in the marketing industry.
15.10	Evaluate effective website designs.
16.0	Demonstrate purchasing applications for the fashion marketing industry. The student will be able to:
16.01	Explain the relationship between stock/inventory turnover and purchasing.
16.02	Demonstrate proper purchasing procedures.
16.03	Explain different types of purchasing situations.
16.04	Demonstrate techniques used to obtain the best terms when negotiating a purchase.
17.0	Demonstrate applications of safety and risk-management for the fashion marketing industry. The student will be able to:
17.01	Explain the nature and scope of risk management.
17.02	Identify various types of business risks.
17.03	Describe ways businesses can manage risks, including purchasing insurance.
18.0	Demonstrate selling techniques within the fashion marketing industry. The student will be able to:
18.01	Explain the purpose and goal of the selling function and how it relates to the marketing concept.
18.02	Explain the steps in a sale and how to handle objections.
18.03	Create a sales presentation using presentation/media software.
19.0	Demonstrate an understanding of entrepreneurship. The student will be able to:
19.01	Define entrepreneurship.
19.02	Identify, explain, compare, and contrast the different types of business ownership (e.g., sole-proprietorship, partnership, corporation, franchise, licensing, etc.).
19.03	Discuss the role of the entrepreneur/ small business in the domestic and global economy.
19.04	Discuss entrepreneurship as a career choice (e.g., characteristics, aptitudes, skills necessary to be a successful entrepreneur, etc.).
19.05	Discuss the four parts of a business (i.e., production, finance, marketing and customer service).

**CTE Standards and Benchmarks**

19.06	Analyze current entrepreneurial trends in the marketplace.
19.07	Discuss the importance of ethics and social responsibility in business.
19.08	Identify the strategies and methods for generating a business plan.
19.09	Identify the types and sources of government regulations and taxation that may affect a business.
19.10	Describe the advantages and risks of entrepreneurship.
20.0	Identify the use of technology in fashion marketing. The student will be able to:
20.01	Explain the importance and uses of electronic media within the realm of marketing.
20.02	Utilize application software (e.g., word processing, spreadsheets, presentation/media software, etc.) to create career/industry-related materials.
20.03	Identify technology appropriate for marketing functions and practices related to a selected marketing career field.
20.04	Select and use a variety of technology (e.g., electronic media, information services, desktop-publishing software programs, etc.) to create, revise and verify marketing media.
21.0	Discuss the fashion design segment. The student will be able to:
21.01	Identify and discuss the different categories of apparel.
21.02	Describe the standard sizing utilized by the fashion industry.
21.03	Identify clothing styles as they relate to line and design.
21.04	Discuss the importance of branding for fashion designers.
21.05	Explain the design process for ready-to-wear designers.
21.06	Evaluate the importance of local, national and international fashion weeks.
22.0	Identify the characteristics of textiles and yarns used in fashion related industries. The student will be able to:
22.01	Identify the types, uses, characteristics, advantages, and disadvantages of natural fibers.
22.02	Identify the types, uses, characteristics, advantages, and disadvantages of manufactured/synthetic fibers.
22.03	Identify the types, uses, characteristics, advantages, and disadvantages of leather and fur.

**CTE Standards and Benchmarks**

22.04	Discuss innovations and trends in the fiber trade.
22.05	Discuss the types and roles of yarn blends and textures.
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, etc.).
23.02	Identify types of weaving.
23.03	Identify types of knitting.
23.04	Identify other methods of fabric construction (e.g., nonwovens, quilted, etc.).
23.05	Discuss the impact of fabric finishing on fabrics.
23.06	Identify fabric finishing options (e.g., bleaching, dyeing, printing, etc.).
23.07	Discuss the differences between mechanical and chemical finishes.
23.08	Discuss the differences between quality and performance standards.
23.09	Discuss the impact of computer-aided design (CAD) and computer-aided manufacturing (CAM) on fabric design and construction.
24.0	Discuss the steps involved in planning and optionally, putting on 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.

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 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.

CTE Standards and Benchmarks	
25.0	Demonstrate <del>human relations skills necessary</del> <u>the ability to connect and work well with others</u> for success in <u>any</u> marketing <del>occupations</del> <u>occupation</u> . The student will be able to:
25.01	Demonstrate the ability to collaborate effectively with team members or partnerships, leadership, and <del>with</del> peers from <del>diverse</del> socio-cultural and socio-economic backgrounds, genders, disabilities, and ages.
25.02	Demonstrate interpersonal skills (e.g., courtesy, loyalty, being a team player, adaptability, empathy, etc.).
25.03	Demonstrate personality traits important to business (e.g., interest, enthusiasm, honesty, responsibility, flexibility, integrity, credibility, reliability, perseverance, etc.).
25.04	Demonstrate the ability to use creative problem-solving, decision-making, and critical thinking strategies.
25.05	Demonstrate self-management, initiative, multitasking, team management techniques, and organizational skills. (Optionally, demonstrate the ability to utilize team management software.)
25.06	Explain the concepts of self-knowledge, self-esteem, and self-image.
25.07	Demonstrate professional behavior, etiquette, and acceptance of feedback.
25.08	Demonstrate respect for the opinions, cultural diversity, customs, and individual differences of others.
25.09	Set personal and career goals and develop a plan of action to achieve those goals, including searching and optionally, applying for jobs.
25.10	Develop and demonstrate the human relations skills needed for successful entry and progress in the occupation selected by the student as a career objective.
26.0	Demonstrate proficiency in <del>applying communication</del> <u>utilizing eCommerce marketing technologies</u> and <del>technology skills</del> <u>tools</u> . The student will be able to:
26.01	Identify and apply effective workplace communication skills (e.g., verbal, nonverbal, written, <u>and</u> <del>electronic, etc.</del> <u>electronic</u> ).

CTE Standards and Benchmarks	
26.02	Demonstrate the ability to communicate effectively amongst all stakeholders (e.g., customers/clients, co-workers, supervisors, vendors, etc.) using appropriate grammar and terminology.
26.03	Discuss the importance of developing networking skills to expand business contacts and optionally, how to utilize various online networking platforms.
26.04	Prepare and deliver a business-related presentation.
26.05	Demonstrate active listening strategies that improve understanding and performance.
26.06	Describe positive customer relations, including conflict and dispute resolution.
26.07	Interpret business policies to customers/clients.
26.08	Discuss the importance of providing clear directions, descriptions, and explanations.
26.09	Demonstrate the ability to locate, understand, and interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, <a href="#">social media platforms</a> , and <a href="#">other</a> electronic media resources.
26.10	Identify and explain how <del>the</del> electronic media, technological advances, <a href="#">social media platforms</a> , and application software programs continue to shape the field of marketing and increase business productivity.
27.0	Demonstrate proficiency in applying math skills unique to marketing. The student will be able to:
27.01	Perform addition, subtraction, multiplication, division, ratios, and percentage problems as related to the marketing industry.
27.02	Understand problem-solving techniques <del>to</del> <a href="#">for</a> sales-related transactions (i.e., cash, checks, debit cards, credit cards, <a href="#">electronic</a> , <a href="#">online payment methods</a> , <a href="#">cryptocurrency</a> , discounts, layaway, Credit on Delivery (COD), returns, gift certificates, invoices, and automatic fee withdrawals).
27.03	Interpret quantitative information from tables, charts, and graphs as related to the workplace.
27.04	Demonstrate the ability to make change correctly.
27.05	Calculate tax, gratuity, commission, and miscellaneous charges.
27.06	Demonstrate the ability to collect, organize, and interpret data; <del>predict outcomes relative to opening and closing procedures for a point-of-sale (POS) terminal.</del>
27.07	Collect and analyze sales information to determine stock turnover and stock-to-sales ratio.
27.08	Apply standard industry formulas to determine markup and markdown on merchandise.
27.09	Understand the difference between income (credit) and expense (debit). (Optional)
28.0	Identify <del>economic principles in business.</del> <a href="#">how core concepts of economics apply to the way businesses operate</a> . The student will be able to:

CTE Standards and Benchmarks	
28.01	Explain the concepts of economics and determine economic activities and the types of economic indicators used to measure the economy.
28.02	Explain the concept of economic goods and services.
28.03	Explain the concept of economic resources and the scarcity of resources.
28.04	Explain the concept of utility (i.e., form, place, time, possession and information).
28.05	Understand the concept of "supply and demand".
28.06	Understand the differences between major types of economic systems.
28.07	Explain the relationship between government and business.
28.08	Explain the concept of free enterprise and business ownership.
28.09	Explain the concept of price and its role in profit motive.
28.10	Explain the concept of risk.
28.11	Explain the concept of competition and recognize the government regulations monitoring competition, including monopolies.
28.12	Understand the concept of productivity and the factors of production needed to produce goods and services.
28.13	Identify components of the Gross National Product (GNP) and the Gross Domestic Product (GDP).
29.0	Identify marketing and business fundamentals. The student will be able to:
29.01	Define marketing and its benefits.
29.02	Explain the purpose and scope of marketing in a free enterprise system.
29.03	Identify and explain each marketing function. <a href="#">(7 functions of Marketing as defined)</a>
29.04	Explain how each component of the marketing mix ( <a href="#">product, price, place, and promotion</a> ) contributes to marketing.
29.05	Compare and contrast consumer and industrial markets. <a href="#">B2B and B2C</a>
29.06	<del>Explain</del> <a href="#">Understand</a> the relationship of marketing to business and the economy ( <del>i.e.g.,</del> <a href="#">incorporate, analyze, and create a</a> SWOT analysis – strength, weakness, opportunity, and threat).
29.07	Describe how marketers use consumer research and knowledge of the market to sell products.

CTE Standards and Benchmarks	
29.08	Discuss major fields of business activity (e.g., manufacturing, wholesaling, retailing, services, cottage industries, <del>urban</del> -street sales, <a href="#">pop-up markets</a> , <a href="#">farmers markets</a> e-Commerce, etc.).
29.09	Explain marketing strategies and marketing concepts.
29.10	Differentiate between mass marketing and market segmentation.
29.11	Explain the importance and techniques of offering the right merchandising blend.
29.12	Explain the nature and evolution of channel management (distribution).
29.13	Explain the elements that allow <a href="#">the</a> development of a marketing plan (e.g., <del>the</del> , <a href="#">executive summary</a> , <a href="#">business description</a> research, advertising, public relations, direct and indirect marketing, promotions, merchandising, branding, feedback, revision, channel management, etc.).
29.14	Explain the “4 P’s” of marketing: price, place, promotion, and product.
29.15	Define and analyze a target market as it applies to product development, promotion and channel management (distribution).
29.16	Discuss the roles e-Commerce and social networking play in the marketing of goods and services.
29.17	Understand network marketing (multilevel marketing) and how it differs from a pyramid scheme. (Optional)
29.18	Identify the role of federal regulatory agencies [i.e., 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)].
29.19	Identify the advantages and disadvantages of different types of business ownership (e.g., Private Corporation, Sole Proprietorship, Partnership, <a href="#">C Corps</a> Limited Liability Corporation (LLC)), Shareholder Corporation, etc.).
30.0	Identify effective selling techniques and procedures. The student will be able to:
30.01	Explain the purpose, principles, and importance of selling and how it relates to the marketing concept.
30.02	Identify qualities of a professional sales associate and the responsibilities of sales management.
30.03	Identify an effective sales presentation for a target market (e.g., <del>include</del> steps of a sale, consumer buying motives, approaches through greeting, merchandise, and service, <a href="#">the</a> proper time to approach a customer to open sale, feature-benefit analysis, <a href="#">overcoming objections</a> building and closing the sale, suggestion, and substitution selling, etc.).
30.04	Understand different customer <del>types</del> <a href="#">segmentation techniques</a> and <del>analyze</del> how <a href="#">different</a> customers make buying decisions.
30.05	Discuss the importance of meeting specialized sales needs and describe legal and ethical sales issues.
30.06	Describe the importance of analyzing sales trends and the use of current technologies.

**CTE Standards and Benchmarks**

30.07 Analyze the use of websites, social media, email, and customer loyalty programs to establish and maintain a customer database.

**Florida Department of Education  
Student Performance Standards**

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

**Course Description:**

This course is designed to provide students with an in-depth study of marketing in a free enterprise society and includes advertising, promotion, product development and branding, selling and marketing research. This course also includes the uses of technology and the Internet in marketing, purchasing, retail positioning strategies, and e-Commerce marketing.

<b>CTE Standards and Benchmarks</b>	
31.0	Select a marketing industry for career planning. The student will be able to:
31.01	Identify current employment opportunities in marketing-related fields.
31.02	Identify sources of information for career planning.
31.03	Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the career field.
31.04	Explain the duties, responsibilities, required skills and knowledge for a particular career in the marketing industry.
31.05	Identify the advantages and disadvantages of a particular career in marketing.
31.06	Complete self-assessments and an analysis of lifestyle goals and career aspirations.
31.07	Develop an individualized education and career plan related to a major marketing field, including the development of a resume.
31.08	Write a job description for a selected marketing occupation.
32.0	Demonstrate applications of channel management (distribution) for the selected marketing industry. The student will be able to:
32.01	Explain the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.
32.02	Explain the concepts of physical channel management (distribution) and transportation systems related to the industry.
32.03	Develop appropriate plans utilizing channel management for the specific industry.
32.04	Explain the relationship between customer service and distribution.

CTE Standards and Benchmarks	
32.05	Explain network marketing (multilevel marketing) and how it differs from a pyramid scheme.
33.0	Explain the concepts of financing for the selected marketing <del>industry</del> <u>segment</u> . The student will be able to:
33.01	Explain the financial concepts used in making business decisions.
33.02	Explain the concept of financial administration.
33.03	Explain the difference between income (credit) and expense (debit).
33.04	Identify various types of credit policies and procedures.
33.05	Explain the purposes and importance of credit.
33.06	Identify the positive and negative impacts of using credit in marketing situations and understand the regulations affecting credit. (Optional)
33.07	Compare and contrast the use of different credit applications, types of credit accounts, and the differences between debit and credit cards.
33.08	<u>Students will analyze and differentiate between the various types of electronic payment methods used in modern commerce. They will evaluate the benefits and limitations of each type and understand their application in marketing transactions.</u>
<del>33.08</del> 33.09	<u>Analyze</u> <del>Examine and evaluate key</del> industry <del>concepts-of-price</del> <u>drivers: pricing strategies</u> , profit <u>dynamics</u> , competition <u>trends</u> , and productivity <del>—</del> <u>factors</u> .
34.0	Demonstrate <del>applications-of</del> product/service planning for the selected marketing <del>industry</del> <u>segment</u> . The student will be able to:
34.01	Explain the steps involved in decision-making (e.g., assessment, planning, implementation design, evaluation, etc.).
34.02	Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities <del>—</del> <u>trends, and environmental factors</u> .
34.03	<del>Explain</del> <u>Define</u> product and service quality <del>as-applicable-to-grades</del> <u>in terms of performance standards</u> and industry <del>standards-</del> <u>benchmarks, emphasizing their relevance to both customer expectations and competitive differentiation</u> .
34.04	Discuss product-liability risks.
34.05	Explain warranties and guarantees.
34.06	Develop a product/service plan.
34.07	Describe factors used by marketers to position products/ <del>business</del> <u>businesses</u> .
34.08	Identify the stages and impact of <u>the</u> product life cycle.
35.0	Demonstrate <del>applications-of</del> marketing information management for the selected marketing <del>industry</del> <u>segment</u> . The student will be able to:

CTE Standards and Benchmarks	
35.01	Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
35.02	Explain the process of marketing information management.
35.03	Explain the nature and scope of marketing operations.
35.04	Demonstrate knowledge of inventory control systems and shipping and receiving procedures.
35.05	Identify procedures for the use of marketing information management to gather and manage information.
36.0	Demonstrate pricing applications for the selected marketing <del>industry</del> <a href="#">segment</a> . The student will be able to:
36.01	Explain concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.
36.02	Explain pricing objectives, policies, and strategies.
36.03	Explain <del>different price-marking techniques--</del> <a href="#">and methods. (Demand/Competition/Cost-Oriented Pricing)</a>
36.04	Explain procedures for changing prices.
36.05	Demonstrate decision-making skills <a href="#">and methodologies</a> required for determining pricing relative to the competition.
36.06	Demonstrate problem-solving skills required when considering profit <del>and price--</del> <a href="#">and margins.</a>
37.0	Demonstrate promotion applications for the selected marketing <del>industry</del> <a href="#">segment</a> . The student will be able to:
37.01	Explain the concepts and strategies needed to communicate information about products, services, branding, and/or ideas to achieve a desired outcome.
37.02	Identify types of promotion used in the industry. <a href="#">(Advertising, Direct Marketing, Sales Promotion, and Public Relations.)</a>
37.03	Discuss the importance of advertising media and the role of digital and social media in advertising.
37.04	Explain the purposes and elements of advertising and display.
37.05	Use advertising guidelines and/or regulations to design appropriate media sample ads (e.g., print, radio, television, electronic media, etc.).
37.06	Use design principles to prepare such merchandise/service displays (e.g., windows, endcaps, kiosks, point of sale activity, etc.).
37.07	Write a promotional message to appeal to a <a href="#">specific</a> target market.
37.08	Develop a sales promotion plan for a marketing organization.

## CTE Standards and Benchmarks

37.09 Demonstrate and understand public relations techniques ~~as~~-used in the marketing industry.

37.10 ~~Evaluate effective website designs.~~Evaluate effective website designs including analyzing and assessing the impact of user-centric website designs, focusing on functionality, visual appeal, mobile responsiveness, and conversion optimization to enhance user experience and drive business goals.

38.0 Understand the Core Principles of Branding. The student will be able to:

38.01 Define branding, including its role in business identity and customer perception.

38.02 Explain the difference between brand identity, brand image, and brand equity.

38.03 Identify elements that make up a brand (name, logo, color scheme, tagline, voice, etc.) and discuss how each element influences consumer perception.

39.0 Analyze Branding Strategies. The student will be able to:

39.01 Evaluate different branding strategies, such as corporate branding, product branding, and personal branding, and understand their applications in various industries.

39.02 Investigate the concept of brand positioning and how businesses differentiate themselves in the marketplace.

40.0 Develop a Brand Strategy. The student will be able to:

40.01 Create a comprehensive brand strategy, including brand positioning, target audience identification, and key messaging.

40.02 Develop a brand identity kit (logo, colors, typography) and explain how these elements support brand recognition and consistency.

41.0 Measure Brand Success. The student will be able to:

41.01 Identify key performance indicators (KPIs) used to assess brand strength and success, such as brand awareness, customer loyalty, and market share.

41.02 Understand the importance of brand consistency across multiple channels, both online and offline, and its impact on customer trust and engagement.

42.0 Evaluate the Impact of Digital Media on Branding. The student will be able to:

42.01 Explore how social media, influencers, and digital content contribute to building and maintaining a brand's presence.

42.02 Assess the role of customer feedback, online reviews, and reputation management in shaping brand perception.

43.0 Understand Ethical Branding Practices. The student will be able to:

43.01 Discuss the role of corporate social responsibility (CSR) in branding and how ethical practices can enhance brand reputation.

## CTE Standards and Benchmarks

43.02 Explore examples of businesses that have successfully built their brands around sustainability, inclusivity, and social responsibility.

~~38.0~~44.0 Demonstrate purchasing applications for the selected marketing industrysegment. The student will be able to:

~~38.01~~44.01 Explain different types of purchasing situations.

~~38.02~~44.02 Demonstrate techniques used to obtain the best terms when negotiating a purchase.

~~39.0~~45.0 Demonstrate applications of safety and risk management for the selected marketing industrysegment. The student will be able to:

~~39.01~~45.01 Explain the nature and scope of risk management.

~~39.02~~45.02 Identify various types of business risks.

~~39.03~~45.03 Describe ways businesses can manage risks, including purchasing different types of insurance that may be applicable.

~~40.0~~46.0 Demonstrate selling techniques within the selected marketing industrysegment. The student will be able to:

~~40.01~~46.01 Explain the purpose and goal of the selling function and how it relates to the marketing concept.

~~40.02~~46.02 Explain the steps in a sale and how to handle objections.

~~40.03~~46.03 Create a sales presentation using presentation/media software.

~~41.0~~47.0 Demonstrate an understanding of entrepreneurship. The student will be able to:

~~41.01~~47.01 Define entrepreneurship.

~~41.02~~47.02 Identify, explain, and compare, ~~and contrast~~ the different types of business ownership (e.g., sole-proprietorship, partnership, corporation, S Corp, Limited Liability franchise, licensing, etc.).

~~41.03~~47.03 Discuss the role of the entrepreneur/ small business in the domestic and global economy.

~~41.04~~47.04 Discuss entrepreneurship as a career choice (e.g., characteristics, aptitudes, skills necessary to be a successful entrepreneur, etc.).

~~41.05~~47.05 Discuss the four parts of a business (i.e., production, finance, marketing, and customer service).

~~41.06~~47.06 Analyze current entrepreneurial trends in the marketplace. (Online vs Brick and Mortar)

~~41.07~~47.07 Discuss the importance of ethics and social responsibility in business.

~~41.08~~47.08 Identify the strategies and methods for generating a business plan (e.g., business model canvas, ~~boiler-plate~~boilerplate, etc.).

CTE Standards and Benchmarks	
<del>41.09</del> 47.09	Identify the types and sources of <u>international, federal, state, and local</u> government regulations and taxation that may affect a business.
<del>41.10</del> 47.10	Describe the advantages and risks of entrepreneurship.
<del>42.0</del> 48.0	Identify the uses of technology in marketing. The student will be able to:
<del>42.01</del> 48.01	Explain the importance and uses of technology within the realm of marketing.
<del>42.02</del> 48.02	Utilize application software (e.g., word processing, spreadsheets, presentation/media software, etc.) to create career/industry-related materials.
<del>42.03</del> 48.03	Identify technology appropriate for marketing functions and practices related to a selected marketing career field.
<del>42.04</del> 48.04	Select and use a variety of technology (e.g., electronic media, information services, desktop-publishing software programs, etc.) to create, revise and verify marketing media.

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.

CTE Standards and Benchmarks	
49.0	Apply economic principles of business to fashion marketing. The student will be able to:
49.01	Explain economic trends related to fashion marketing.
49.02	Explain the role of the profit motive in the marketing of fashion products.
49.03	Explain the role of fashion marketing in a free enterprise system.
49.04	Describe the channels retail segments related to fashion marketing.
49.05	Apply economic concepts to fashion marketing (e.g., pricing, risk, productivity, competition, cycles, etc.).
50.0	Apply fashion product and service technology. The student will be able to:
50.01	Understand the terminology associated with the selling of apparel and accessories, home furnishings, and other fashion merchandise.
50.02	Demonstrate appropriate knowledge of price market categories for selling of apparel and accessories, home furnishings, and other fashion merchandise.
50.03	Demonstrate principles in the merchandising of fashion products.
50.04	Compare different types of ready to wear manufacturing.
50.05	Comprehend the use of trademarks in the fashion industry.
50.06	Assess the designers who have/had a significant impact on fashion design.
50.07	Compare past, present, and future styles of apparel and accessories.

<b>CTE Standards and Benchmarks</b>	
50.08	Demonstrate the care and cleaning of fashion garments.
50.09	Apply textile knowledge within the fashion industry.
50.10	Analyze the specific fashion needs of infants/young children, people with special needs, pregnant women, and frequent travelers.
51.0	Demonstrate merchandising skills appropriate for fashion marketing. The student will be able to:
51.01	Identify and explain basic stock-keeping techniques (e.g., sorting by color, size, classification, etc.) and the maintenance of merchandise fixtures.
51.02	Explain initiatives in maintaining stock (e.g., rehangng merchandise, studying hang tags, restocking merchandise, etc.).
51.03	Demonstrate the creation of a floor plan and a planogram and describe their importance.
51.04	Demonstrate techniques to perform a fashion merchandise inventory.
51.05	Understand the different types of visual displays.
51.06	Explain the importance of merchandise displays by demonstrating knowledge of design principles and elements (e.g., patterns of arrangement, color principles, appropriate displays for specific types of merchandise, etc.).
51.07	Plan a promotional campaign for a product or line (e.g., types of media, promotional mix, evaluation of effectiveness, etc.).
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	Identify techniques to prevent security issues, including correct procedures for recognizing and monitoring potential shoplifters and other unlawful behaviors.
52.04	Implement guidelines to address customer return policies.
52.05	Conduct an orientation for new employees.
53.0	Demonstrate proficiency in applying higher level mathematical skills unique to fashion marketing. The student will be able to:
53.01	Collect and analyze sales information to determine stock turnover and stock-to-sales ratios.
53.02	Apply standard industry formulas to determine markup and markdown for fashion merchandise.
53.03	Analyze standard industry formulas relative to discount rate and due date to determine the amount of payment due on an invoice.

**CTE Standards and Benchmarks**

53.04	Solve pricing problems involving fixed pricing, variable pricing, odd-cent pricing, and loss-leader pricing.
53.05	Calculate sales productivity.
53.06	Calculate sales per hour.
54.0	Apply promotional planning techniques and procedures to fashion marketing. The student will be able to:
54.01	Analyze the role of promotion in fashion marketing.
54.02	Identify the markets for and develop a fashion promotion plan for a given product or situation.
54.03	Develop a promotional mix for a fashion-related product.
54.04	Prepare a promotional calendar of events.
54.05	Prepare a written advertisement layout.
54.06	Select and evaluate a variety of advertising media options.
54.07	Apply the steps involved in the planning and set-up of fashion displays.
54.08	Identify the factors to consider to evaluate a completed fashion display.
54.09	Differentiate between promotional displays and institutional displays.
54.10	Implement public relations strategies.
54.11	Establish promotional planning sales quotas and incentives.
54.12	Evaluate the overall fashion-related promotional plan.
55.0	Apply entrepreneurial concepts to fashion marketing. The student will be able to:
55.01	Define and explain entrepreneurship.
55.02	Define and explain intrapreneurship.
55.03	Describe the importance of entrepreneurship to the fashion industry.
55.04	Analyze the advantages and disadvantages of entrepreneurship relative to the fashion industry.
55.05	Analyze the risks involved in the ownership of a fashion-related business.

**CTE Standards and Benchmarks**

55.06	Identify the education, aptitudes, attitudes, and skills recommended for fashion entrepreneurs and intrapreneurs.
55.07	Assess personal potential for success as an entrepreneur.
55.08	Develop a plan to establish and open a fashion-related 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 the importance of effective communication relative to fashion marketing management.
56.04	Identify and apply the steps of the problem-solving process.
56.05	Demonstrate the motivational strategies a fashion marketing manager uses to encourage employees.
56.06	Evaluate the influences of the marketing concept on fashion marketing and management.
56.07	Develop a fashion marketing plan.
57.0	Analyze global trends in fashion marketing. The student will be able to:
57.01	Forecast global marketing trends in fashion-related industries.
57.02	Analyze the impact of global marketing on the fashion industry.
57.03	Compare global markets and distributors.
57.04	Analyze multicultural influences on fashion marketing.
57.05	Evaluate sources of fashion-related import/export information.
57.06	Explain how a product/market evaluation helps identify the attitudes and preferences of consumers of various cultural backgrounds.
57.07	Discuss the role of electronic media in facilitating international fashion marketing.
58.0	Demonstrate the applications of technology relative to fashion marketing. The student will be able to:
58.01	Demonstrate mastery of software applications and current/emergent technologies relative to fashion marketing.
58.02	Discuss the impact of e-Commerce and social media on the fashion marketing industry.

<b>CTE Standards and Benchmarks</b>	
58.03	Demonstrate the use of electronic media and other information networks to market fashion-related products.
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 (e.g., training and educational requirements, the required skills and abilities, steps for reaching career goal, etc.).
59.02	Demonstrate the competencies required for career sustaining and mid-level management positions in fashion marketing.
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 (e.g., résumé, coursework samples, etc.).

## Additional Information

### Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### Career and Technical Student Organization (CTSO)

~~DECA and Future Business Leaders of America (FBLA)~~ CTSOs are ~~the~~ co-curricular career and technical student ~~organization(s)~~ organizations 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. -Other CTOS not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

### 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. 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 course or a modified course. 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 a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. 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

The standards and/or benchmarks for this program were updated for the 2026-27 academic year.

**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
Program Length	1 credit
Teacher Certification	Refer to the <b>Program Structure</b> section.
CTSO	DECA, FBLA-PBL, BPA
SOC Codes (all applicable)	11-1021 – General and Operations Managers
CTE Program Resources	<del><a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stm">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stm</a></del> <a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stm">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stm</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 careers as entrepreneurs, present entrepreneurship as a career path worthy of consideration, provide students with the skills needed to realistically evaluate their potential as business owners and to develop the fundamental knowledge and skills necessary to start and operate a business.

The content includes, but is not limited to, 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 totaling one credit.

To teach the course listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
8812000	Business Ownership	ADVR PROM 7G BUS ED 1 MKTG 1 MKTG MGMT 7G RETAILING @7 7G TC COOP ED @7 VOE @7	1 credit	11-1021	3	CT

*(Graduation Requirement Codes: CT=Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA=Mathematics, PL=Personal Financial Literacy)*

**Common Florida's Career Technical Core – Career Ready Practices** Readiness Skills for CTE Programs

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.**

<b><u>Employability Skills</u></b>	
<b>01.0</b>	<u>Apply academic skills to workplace scenarios.</u>
	<u>01.01 Use reading skills.</u>
	<u>01.02 Use writing skills.</u>
	<u>01.03 Use mathematical strategies and procedures.</u>
	<u>01.04 Use scientific principles and procedures.</u>
<b>02.0</b>	<u>Design a solution to an industry problem.</u>

<a href="#">02.01 Use critical thinking.</a>
<a href="#">02.02 Use creativity.</a>
<a href="#">02.03 Make sound decisions.</a>
<a href="#">02.04 Solve problems.</a>
<a href="#">02.05 Reason.</a>
<a href="#">02.06 Plan and organize.</a>
<a href="#">03.0 Manage resources within an industry project</a>
<a href="#">03.01 Manage time.</a>
<a href="#">03.02 Manage money or resources.</a>
<a href="#">03.03 Manage materials.</a>
<a href="#">03.04 Manage personnel.</a>
<a href="#">04.0 Oversee the subcomponents, operations and output of a technical or organizational system.</a>
<a href="#">04.01 Manage systems.</a>
<a href="#">04.02 Monitor systems.</a>
<a href="#">04.03 Improve systems.</a>
<a href="#">05.0 Use information for decision making.</a>
<a href="#">05.01 Locate information.</a>
<a href="#">05.02 Organize information.</a>
<a href="#">05.03 Use information.</a>
<a href="#">05.04 Analyze information.</a>
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<b><a href="#">Career Exploration &amp; Planning</a></b>
<a href="#">10.0 Explain career opportunities aligned with the regional economy and personal aspirations.</a>
<a href="#">10.01 Describe regional occupations that are high-demand, high-growth, high-wage and/or high-skill.</a>
<a href="#">10.02 Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.</a>
<a href="#">11.0 Explain postsecondary pathways aligned with his or her career aspirations.</a>
<a href="#">11.01 Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).</a>
<a href="#">11.02 Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.</a>

11.03	<a href="#">Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.</a>
11.04	<a href="#">Compare postsecondary training data for training programs of interest, such as total costs, average student loan debt, and median earnings and job placement rates after program completion.</a>
12.0	<a href="#">Develop a personalized career and academic plan.</a>
12.01	<a href="#">Prioritize an occupation, credential and postsecondary training provider for plan formation.</a>
12.02	<a href="#">Self-assess progress toward meeting graduation requirements and skill-development goals.</a>
12.03	<a href="#">Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts and examinations.</a>
12.04	<a href="#">Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.</a>
12.05	<a href="#">Develop a postsecondary training budget that is inclusive of living and school expenses.</a>
<b><u>Job Attainment</u></b>	
13.0	<a href="#">Find, assess and apply to job opportunities.</a>
13.01	<a href="#">Identify online job posts relevant to his or her career aspirations.</a>
13.02	<a href="#">Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</a>
13.03	<a href="#">Define what information, documentation and writing prompts are required for the positions.</a>
14.0	<a href="#">Communicate personal competence, character and fit for a job opportunity.</a>
14.01	<a href="#">Develop a resume.</a>
14.02	<a href="#">Write a cover letter.</a>
14.03	<a href="#">Curate a professional portfolio that includes work products.</a>
14.04	<a href="#">Prepare for and experience a mock job interview.</a>
15.0	<a href="#">Cultivate and leverage relationships to professionally advance.</a>
15.01	<a href="#">Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</a>
15.02	<a href="#">Develop a plan to cultivate a professional digital footprint.</a>
15.03	<a href="#">Develop a networking plan for a specific industry of interest.</a>

## Standards

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

- 01.0 Analyze the changing role of entrepreneurship in the global marketplace.
- 02.0 Prepare a self-analysis.
- 03.0 Analyze how to build a competitive advantage by testing opportunities and evaluating management theories, models and tools.
- 04.0 Explain the role of management and project management in the operation of an enterprise.
- 05.0 Determine business plan development steps and procedures.
- 06.0 Prepare a business and financial plan for a business.
- 07.0 Prepare a description of a proposed business organization.
- 08.0 Prepare and explain the importance of building relationships in business and entrepreneurship.
- ~~08.0~~09.0 Prepare a market segment analysis.
- ~~09.0~~10.0 Prepare an analysis of a potential location ~~and channels of distribution.~~
- ~~10.0~~11.0 Prepare a description of proposed products/services.
- ~~11.0~~12.0 Prepare a proposed pricing policy.
- ~~12.0~~13.0 Prepare a marketing strategy.
- 14.0 Identify Ethical marketing and sales techniques.
- ~~13.0~~15.0 Demonstrate the uses of business-related software.
- 16.0 Apply Basic Accounting Concepts.
- ~~14.0~~17.0 Apply a career plan ~~to~~for entrepreneurship.

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

CTE Standards and Benchmarks	
01.0	Analyze the changing role of entrepreneurship in the global marketplace. The student will be able to:
01.01	Define entrepreneurship and identify its characteristics.
01.02	Examine the innovations and inventions throughout history that created businesses.
01.03	Analyze business trends created by changes in technology (e.g., on-demand economy shift, e-commerce and social commerce dominance, future of business trends, etc.).
01.04	Evaluate the importance of entrepreneurship to the global economy; identify and research famous entrepreneurs.
01.05	Summarize factors that have led to increased interdependence within the global marketplace.
01.06	Research the tools, resources, and various methods available to start a new business such as journals, search engines, Small Business Administration, Better Business Bureau, government websites, other websites, etc.
02.0	Prepare a self-analysis. The student will be able to:
02.01	Describe personal education, training, strengths, and weaknesses relevant to the operation of a business and optionally, incorporate an emotional Intelligence exercise.
02.02	Develop a timeline for the personal <u>and professional</u> development required for a specific field of business; outline the steps needed to acquire skills and obtain licensure.
02.03	Describe personality traits and work habits relevant to the operation of a business; compare to the individual's traits and habits.
03.0	Analyze how to build a competitive advantage by testing opportunities and evaluating management theories, models, and tools. The student will be able to:
03.01	Define and discuss the SWOT (Strength, Weakness Opportunities & Threats), TOWS (Threats, Opportunities, Weakness & Strength) and PESTLE (Political, Economic, Sociological, Technological, Legal & Environmental) analytical models.

CTE Standards and Benchmarks	
03.02	Utilize Porter's 5 Forces on a mock business. (Optional)
04.0	Explain the role of management <a href="#">and project management</a> in the operation of an enterprise. The student will be able to:
04.01	Analyze and explain the functions of management.
04.02	Prepare an organizational chart and explain its importance.
04.03	Discuss various aspects of supervising employees and <a href="#">understand the language and processes of project management and</a> the role of employees in the workplace.
04.04	Analyze the relationship of government entities (federal, state, local) to small and large businesses; note the differences in certain laws (e.g., Family and Medical Leave Act); expand on the importance of Human Resources. (Optional)
04.05	Discuss business ethics and <del>regulations</del> <a href="#">regulations'</a> impact on small and large businesses.
04.06	Identify the various types of taxes levied on a small business-- <a href="#">, including income tax, sales tax, and payroll taxes.</a>
04.07	Compare sources of management information systems for the small business owner.
04.08	Analyze and determine possible employee work environments (remote, in-person, hybrid, etc.) to maximize employee retention and productivity.
04.09	Determine how to find the best possible employees using various <del>website</del> <a href="#">websites</a> , recruiting firms or other means.
05.0	Determine business plan development steps and procedures. The student will be able to:
05.01	Define the five common forms of businesses.
05.02	Describe the components of a business plan (e.g., Executive Summary, Introduction, Analysis of Business Situation, Planned Operation, Planned Financing, Objectives, Lead Business Model Canvas).
05.03	Analyze the importance of a business plan in developing a business idea and evaluating success.
05.04	Select data, graphics, maps and diagrams to include in a business plan.
05.05	Evaluate the possibility of and procedures for buying an existing business or franchise.
06.0	Prepare a business and financial plan for a business. The student will be able to:
06.01	Identify and justify the type of business being proposed.
06.02	Analyze how current or changing economic situations create <del>an</del> unfulfilled consumer demand for the proposed business.
06.03	Evaluate various corporate vision and mission statements and develop individualized vision and mission statements for the selected business.

## CTE Standards and Benchmarks

06.04	Compose a description of the product/service and advantages and benefits the product/service will provide customers.
06.05	Substantiate why the business will be successful.
06.06	Identify three business failures, evaluate the causes of each failure and describe how to avoid those failures in your business.
06.07	Estimate the start-up costs required to open a business.
06.08	Compare available funding sources; identify the amount of personal financial commitment necessary to open a business.
06.09	Use a financial calculator or an online program to determine the loan payment and amortization of a business loan.
06.10	Prepare a plan to repay borrowed funds or provide return on investment to equity funds.
06.11	Project monthly and annual business income for the first year of operation <a href="#">and prepare an Income Statement</a> .
06.12	Estimate monthly and annual cash flow projections for the first year of operation.
06.13	Calculate <a href="#">the</a> sales volume required for the first year of operation to be profitable.
06.14	Prepare a statement of opening assets, liabilities, and net worth (balance sheet). (Optional)
06.15	Prepare a five-year financial plan.
06.16	Develop a summary of key points for supporting financial requests.
06.17	Develop alternative payment options such as credit, contactless payments, cryptocurrency, etc.
06.18	Explain the importance of personal finance with <del>regards</del> <a href="#">regard</a> to financing (e.g., credit score, asset/debt ratio, etc.). (Optional)
07.0	Prepare a description of a proposed business organization. The student will be able to:
07.01	Determine the form of ownership best suited <del>to</del> for the proposed business.
07.02	Identify the steps required to establish various types of businesses (e.g., licenses, special permits, bank accounts, etc.).
07.03	Outline steps for the hiring of employees.
07.04	Prepare an organizational chart.
07.05	Compose job descriptions and determine employee benefits for the identified positions.
07.06	Perform a risk management analysis and determine employee benefits.

## CTE Standards and Benchmarks

08.0 Prepare and explain the importance of building relationships in business and entrepreneurship. The student will be able to:

08.01 Communicate effectively and professionally in a variety of formats (e.g., verbal, written, digital, presentations).

08.02 Explain how networking is vital to business.

08.03 Practice active listening and empathetic communication to understand and respond to diverse perspectives.

08.04 Negotiate and resolve conflicts effectively and ethically.

08.05 Demonstrate cultural awareness and sensitivity in all interactions.

08.06 Explain the different leadership styles and how communication relates to each style of leadership.

~~08.0~~09.0 Prepare a market segment analysis. The student will be able to:

~~08.04~~09.01 Analyze the target market by geographical area, demographics, lifestyles, and product benefits.

~~08.02~~09.02 Explain the importance of market segmentation.

~~08.03~~09.03 Describe customer buying behavior related to the proposed business.

~~08.04~~09.04 Analyze the customer base relative to local market demographics.

~~09.0~~10.0 Prepare an analysis of a potential location ~~and channels of distribution.~~ The student will be able to:

~~09.04~~10.01 Evaluate the availability, costs, traffic patterns, accessibility, and proximity to the competition of an appropriate business location.

~~09.02~~10.02 Research cultural, financial, vocational, age, and mobility characteristics of the inhabitants of the potential location.

~~09.03~~10.03 Determine the advantages and disadvantages of different types of business locations.

~~09.04~~10.04 Understand different types of commercial leases and practice the calculations needed to establish rent.

~~09.05~~10.05 Determine the steps involved in selecting a specific business site.

~~40.0~~11.0 Prepare a description of proposed products/services. The student will be able to:

~~40.04~~11.01 Summarize the features, benefits, and advantages of the products and services to be offered.

~~40.02~~ Identify potential suppliers and/or manufacturers for the business's inventory and the operation of the business.

~~40.03~~11.02 Develop an inventory policy, if applicable.

## CTE Standards and Benchmarks

~~10.04~~11.03 Develop a plan for virtual services for the business. (Optional)

~~11.0~~12.0 Prepare a proposed pricing policy. The student will be able to:

~~11.04~~12.01 Identify the elements and reasons for developing ~~of~~a pricing strategy and how it effects affects the profitability and sustainability of a business.

~~11.02~~12.02 Identify pricing incentive options.

~~11.03~~12.03 Define and compute profit margin.

~~11.04~~12.04 Determine the economics of one unit and the break-even point.

~~12.0~~13.0 Prepare a marketing strategy. The student will be able to:

~~12.04~~13.01 Determine and describe an appropriate business and product branding image. (Optional).

~~12.02~~13.02 Select a promotional mix for the business.

~~12.03~~13.03 Establish promotional objectives for the business.

~~12.04~~13.04 Design and prepare an advertising brochure.

~~12.05~~13.05 Identify methods of promotion to be used by comparing and contrasting costs versus benefits.

~~12.06~~13.06 Explore various advertising mediums and the costs associated with each type.

~~12.07~~13.07 Develop a promotional plan that includes digital marketing and sales promotions.

~~12.08~~13.08 Develop ideas for obtaining publicity for the business, including using a social media campaign, press release, etc.

~~12.09~~13.09 Determine the best publications to use and write a press release.

~~12.10~~13.10 Analyze advertising trends by looking at all forms of marketing media and determine their effectiveness.

~~12.14~~13.11 Identify the role of customer service (e.g., surveying, feedback, customer retention, customer empathy. etc.).

~~12.12~~13.12 Introduce personalized omnichannel and multichannel experiences.

14.0 Identify Ethical marketing and sales techniques. The student will be able to:

14.01 Define and explain emotions in marketing and prepare examples.

14.02 Recognize and understand the role of emotions in consumer decision-making.

## CTE Standards and Benchmarks

[14.03 Develop and implement marketing strategies that appeal to customer emotions and values.](#)

[14.04 Use emotional intelligence and other soft skills to build rapport and trust with clients.](#)

[14.05 Identify and address customer concerns and objections empathetically.](#)

[14.06 Communicate with customers in a way that is authentic and builds trust.](#)

[14.07 Determine and analyze ethical and unethical marketing and sales techniques.](#)

[14.08 Identify and apply ethical principles and legal guidelines related to marketing and sales practices.](#)

[14.09 Recognize and avoid deceptive or misleading marketing tactics.](#)

[14.10 Understand and comply with consumer protection laws and regulations.](#)

[14.11 Maintain confidentiality and protect customer data.](#)

[14.12 Act with integrity and honesty in all business dealings.](#)

~~13.0~~[15.0](#) Demonstrate the uses of business-related software. The student will be able to:

~~13.04~~[15.01](#) Perform data entry procedures.

~~13.02~~[15.02](#) Perform merchandising math data entry procedures (e.g., stock turnover, markup, markdown, open to buy, pricing, invoicing).

~~13.03~~[15.03](#) Analyze a marketing spreadsheet in a decision-making situation, such as the Return on Investment (ROI), cash flow analysis.

~~13.04~~[15.04](#) Discuss the importance of all forms of online media services to a small business.

~~13.05~~[15.05](#) Analyze various software options for business operations (e.g., search engines, business software, web services, market searches, etc.).

[16.0](#) Apply basic accounting concepts. The student will be able to:

[16.01](#) Recognize the difference between debits and credits.

[16.02](#) Compare and contrast the two accounting methods (Cash vs. Accrual) to justify the method of choice for the business.

[16.03](#) Categorize various accounts as either accounts payable or accounts receivable and show a clear understanding of these terms.

[16.04](#) Understand the importance of the break-even point in setting realistic financial goals and ensuring profitability.

## CTE Standards and Benchmarks

16.05 Develop an understanding of key financial ratios essential for managing a business's financial health.

16.06 Explore both traditional and modern methods of bookkeeping, including paper-based systems, spreadsheet tools, desktop software, cloud-based platforms, and specialized applications.

~~14.0~~17.0 Apply a career plan ~~to~~for entrepreneurship. The student will be able to:

~~14.01~~17.01 Develop a plan for pursuing a career as an entrepreneur; include training and educational requirements, skills and abilities and steps for reaching career goals.

~~14.02~~17.02 Demonstrate specific technology applications related to a career plan.

~~14.03~~17.03 Develop a digital career portfolio.

~~14.04~~17.04 Plan for continuous development of skills, keeping licenses current, and any other requirements needed to keep business profitable.

## Additional Information

### Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### Career and Technical Student Organization (CTSO)

~~Florida DECA, Florida Future Business Leaders of America Phi Beta Lambda (FBLA-PBL) and Florida Business Professionals of America (BPA)~~CTSOs are ~~the~~ co-curricular career and technical student ~~organization(s)~~ [organizations](#) 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. [Other CTOS not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.](#)

### 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. 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 course or a modified course. 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 a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. 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

The standards and/or benchmarks for this program were updated for the 2026-27 academic year.

**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
Program Length	3 credits
Teacher Certification	Refer to the <b>Program Structure</b> section.
CTSO	DECA, FBLA-PBL
SOC Codes (all applicable)	11-2021 – Marketing Managers 11-1021 – General and Operations Managers
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and the 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 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 business owners, and to 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 totaling three credits.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
8812110	Principles of Entrepreneurship	BUS ED 1 MKTG 1 MKTG MGMT @7 7G RETAILING @7 7G TC COOP ED @7 VOE @7	1 credit	11-2021	2	CT
8812120	Business Management and Law	BUS ED 1 MKTG 1 MKTG MGMT @7 7G RETAILING @7 7G TC COOP ED @7 VOE @7	1 credit		3	CT
8812000	Business Ownership	ADVR PROM 7G BUS ED 1 MKTG 1 MKTG MGMT 7G RETAILING @7 7G TC COOP ED @7 VOE @7	1 credit	11-1021	3	CT

(Graduation Requirement Codes: CT=Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA=Mathematics, PL=Personal Financial Literacy)

**Common Florida's Career Technical Core – Career Ready Practices** Readiness Skills for CTE Programs

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.**

<b><u>Employability Skills</u></b>	
<b>01.0</b>	<u>Apply academic skills to workplace scenarios.</u>
	<u>01.01 Use reading skills.</u>
	<u>01.02 Use writing skills.</u>
	<u>01.03 Use mathematical strategies and procedures.</u>
	<u>01.04 Use scientific principles and procedures.</u>
<b>02.0</b>	<u>Design a solution to an industry problem.</u>

<a href="#">02.01 Use critical thinking.</a>
<a href="#">02.02 Use creativity.</a>
<a href="#">02.03 Make sound decisions.</a>
<a href="#">02.04 Solve problems.</a>
<a href="#">02.05 Reason.</a>
<a href="#">02.06 Plan and organize.</a>
<a href="#">03.0 Manage resources within an industry project</a>
<a href="#">03.01 Manage time.</a>
<a href="#">03.02 Manage money or resources.</a>
<a href="#">03.03 Manage materials.</a>
<a href="#">03.04 Manage personnel.</a>
<a href="#">04.0 Oversee the subcomponents, operations and output of a technical or organizational system.</a>
<a href="#">04.01 Manage systems.</a>
<a href="#">04.02 Monitor systems.</a>
<a href="#">04.03 Improve systems.</a>
<a href="#">05.0 Use information for decision making.</a>
<a href="#">05.01 Locate information.</a>
<a href="#">05.02 Organize information.</a>
<a href="#">05.03 Use information.</a>
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<a href="#">11.01 Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).</a>
<a href="#">11.02 Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.</a>

11.03	<a href="#">Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.</a>
11.04	<a href="#">Compare postsecondary training data for training programs of interest, such as total costs, average student loan debt, and median earnings and job placement rates after program completion.</a>
12.0	<a href="#">Develop a personalized career and academic plan.</a>
12.01	<a href="#">Prioritize an occupation, credential and postsecondary training provider for plan formation.</a>
12.02	<a href="#">Self-assess progress toward meeting graduation requirements and skill-development goals.</a>
12.03	<a href="#">Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts and examinations.</a>
12.04	<a href="#">Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.</a>
12.05	<a href="#">Develop a postsecondary training budget that is inclusive of living and school expenses.</a>
<b><u>Job Attainment</u></b>	
13.0	<a href="#">Find, assess and apply to job opportunities.</a>
13.01	<a href="#">Identify online job posts relevant to his or her career aspirations.</a>
13.02	<a href="#">Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</a>
13.03	<a href="#">Define what information, documentation and writing prompts are required for the positions.</a>
14.0	<a href="#">Communicate personal competence, character and fit for a job opportunity.</a>
14.01	<a href="#">Develop a resume.</a>
14.02	<a href="#">Write a cover letter.</a>
14.03	<a href="#">Curate a professional portfolio that includes work products.</a>
14.04	<a href="#">Prepare for and experience a mock job interview.</a>
15.0	<a href="#">Cultivate and leverage relationships to professionally advance.</a>
15.01	<a href="#">Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</a>
15.02	<a href="#">Develop a plan to cultivate a professional digital footprint.</a>
15.03	<a href="#">Develop a networking plan for a specific industry of interest.</a>

## **Standards**

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

### **Principles of Entrepreneurship**

- 01.0 Discuss the role of the entrepreneur.
- 02.0 Discuss entrepreneurship as a career choice.
- 03.0 Identify the basic economic principles of entrepreneurship.
- 04.0 Discuss the importance of ethics in business.
- 05.0 Identify strategies and methods for generating a business idea and creating a brand, including principles of design thinking, customer empathy and social entrepreneurship.
- 06.0 Outline the steps in planning a new business.
- 07.0 Identify the principles of marketing.
- 08.0 Identify the principles of selling.
- 09.0 Identify the principles of financing.
- 10.0 Identify the principles of pricing.
- 11.0 Identify the communication, collaboration and technology skills used to create engagement and prepare workforce readiness skills for entrepreneurship.
- 12.0 Identify and demonstrate the entrepreneurial mindset as employability and human relations skills.
- 13.0 Identify and demonstrate personal financial literacy and skills.

### **Business Management and Law**

- 14.0 Identify the principles of management.
- 15.0 Demonstrate an understanding of entrepreneurship in a free enterprise system.
- 16.0 Demonstrate knowledge of the global economy.
- 17.0 Demonstrate knowledge of the importance of a business plan, including a lean business model canvas.
- 18.0 Investigate and analyze the components of a financial management strategy.
- 19.0 Demonstrate knowledge of merchandising and inventory control.
- 20.0 Identify elements of manufacturing and production.
- 21.0 Demonstrate knowledge of customer credit, collection management, Non-Fungible Tokens (NFTs), digital cash, etc.
- 22.0 Describe risk/shrinkage management and create a strategic risk assessment.
- 23.0 Demonstrate knowledge of and the types and sources of government regulation and taxation that may affect a business.
- 24.0 Demonstrate knowledge of business law.
- 25.0 Investigate and analyze the components of human resources management.

### **Business Ownership**

- 26.0 Analyze the changing role of entrepreneurship in the global marketplace.
- 27.0 Prepare a self-analysis.
- 28.0 Analyze how to build a competitive advantage by testing opportunities and evaluating management theories, models and tools.
- 29.0 Explain the role of management [and project management](#) in the operation of an enterprise.

- 30.0 Determine business plan development steps and procedures.
- 31.0 Prepare a business and financial plan for a business.
- 32.0 Prepare a description of a proposed business organization.
- 33.0 Prepare and explain the importance of building relationships in business and entrepreneurship
- ~~33.0~~34.0 Prepare a market segment analysis.
- ~~34.0~~35.0 Prepare an analysis of a potential location ~~and channels of distribution.~~
- ~~35.0~~36.0 Prepare a description of proposed products/services.
- ~~36.0~~37.0 Prepare a proposed pricing policy.
- ~~37.0~~38.0 Prepare a marketing strategy.
- 39.0 Identify Ethical marketing and sales techniques.
- ~~38.0~~40.0 Demonstrate the uses of business-related software.
- 41.0 Apply Basic Accounting Concepts.
- ~~39.0~~42.0 Apply a career plan ~~to~~for 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: the role of the entrepreneur, entrepreneurship as a career, ethics in business, and the principles of marketing, financing, and managing a business.

CTE Standards and Benchmarks	
01.0	Discuss the role of the entrepreneur. The student will be able to:
01.01	Define entrepreneurship.
01.02	Research <del>innovations and the names and biographies</del> <a href="#">case studies</a> of successful entrepreneurs, past and present, <a href="#">and define the characteristics of a successful entrepreneur.</a>
01.03	Discuss the evolution of and the different types of entrepreneurship (small business, large company, scalable startup, social, innovative, hustler, imitator, researcher).
01.04	Describe the differences between a product-based business and a service-based business. Describe the innovation differences between product-based, service-based, application-based, nonprofit-based and
01.05	Identify the contributions of entrepreneurs to the economic growth of the United States and the world.
01.06	Discuss future prospects for entrepreneurship with evolving technology and its anticipated impact on the economy.
01.07	Discuss the role of the entrepreneur in the local community (e.g., mentoring, philanthropy, etc.) or optionally, in broader regional, state or national communities.
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 and traits common to successful entrepreneurial mindsets; research successful and unsuccessful entrepreneurs across a variety of industries (both historical and contemporary).
02.03	Identify the education, aptitudes, skills, and entrepreneurial mindsets recommended for entrepreneurs.
02.04	Discuss the advantages and disadvantages of self-employment.

CTE Standards and Benchmarks	
02.05	Assess personal strengths and weaknesses for entrepreneurial success. (Optional)
02.06	Define and identify <del>intrapreneurship</del> <u>entrepreneurship</u> .
<u>02.07</u>	<u>Develop a personal entrepreneurial profile.</u>
03.0	Identify the basic economic principles of entrepreneurship. The student will be able to:
03.01	Identify the role of small businesses in the global economy.
03.02	Define and discuss profit motive and its impact on business.
03.03	Identify the different types of competition and explain the impact of competition on businesses (e.g., direct, indirect, price, non-price, competitive position, etc.).
03.04	Describe the 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 the meaning and causes of scarcity.
03.08	Identify the 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 stage.
03.10	Identify the roles and types of producers, distributors, and services in the current business economy.
03.11	Discuss major fields of business activity (e.g., extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, online, etc.).
03.12	Discuss the six functional areas of business management (i.e., strategy, finance, marketing, human resources, operations, and technology and equipment).
03.13	Identify factors that contribute to the success of a small business.
<u>03.14</u>	<u>Identify intellectual property laws and concepts.</u>
<del>03.14</del> <u>03.15</u>	<u>Describe the process of starting a small business.</u>
<del>03.15</del> <u>03.16</u>	<u>Explain the procedures for registering various types of businesses.</u>
<del>03.16</del> <u>03.17</u>	<u>Discuss reasons for small business failure; develop an exit strategy and plan.</u>

## CTE Standards and Benchmarks

	<del>03.17</del> <u>03.18</u> Recognize opportunities for small businesses in the global marketplace.
	<u>03.19</u> Create a SWOT (strengths, weaknesses, opportunities, and threats) analysis for a chosen business idea.
04.0	Discuss the importance of ethics in business. The student will be able to:
04.01	Define ethics and ethical behavior.
04.02	Identify examples of ethical and unethical business practices; research and discuss examples of infamous business scandals.
04.03	Discuss the role of the entrepreneur in promoting ethical business practices and sustainable 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 and creating a brand, including principles of design thinking, customer empathy and social entrepreneurship. The student will be able to:
05.01	Identify current publications, applications (apps) and websites available to assist with design thinking and the entrepreneurial discovery process.
05.02	Discuss the importance of personality, ability and having an entrepreneurial mindset when selecting and starting a business.
05.03	Identify changes and trends as a source of new enterprise ideas (i.e., outsourcing).
05.04	Discuss how brainstorming, ideation, observations and elements of design thinking can be used to develop new enterprise ideas.
05.05	Explain how personal goals, lifestyle, background, hobbies, interests, experience, abilities, financial resources and an entrepreneurial mindset will impact one's choice of business.
06.0	Outline the steps in planning a new business. <del>he</del> <u>The</u> student will be able to:
06.01	Discuss the importance of "defining" a prospective business, including lean startup methodology or principles.
06.02	List reasons for writing a business plan, including a lean business model canvas and an iterative lean process.
06.03	Identify and describe the components of a business Identify the types of business plans, including a lean business model canvas, and describe the components of each business plan.
06.04	Describe the importance of a vision/mission statement in identifying the direction and objectives of a business.
06.05	Discuss the importance of determining what products and services will be offered by the business.
06.06	Explain the importance of and the factors influencing the image and/or brand of a business.
06.07	Identify and discuss the legal forms of business ownership (e.g., sole proprietorship, partnership, corporation, franchise, licensing, etc.).

## CTE Standards and Benchmarks

06.08	Identify and compare different types of corporations (S Corp, C Corp, B Corp, Non-Profit, LLC's, etc.).
06.09	Identify factors that influence the choice of ownership type.
06.10	Describe the legal implications and taxes for each type of business structure.
06.11	Demonstrate the ability to manage accounts receivable.
06.12	Discuss the internal organization of a business and the assignment of tasks to be performed.
06.13	Discuss the different types of organization charts.
06.14	Identify sources of assistance when planning a business [e.g., Regional Workforce Boards and Incubators, Small Business Development Center (SBDC), Small Business Administration (SBA), Chamber of Commerce, Service Corp of Retired Executives (SCORE), etc.].
07.0	Identify the principles of marketing. The student will be able to:
07.01	Define and explain marketing, the marketing concept, marketing mix, brand positioning, digital marketing, inbound marketing, market segmentation, target marketing, and customer profile survey.
07.02	Identify and explain marketing functions (e.g., financing, risk management, selling, promotion, pricing, purchasing, marketing-information management, product/service planning, distribution, etc.).
07.03	Discuss <del>methods</del> <u>the concept</u> of <del>forecasting sales</del> <u>branding and positioning</u> .
07.04	Discuss the importance of the Seven P's of the marketing mix (i.e., product, price, promotion, place, packaging, positioning, people).
07.05	Discuss the methods, costs, and importance of promoting products and services (e.g., publicity, public relations, press release, community events, advertising, Internet, social media, etc.).
07.06	Describe the factors that should be evaluated in a promotion (e.g., source, message, media, budget, etc.).
07.07	Distinguish between institutional and promotional advertising.
07.08	Identify types of advertising media and describe the strengths and weaknesses of each type.
07.09	Identify the components of a marketing plan.
07.10	Describe the importance of coordinating promotional activities.
07.11	Explain the differences between direct sales and the utilization of external sales representatives.
07.12	Identify and describe examples of diverse marketing activities.

**CTE Standards and Benchmarks**

08.0	Identify the 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 (i.e., attention, interest, desire, action).
08.06	Discuss the advantages and disadvantages of establishing sales quotas/commissions.
08.07	Discuss the importance of customer service.
08.08	Discuss the role and evolution of selling via telemarketing, network marketing (multi-level marketing), social media platforms, apps, and other online/E-commerce methods.
08.09	Discuss selling opportunities at popup shops, social media, freelance market places, trade shows, etc.
08.10	Understand the use of social marketing.
09.0	Identify the principles of financing. The student will be able to:
09.01	Explain the difference between income (credit) and expense (debit).
09.02	Discuss the importance of maintaining an accounting journal.
09.03	Discuss the 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 (i.e., earned and unearned), cash flow analysis statement, return on investment, return on equity, and chart of accounts.
09.05	Explain the importance of financial accounting and management.
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 (e.g., angel investors, loans, grants, contests, etc.).
09.08	Discuss the impact of interest rates on short-term and long-term financing.
09.09	Describe methods for establishing credit and obtaining a credit card.

**CTE Standards and Benchmarks**

09.10	Define crowdfunding as it pertains to finances.
09.11	Identify sources of credit and list the steps to apply for a loan.
09.12	Define credit rating and discuss the importance of maintaining a favorable credit rating.
09.13	Describe the differences between short-term and long-term capital needs.
09.14	Identify circumstances that could require additional financing.
09.15	Describe the differences between cash basis and accrual basis accounting.
09.16	Identify the differences between bookkeeping, tax accounting, and managerial accounting.
09.17	Understand the importance of managing cash flow (e.g., accounts receivable, accounts payable, cash disbursements, cash receipts, etc.).
10.0	Identify the 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, etc.).
10.03	Describe how the cost of goods sold influences the 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.
10.09	Identify the principles of contracts and regulatory compliance.
11.0	Identify the communication, collaboration and technology skills used to create engagement and prepare workforce readiness skills for entrepreneurship. The student will be able to:
11.01	Identify and demonstrate effective workplace communication skills (e.g., verbal, nonverbal, written, electronic, etc.).
11.02	Describe effective staff communication and its uses (e.g., interpersonal, departmental, interdepartmental, company, etc.).

**CTE Standards and Benchmarks**

11.03	Demonstrate the ability to read and comprehend written communications.
11.04	Identify forms of written business communications utilized in the workplace.
11.05	Create professional profiles and understand the importance of social media profiles for business purposes.
11.06	Prepare a business letter, memorandum, e-mail, press release, social media announcement, etc.
11.07	Demonstrate the ability to speak effectively with customers, co-workers, supervisors, and vendors, using appropriate grammar and terminology.
11.08	Discuss the importance of developing networking skills to expand business contacts.
11.09	Explain and demonstrate the art of negotiation.
11.10	Prepare and deliver a business-related presentation.
11.11	Understand and utilize the different types of virtual meeting platforms.
11.12	Demonstrate active listening strategies to improve understanding and performance.
11.13	Demonstrate dispute resolution techniques.
11.14	Identify means of nonverbal communication.
11.15	Identify types of technology/skills needed in an entrepreneurial setting.
11.16	Define hypertext, Uniform Resource Locator (URL), links, Internet Service Provider, electronic storefront, e-mail, newsgroups, flames, the cloud, etc.
12.0	Identify and demonstrate the entrepreneurial mindset as employability and human relations skills. The student will be able to:
12.01	Identify and utilize resources used in a job search (e.g., social profile/contact info, networking, online newspaper, Internet options, etc.).
12.02	Identify steps in the job application process; include references and proper documentation.
12.03	Identify and demonstrate appropriate dress and grooming for employment.
12.04	Identify and demonstrate effective interviewing skills.
12.05	Identify positive work attitudes and behaviors.
12.06	Identify ways to work cooperatively in a business situation with diverse populations and the physically challenged.

<b>CTE Standards and Benchmarks</b>	
12.07	Describe the importance of producing quality work and meeting performance standards.
12.08	Identify personal and business ethics.
12.09	Demonstrate orderly and systematic behavior by creating and maintaining a monthly planner and/or digital calendar.
12.10	Identify the qualities typically required for promotion (e.g., productivity, dependability, responsibility, etc.).
12.11	Create and maintain a portfolio of documents for job placement (e.g., résumé, sample work documents, application letter, follow-up letter, acceptance/rejection letter, letter of resignation, letters of recommendation, awards, certifications, credentials, evidence of participation in school/community/volunteer activities, employer evaluations, etc.).
12.12	Identify the importance of mental and physical health, causes of stress and practice stress management and relaxation techniques.
12.13	Maintain confidentiality of business matters.
12.14	Discuss the importance of practicing positive customer service skills.
12.15	Identify the ways to collaborate with others in a variety of workplace settings.
13.0	Identify and demonstrate personal financial literacy and skills. The student will be able to:
13.01	Identify and prioritize personal financial goals.
13.02	Create and maintain a budget that supports financial goals.
13.03	Describe the importance of long-range financial planning.
13.04	Evaluate various investment opportunities for financial growth.
13.05	Compare and evaluate financial services (e.g., checking and savings accounts, debit/credit cards, online banking, digital cash, etc.).
13.06	Demonstrate the ability to manage a checking and savings account.
13.07	Understand a federal income tax form.
13.08	Identify the importance of building a positive credit history and demonstrate an understanding of identity theft and fraud and how to avoid them.

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-related legal concepts, and characteristics of the American enterprise system.

<b>CTE Standards and Benchmarks</b>	
14.0	Identify the principles of management. The student will be able to:
14.01	Discuss the evolution of management as a science and as an art. (Optional)
14.02	Explain the role of management in small business.
14.03	Define the five functions of management: planning, organizing, staffing, directing, and controlling.
14.04	Discuss different types of leadership styles.
14.05	Identify the characteristics of effective leaders with entrepreneurial mindsets.
14.06	Explain the steps in the decision-making and problem-solving processes.
14.07	Discuss strategies for dealing with conflict.
14.08	Identify human resource procedures for recruiting employees.
14.09	Identify criteria for selecting prospective employees.
14.10	Review employee training methods.
14.11	Discuss reasons for promoting and transferring employees.
14.12	Discuss the reasons for terminating employment; analyze methods for terminating employment and handling volatile situations.
14.13	Identify various types of wage and salary plans.
14.14	Identify the most frequently offered fringe benefits.

**CTE Standards and Benchmarks**

14.15	Describe obligations employers have to employees.
14.16	Lead and manage conference calls and/or meetings.
14.17	Create an agenda for a meeting or a conference.
15.0	Demonstrate an understanding of entrepreneurship in a free enterprise system. The student will be able to:
15.01	Research the role of entrepreneurship in a free enterprise system.
15.02	Compare and contrast different types of business ownership.
15.03	Assess the advantages and disadvantages of business ownership.
15.04	Analyze the risks and responsibilities involved in ownership of a business.
15.05	Examine the obligations related to business ownership.
15.06	Diagram the economic/business cycle.
15.07	Interpret the Law of Supply and Demand in relation to a specific product and/or service.
15.08	Investigate current trends that contribute to economic change.
16.0	Demonstrate knowledge of the global economy. The student will be able to:
16.01	Identify the role of an Internet site, including social media, apps, etc. in generating international interest.
16.02	Define and explain exchange rate, letter of credit, and freight forwarder.
16.03	Analyze characteristics of the global economy.
16.04	Discuss the impact of international trade on small businesses (i.e., balance of trade).
16.05	Compare and contrast global business opportunities.
16.06	Describe methods of researching specific international markets.
16.07	Identify potential barriers to international trade.
16.08	Identify differences between importing and exporting.
16.09	Examine the impact of changes in trade barriers and technology.

**CTE Standards and Benchmarks**

17.0	Demonstrate knowledge of the importance of a business plan, including a lean business model canvas. The student will be able to:
17.01	Discuss how a business plan, including a lean business model canvas, contributes to the success of a business.
17.02	Describe the circumstances for conducting a feasibility study.
17.03	Analyze examples of business plans.
17.04	Explain the importance of the presentation of the business plan.
17.05	Express the importance of reviewing, pivoting and updating the business plan.
17.06	Understand the purpose and application of SWOT analysis.
18.0	Investigate and analyze the components of a financial management strategy. The student will be able to:
18.01	Demonstrate the importance of financial and accounting management.
18.02	Demonstrate how to determine and calculate start-up costs for a business in a given situation.
18.03	Compare and contrast the three means of obtaining equity funding (e.g., private corporation, public corporation, venture capitalists, etc.).
18.04	Compare and contrast sources of start-up and operating capital.
18.05	Analyze fixed and variable costs, equity financing, debt financing, and trade credit.
18.06	Explain the components and importance of a profit and loss statement.
18.07	Create a balance sheet, income statement, and cash flow projection.
18.08	Identify the records necessary for effective inventory control.
18.09	Discuss the importance of financial analysis through the use of technology.
19.0	Demonstrate knowledge of merchandising and inventory control. The student will be able to:
19.01	Define planned sales, planned stock levels, estimated markdowns, and shrinkage.
19.02	Explain the types and importance of inventory control and analyze options for inventory control (i.e., cost versus retail).
19.03	Identify factors that affect purchasing and explain the purchasing procedures for a small business by defining model stock.

<b>CTE Standards and Benchmarks</b>	
19.04	Describe the factors to consider when selecting vendors (e.g., terms of sale, cash discount, quantity discount, seasonal discount, future dating, consignment buying, etc.).
19.05	Define and calculate basic business measurements (e.g., break-even point, stock turnover, cost of goods sold, markup, markdown, discounts/terms, etc.).
19.06	Explain methods that businesses use to authorize payments for goods and services.
19.07	Identify uses of computer systems in managing merchandise and inventory.
19.08	Identify the procedures to be followed in shipping and receiving (i.e., channels of distribution).
20.0	Identify elements of manufacturing and production. The student will be able to:
20.01	Identify different types of manufacturing (e.g., custom, mass, continuous, repetitive, intermittent, etc.).
20.02	Identify the elements of product production planning (e.g., inventory, human resources, production scheduling, etc.).
20.03	Identify factors that influence the location of a manufacturing business.
20.04	Discuss the principles of quality management.
21.0	Demonstrate knowledge of customer credit, collection management, Non Fungible Tokens (NFTs), digital cash, etc. The student will be able to:
21.01	Define credit policy, credit bureau, credit limits, accounts receivable, and aging of accounts.
21.02	Discuss the advantages and disadvantages of offering credit to customers.
21.03	Analyze credit options for a small business.
21.04	Examine the criteria for granting credit to customers.
21.05	Identify the associated costs of offering credit card service to customers.
21.06	Identify agencies that provide credit information on customers.
21.07	Describe uses for credit records or reports.
21.08	Analyze the procedures used for credit collections.
21.09	Explain the purpose of an accounts receivable aging report.
21.10	Identify the roles of small claims court and collection agencies in debt collection.

**CTE Standards and Benchmarks**

22.0	Describe risk/shrinkage management and create a strategic risk assessment. The student will be able to:
22.01	Identify methods to minimize shoplifting.
22.02	Determine procedures to reduce the amount of loss from internal theft.
22.03	Identify procedures to reduce the amount of loss from bad checks.
22.04	Discuss security procedures to discourage burglary and robbery, shoplifting, etc.
22.05	Discuss ways to prevent accidents and lawsuits.
22.06	Identify different types of business insurance policies required for different types of businesses.
22.07	Identify procedures for handling cash transactions.
22.08	Compare and contrast different store policies concerning shrinkage (e.g., returns, mark out of stocks, charge backs, etc.).
22.09	Identify procedures for maintaining quality customer service, including customer empathy, Design for Delight (D4D), etc.
23.0	Demonstrate knowledge of and the types and sources of government regulation and taxation that may affect a business. The student will be able to:
23.01	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), etc.].
23.02	Analyze government regulations and the agencies that impact a business venture (e.g., OSHA, FTC, FCC, UCC, etc.).
23.03	Identify the major federal laws affecting the operation of a business, (e.g., OSHA, Social Security, EEOC, Affirmative Action, ADA, FMLA, etc.).
23.04	Investigate the role of government regulations in dealing with customers and employees.
23.05	Identify the major state laws affecting the operation of a business.
23.06	Define license, permit, contract, patent, copyright, trademark, and logo.
23.07	Explain the differences between a license and a permit and identify issuing agencies.
23.08	Discuss the importance of evaluating the environmental impact of a business.
23.09	Describe the health and safety issues an entrepreneur should consider.
23.10	Describe different types of records needed by small businesses.

**CTE Standards and Benchmarks**

23.11	Describe facility/equipment maintenance records.
23.12	Discuss consumer product safety laws.
23.13	Identify types of federal, state, and local taxes that are the responsibility of the entrepreneur (e.g., sales, income, and self-employment, etc.).
23.14	Discuss the importance of obtaining outside professional counsel to ensure compliance with government regulations and taxation (e.g., accountant, lawyer, etc.).
23.15	Discuss the importance of drug testing and criminal background checks in identifying possible employment options.
23.16	Identify procedures and documents required to apply for a job (e.g., application, W-4, I-9, etc.).
23.17	Describe methods for handling illegal interview and application questions.
23.18	Discuss state and federal labor laws regulating the workplace.
23.19	Locate sources to obtain the required posters businesses must display.
24.0	Demonstrate knowledge of business law. The student will be able to:
24.01	Explain the evolution of business law.
24.02	Explain and analyze the elements of a contractual relationship (e.g., power of attorney, limited power of attorney, etc.).
24.03	Analyze elements of an enforceable contract.
24.04	Identify essential information to maintain compliance with the statute of frauds.
24.05	Analyze various breaches of contract and available remedies.
24.06	Identify the enforceable and non-enforceable elements of a case study.
24.07	Identify requirements for negotiability.
25.0	Investigate and analyze the components of human resources management. The student will be able to:
25.01	Compare and contrast the use of independent contractors, temporary help agencies, co-op programs, interns, and permanent employees.
25.02	Create a job description.
25.03	Role-play an interview using appropriate, legal questions.

**CTE Standards and Benchmarks**

- |       |  |
|-------|--|
| 25.04 | Evaluate appropriate work habits (e.g., punctuality, initiative, self-management, reliability, etc.).  |
| 25.05 | Analyze traits that promote human relations and increase job productivity.   |
| 25.06 | Discuss the components and functions of a company policy manual (e.g., drinking and smoking, tardiness and absenteeism, sexual harassment, diversity and inclusion, medical insurance, holidays, vacation, sick time, etc.). |
| 25.07 | Select and develop written solutions to behavior problems that affect job performance.   |
| 25.08 | Describe the procedures for training and promoting employees.  |
| 25.09 | Describe the methods for supervising and motivating employees.   |
| 25.10 | Discuss alternative methods for evaluating employee performance.   |
| 25.11 | Examine and critique a performance appraisal of an employee.   |
| 25.12 | Identify the steps in developing a comprehensive employee compensation package.  |
| 25.13 | Identify the records necessary for payroll taxes.  |
| 25.14 | Describe the components of employee contracts (e.g., non-compete clause, non-solicitation clause, etc.).   |
| 25.15 | Identify the records used for effective human resource management.   |
| 25.16 | Describe the legal implications of using performance appraisals to terminate or demote employees.  |
| 25.17 | Discuss the pros and cons of working from home/working remotely.   |
| 25.18 | Demonstrate knowledge of corporate social responsibility.  |
| 25.19 | Identify the benefits of participating in a 401K Plan.   |

**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 for careers as entrepreneurs, present entrepreneurship as a career path worthy of consideration, provide students with the skills needed to realistically evaluate their potential as business owners, and [to](#) develop the fundamental knowledge and skills necessary to start and operate a business.

CTE Standards and Benchmarks	
26.0	Analyze the changing role of entrepreneurship in the global marketplace. The student will be able to:
26.01	Define entrepreneurship and identify its characteristics.
26.02	Examine the innovations and inventions throughout history that created businesses.
26.03	Analyze business trends created by changes in technology (e.g., on-demand economy shift, e-commerce and social commerce dominance, future of business trends, etc.).
26.04	Evaluate the importance of entrepreneurship to the global economy; identify and research famous entrepreneurs.
26.05	Summarize factors that have led to increased interdependence within the global marketplace.
26.06	Research the tools, resources, and various methods available to start a new business such as journals, search engines, Small Business Administration, Better Business Bureau, government websites, other websites, etc.
27.0	Prepare a self-analysis. The student will be able to:
27.01	Describe personal education, training, strengths, and weaknesses relevant to the operation of a business and optionally, incorporate an emotional Intelligence exercise.
27.02	Develop a timeline for the personal <a href="#">and professional</a> development required for a specific field of business; outline the steps needed to acquire skills and obtain licensure.
27.03	Describe personality traits and work habits relevant to the operation of a business; compare to the individual's traits and habits.
28.0	Analyze how to build a competitive advantage by testing opportunities and evaluating management theories, models, and tools. The student will be able to:
28.01	Define and discuss the SWOT (Strength, Weakness Opportunities & Threats), TOWS (Threats, Opportunities, Weakness & Strength) and PESTLE (Political, Economic, Sociological, Technological, Legal & Environmental) analytical models.

CTE Standards and Benchmarks	
28.02	Utilize Porter's 5 Forces on a mock business. (Optional)
29.0	Explain the role of management <a href="#">and project management</a> in the operation of an enterprise. The student will be able to:
29.01	Analyze and explain the functions of management.
29.02	Prepare an organizational chart and explain its importance.
29.03	Discuss various aspects of supervising employees and <a href="#">understand the language and processes of project management and</a> the role of employees in the workplace.
29.04	Analyze the relationship of government entities (federal, state, local) to small and large businesses; note the differences in certain laws (e.g., Family and Medical Leave Act); expand on the importance of Human Resources. (Optional)
29.05	Discuss business ethics and <del>regulations</del> <a href="#">regulations'</a> impact on small and large businesses.
29.06	Identify the various types of taxes levied on a small business-- <a href="#">, including income tax, sales tax, and payroll taxes</a>
29.07	Compare sources of management information systems for the small business owner.
29.08	Analyze and determine possible employee work environments (remote, in-person, hybrid, etc.) to maximize employee retention and productivity.
29.09	Determine how to find the best possible employees using various <del>website</del> <a href="#">websites</a> , recruiting firms or other means.
30.0	Determine business plan development steps and procedures. The student will be able to:
30.01	Define the five common forms of businesses.
30.02	Describe the components of a business plan (e.g., Executive Summary, Introduction, Analysis of Business Situation, Planned Operation, Planned Financing, Objectives, Lead Business Model Canvas).
30.03	Analyze the importance of a business plan in developing a business idea and evaluating success.
30.04	Select data, graphics, maps and diagrams to include in a business plan.
30.05	Evaluate the possibility of and procedures for buying an existing business or franchise.
31.0	Prepare a business and financial plan for a business. The student will be able to:
31.01	Identify and justify the type of business being proposed.
31.02	Analyze how current or changing economic situations create <del>an</del> unfulfilled consumer demand for the proposed business.
31.03	Evaluate various corporate vision and mission statements and develop individualized vision and mission statements for the selected business.

## CTE Standards and Benchmarks

31.04	Compose a description of the product/service and advantages and benefits the product/service will provide customers.
31.05	Substantiate why the business will be successful.
31.06	Identify three business failures, evaluate the causes of each failure and describe how to avoid those failures in your business.
31.07	Estimate the start-up costs required to open a business.
31.08	Compare available funding sources; identify the amount of personal financial commitment necessary to open a business.
31.09	Use a financial calculator or an online program to determine the loan payment and amortization of a business loan.
31.10	Prepare a plan to repay borrowed funds or provide return on investment to equity funds.
31.11	Project monthly and annual business income for the first year of operation <a href="#">and prepare an Income Statement</a> .
31.12	Estimate monthly and annual cash flow projections for the first year of operation.
31.13	Calculate <a href="#">the</a> sales volume required for the first year of operation to be profitable.
31.14	Prepare a statement of opening assets, liabilities, and net worth (balance sheet). (Optional)
31.15	Prepare a five-year financial plan.
31.16	Develop a summary of key points for supporting financial requests.
31.17	Develop alternative payment options such as credit, contactless payments, cryptocurrency, etc.
31.18	Explain the importance of personal finance with <del>regards</del> <a href="#">regard</a> to financing (e.g., credit score, asset/debt ratio, etc.). (Optional)
32.0	Prepare a description of a proposed business organization. The student will be able to:
32.01	Determine the form of ownership best suited <del>to</del> for the proposed business.
32.02	Identify the steps required to establish various types of businesses (e.g., licenses, special permits, bank accounts, etc.).
32.03	Outline steps for the hiring of employees.
32.04	Prepare an organizational chart.
32.05	Compose job descriptions and determine employee benefits for the identified positions.
32.06	Perform a risk management analysis and determine employee benefits.

## CTE Standards and Benchmarks

33.0 Prepare and explain the importance of building relationships in business and entrepreneurship. The student will be able to:

33.01 Communicate effectively and professionally in a variety of formats (e.g., verbal, written, digital, presentations).

33.02 Explain how networking is vital to business.

33.03 Practice active listening and empathetic communication to understand and respond to diverse perspectives.

33.04 Negotiate and resolve conflicts effectively and ethically.

33.05 Demonstrate cultural awareness and sensitivity in all interactions.

33.06 Explain the different leadership styles and how communication relates to each style of leadership.

~~33.0~~34.0 Prepare a market segment analysis. The student will be able to:

~~33.04~~34.01 Analyze the target market by geographical area, demographics, lifestyles, and product benefits.

~~33.02~~34.02 Explain the importance of market segmentation.

~~33.03~~34.03 Describe customer buying behavior related to the proposed business.

~~33.04~~34.04 Analyze the customer base relative to local market demographics.

~~34.0~~35.0 Prepare an analysis of a potential location ~~and channels of distribution.~~ The student will be able to:

~~34.04~~35.01 Evaluate the availability, costs, traffic patterns, accessibility, and proximity to the competition of an appropriate business location.

~~34.02~~35.02 Research cultural, financial, vocational, age, and mobility characteristics of the inhabitants of the potential location.

~~34.03~~35.03 Determine the advantages and disadvantages of different types of business locations.

~~34.04~~35.04 Understand different types of commercial leases and practice the calculations needed to establish rent.

~~34.05~~35.05 Determine the steps involved in selecting a specific business site.

~~35.0~~36.0 Prepare a description of proposed products/services. The student will be able to:

~~35.04~~36.01 Summarize the features, benefits, and advantages of the products and services to be offered.

~~35.02~~ Identify potential suppliers and/or manufacturers for the business's inventory and the operation of the business.

~~35.03~~36.02 Develop an inventory policy, if applicable.

## CTE Standards and Benchmarks

~~35.04~~36.03 Develop a plan for virtual services for the business. (Optional)

~~36.0~~37.0 Prepare a proposed pricing policy. The student will be able to:

~~36.04~~37.01 Identify the elements and reasons for developing ~~of~~a pricing strategy and how it effects affects the profitability and sustainability of a business.

~~36.02~~37.02 Identify pricing incentive options.

~~36.03~~37.03 Define and compute profit margin.

~~36.04~~37.04 Determine the economics of one unit and the break-even point.

~~37.0~~38.0 Prepare a marketing strategy. The student will be able to:

~~37.04~~38.01 Determine and describe an appropriate business and product branding image. (Optional).

~~37.02~~38.02 Select a promotional mix for the business.

~~37.03~~38.03 Establish promotional objectives for the business.

~~37.04~~38.04 Design and prepare an advertising brochure.

~~37.05~~38.05 Identify methods of promotion to be used by comparing and contrasting costs versus benefits.

~~37.06~~38.06 Explore various advertising mediums and the costs associated with each type.

~~37.07~~38.07 Develop a promotional plan that includes digital marketing and sales promotions.

~~37.08~~38.08 Develop ideas for obtaining publicity for the business, including using a social media campaign, press release, etc.

~~37.09~~38.09 Determine the best publications to use and write a press release.

~~37.10~~38.10 Analyze advertising trends by looking at all forms of marketing media and determine their effectiveness.

~~37.14~~38.11 Identify the role of customer service (e.g., surveying, feedback, customer retention, customer empathy. etc.).

~~37.12~~38.12 Introduce personalized omnichannel and multichannel experiences.

39.0 Identify Ethical marketing and sales techniques. The student will be able to:

39.01 Define and explain emotions in marketing and prepare examples

39.02 Recognize and understand the role of emotions in consumer decision-making.

CTE Standards and Benchmarks	
<a href="#">39.03</a>	<a href="#">Develop and implement marketing strategies that appeal to customer emotions and values.</a>
<a href="#">39.04</a>	<a href="#">Use emotional intelligence and other soft skills to build rapport and trust with clients.</a>
<a href="#">39.05</a>	<a href="#">Identify and address customer concerns and objections empathetically.</a>
<a href="#">39.06</a>	<a href="#">Communicate with customers in a way that is authentic and builds trust.</a>
<a href="#">39.07</a>	<a href="#">Determine and analyze ethical and unethical marketing and sales techniques.</a>
<a href="#">39.08</a>	<a href="#">Identify and apply ethical principles and legal guidelines related to marketing and sales practices.</a>
<a href="#">39.09</a>	<a href="#">Recognize and avoid deceptive or misleading marketing tactics.</a>
<a href="#">39.10</a>	<a href="#">Understand and comply with consumer protection laws and regulations.</a>
<a href="#">39.11</a>	<a href="#">Maintain confidentiality and protect customer data.</a>
<a href="#">39.12</a>	<a href="#">Act with integrity and honesty in all business dealings.</a>
<del>38.0</del> <a href="#">40.0</a>	Demonstrate the uses of business-related software. The student will be able to:
<del>38.01</del> <a href="#">40.01</a>	<a href="#">Perform data entry procedures.</a>
<del>38.02</del> <a href="#">40.02</a>	<a href="#">Perform merchandising math data entry procedures (e.g., stock turnover, markup, markdown, open to buy, pricing, invoicing).</a>
<del>38.03</del> <a href="#">40.03</a>	<a href="#">Analyze a marketing spreadsheet in a decision-making situation, such as the Return on Investment (ROI), cash flow analysis.</a>
<del>38.04</del> <a href="#">40.04</a>	<a href="#">Discuss the importance of all forms of online media services to a small business.</a>
<del>38.05</del> <a href="#">40.05</a>	<a href="#">Analyze various software options for business operations (e.g., search engines, business software, web services, market searches, etc.).</a>
<a href="#">41.0</a>	<a href="#">Apply basic accounting concepts: The student will be able to:</a>
<a href="#">41.01</a>	<a href="#">Recognize the difference between debits and credits.</a>
<a href="#">41.02</a>	<a href="#">Compare and contrast the two accounting methods (Cash vs. Accrual) to justify the method of choice for the business.</a>
<a href="#">41.03</a>	<a href="#">Categorize various accounts as either accounts payable or accounts receivable and show a clear understanding of these terms.</a>
<a href="#">41.04</a>	<a href="#">Understand the importance of the break-even point in setting realistic financial goals and ensuring profitability.</a>

## CTE Standards and Benchmarks

[41.05](#) Develop an understanding of key financial ratios essential for managing a business's financial health.

[41.06](#) Explore both traditional and modern methods of bookkeeping, including paper-based systems, spreadsheet tools, desktop software, cloud-based platforms, and specialized applications.

~~39.0~~[42.0](#) Apply a career plan ~~te~~[for](#) entrepreneurship. The student will be able to:

~~39.01~~[42.01](#) Develop a plan for pursuing a career as an entrepreneur; include training and educational requirements, skills and abilities and steps for reaching career goals.

~~39.02~~[42.02](#) Demonstrate specific technology applications related to a career plan.

~~39.03~~[42.03](#) Develop a digital career portfolio.

~~39.04~~[42.04](#) Plan for continuous development of skills, keeping licenses current, and any other requirements needed to keep business profitable.

## Additional Information

### Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### Career and Technical Student Organization (CTSO)

~~Florida DECA and Florida Future Business Leaders of America Phi Beta Lambda (FBLA-PBL)~~ CTSOs are ~~the~~ co-curricular career and technical student ~~organization(s)~~ organizations 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. -Other CTSOs not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

### 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. 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 course or a modified course. 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 a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. 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

The standards and/or benchmarks for this program were updated for the 2026-27 academic year.

**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
Program Length	3 credits
Teacher Certification	Refer to the <b>Program Structure</b> section.
CTSO	DECA, FBLA-PBL
SOC Codes (all applicable)	41-2031 – Retail Salespersons 15-1199 – Computer Occupations, All Other
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</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 or advanced training in the Electronic Commerce (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 totaling three credits.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
8827110	Marketing Essentials	ADVR PROM 7G BUS ED 1 MKTG 1 MKTG MGMT 7G RETAILING @7 7G TC COOP ED @7	1 credit	41-2031	2	CT
8827120	Marketing Applications	ADVR PROM 7G BUS ED 1 MKTG 1 MKTG MGMT 7G RETAILING @7 7G	1 credit		2	CT
8827210	E-Commerce Marketing	BUS ED 1 MKTG 1 MKTG MGMT 7G RETAILING @7 7G	1 credit	15-1199	3	CT

*(Graduation Requirement Codes: CT=Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA=Mathematics, PL=Personal Financial Literacy)*

Common Florida’s Career Technical Core – Career Ready Practices Readiness Skills for CTE Programs

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.

<u>Employability Skills</u>	
01.0	<u>Apply academic skills to workplace scenarios.</u>
01.01	<u>Use reading skills.</u>
01.02	<u>Use writing skills.</u>
01.03	<u>Use mathematical strategies and procedures.</u>
01.04	<u>Use scientific principles and procedures.</u>
02.0	<u>Design a solution to an industry problem.</u>

<a href="#">02.01 Use critical thinking.</a>
<a href="#">02.02 Use creativity.</a>
<a href="#">02.03 Make sound decisions.</a>
<a href="#">02.04 Solve problems.</a>
<a href="#">02.05 Reason.</a>
<a href="#">02.06 Plan and organize.</a>
<a href="#">03.0 Manage resources within an industry project</a>
<a href="#">03.01 Manage time.</a>
<a href="#">03.02 Manage money or resources.</a>
<a href="#">03.03 Manage materials.</a>
<a href="#">03.04 Manage personnel.</a>
<a href="#">04.0 Oversee the subcomponents, operations and output of a technical or organizational system.</a>
<a href="#">04.01 Manage systems.</a>
<a href="#">04.02 Monitor systems.</a>
<a href="#">04.03 Improve systems.</a>
<a href="#">05.0 Use information for decision making.</a>
<a href="#">05.01 Locate information.</a>
<a href="#">05.02 Organize information.</a>
<a href="#">05.03 Use information.</a>
<a href="#">05.04 Analyze information.</a>
<a href="#">05.05 Communicate information.</a>
<a href="#">06.0 Apply relevant technology to workplace scenarios to aid productivity.</a>
<a href="#">06.01 Use technology.</a>
<a href="#">07.0 Interpret and express interpersonal communication.</a>
<a href="#">07.01 Communicate verbally.</a>
<a href="#">07.02 Listen actively.</a>
<a href="#">07.03 Comprehend written material.</a>

<a href="#">07.04 Convey information in writing.</a>
<a href="#">07.05 Communicate nonverbally.</a>
<a href="#">07.06 Interpret nonverbal communication.</a>
<a href="#">08.0 Interact with others to accomplish workplace goals.</a>
<a href="#">08.01 Collaborate with others in a team.</a>
<a href="#">08.02 Respond to customer needs.</a>
<a href="#">08.03 Exercise leadership.</a>
<a href="#">08.04 Negotiate to resolve conflict.</a>
<a href="#">08.05 Respect others.</a>
<a href="#">09.0 Manage personal behavior to maximize productivity and professional growth.</a>
<a href="#">09.01 Demonstrate responsibility and self-discipline.</a>
<a href="#">09.02 Adapt and show flexibility.</a>
<a href="#">09.03 Work independently.</a>
<a href="#">09.04 Demonstrate a willingness to learn.</a>
<a href="#">09.05 Demonstrate integrity.</a>
<a href="#">09.06 Demonstrate professionalism.</a>
<a href="#">09.07 Take initiative.</a>
<a href="#">09.08 Display positive attitude.</a>
<a href="#">09.09 Take responsibility for professional growth.</a>
<b><a href="#">Career Exploration &amp; Planning</a></b>
<a href="#">10.0 Explain career opportunities aligned with the regional economy and personal aspirations.</a>
<a href="#">10.01 Describe regional occupations that are high-demand, high-growth, high-wage and/or high-skill.</a>
<a href="#">10.02 Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.</a>
<a href="#">11.0 Explain postsecondary pathways aligned with his or her career aspirations.</a>
<a href="#">11.01 Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).</a>
<a href="#">11.02 Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.</a>

11.03	<a href="#">Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.</a>
11.04	<a href="#">Compare postsecondary training data for training programs of interest, such as total costs, average student loan debt, and median earnings and job placement rates after program completion.</a>
12.0	<a href="#">Develop a personalized career and academic plan.</a>
12.01	<a href="#">Prioritize an occupation, credential and postsecondary training provider for plan formation.</a>
12.02	<a href="#">Self-assess progress toward meeting graduation requirements and skill-development goals.</a>
12.03	<a href="#">Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts and examinations.</a>
12.04	<a href="#">Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.</a>
12.05	<a href="#">Develop a postsecondary training budget that is inclusive of living and school expenses.</a>
<b><u>Job Attainment</u></b>	
13.0	<a href="#">Find, assess and apply to job opportunities.</a>
13.01	<a href="#">Identify online job posts relevant to his or her career aspirations.</a>
13.02	<a href="#">Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</a>
13.03	<a href="#">Define what information, documentation and writing prompts are required for the positions.</a>
14.0	<a href="#">Communicate personal competence, character and fit for a job opportunity.</a>
14.01	<a href="#">Develop a resume.</a>
14.02	<a href="#">Write a cover letter.</a>
14.03	<a href="#">Curate a professional portfolio that includes work products.</a>
14.04	<a href="#">Prepare for and experience a mock job interview.</a>
15.0	<a href="#">Cultivate and leverage relationships to professionally advance.</a>
15.01	<a href="#">Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</a>
15.02	<a href="#">Develop a plan to cultivate a professional digital footprint.</a>
15.03	<a href="#">Develop a networking plan for a specific industry of interest.</a>

## Standards

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

### Marketing Essentials

- 01.0 Demonstrate ~~human relations skills necessary~~ the ability to connect and work well with others for success in any marketing ~~occupations.~~ occupation.
- 02.0 Demonstrate proficiency in ~~applying communication and~~ utilizing e-Commerce marketing technology ~~skills~~ and tools.
- 03.0 Demonstrate proficiency in applying math skills unique to marketing.
- 04.0 Identify ~~economic principles in business~~ how core concepts of economics apply to the way businesses operate.
- 05.0 Identify marketing and business fundamentals.
- 06.0 Identify current effective selling techniques and procedures.

### Marketing Applications

- 07.0 Select a marketing industry for career planning.
- 08.0 Demonstrate applications of channel management (distribution) for the selected marketing ~~industry~~ segment.
- 09.0 Explain the concepts of financing for the selected marketing ~~industry~~ segment.
- 10.0 Demonstrate product/service planning for the selected marketing ~~industry~~ segment.
- 11.0 Demonstrate marketing information management for the selected marketing ~~industry~~ segment.
- 12.0 Demonstrate pricing applications for the selected marketing ~~industry~~ segment.
- 13.0 Demonstrate promotion applications for the selected marketing ~~industry~~ segment.
- 14.0 Understand the Core Principles of Branding.
- 15.0 Analyze Branding Strategies.
- 16.0 Develop a Brand Strategy.
- 17.0 Measure Brand Success.
- 18.0 Evaluate the Impact of Digital Media on Branding.
- 19.0 Understand Ethical Branding Practices.
- ~~14.0~~20.0 Demonstrate purchasing applications for the selected marketing ~~industry~~ segment.
- ~~15.0~~21.0 Demonstrate applications of safety and risk management for the selected marketing ~~industry~~ segment.
- ~~16.0~~22.0 Demonstrate selling techniques within the selected marketing ~~industry~~ segment.
- ~~17.0~~23.0 Demonstrate an understanding of entrepreneurship.
- ~~18.0~~24.0 Identify the uses of ~~internet~~ technology in marketing.

### E-Commerce Marketing

- ~~19.0~~25.0 Discuss internet technology and electronic media as a marketing tool.
- ~~20.0~~26.0 Conduct a business marketing ~~analysis.~~ plan.
- ~~21.0~~27.0 ~~Develop~~ Build a website designed with marketing ~~-oriented website.~~ objectives in mind.
- ~~22.0~~28.0 Identify and ~~implement~~ carry out tasks that assist and enhance the overall marketing ~~support activities.~~ efforts of a business or organization.
- ~~23.0~~29.0 Manage an e-Commerce marketing campaign.

- ~~24.0~~30.0 Apply entrepreneurial concepts to e-Commerce marketing.
- ~~25.0~~31.0 Analyze global trends in the e-Commerce marketing industry.
- ~~26.0~~32.0 Apply a career plan to e-Commerce marketing.

**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 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.

CTE Standards and Benchmarks	
01.0	Demonstrate <del>human relations skills necessary</del> <u>the ability to connect and work well with others</u> for success in <u>any</u> marketing <del>occupations</del> <u>occupation</u> . The student will be able to:
01.01	Demonstrate the ability to collaborate effectively with team members or partnerships, leadership, and <del>with</del> peers from socio-cultural and socio-economic backgrounds, genders, disabilities, and ages.
01.02	Demonstrate interpersonal skills (e.g., courtesy, loyalty, being a team player, adaptability, empathy, etc.).
01.03	Demonstrate personality traits important to business (e.g., interest, enthusiasm, honesty, responsibility, flexibility, integrity, credibility, reliability and perseverance, etc.).
01.04	Demonstrate the ability to use creative problem-solving, decision-making, and critical-thinking strategies.
01.05	Demonstrate self-management, initiative, multitasking, team management techniques, and organizational skills. (Optionally, demonstrate the ability to utilize team management software.)
01.06	Explain the concepts of self-knowledge, self-esteem, and self-image.
01.07	Demonstrate professional behavior, etiquette, and acceptance of feedback.
01.08	Demonstrate respect for the opinions, cultural diversity, customs, and individual differences of others.
01.09	Set personal and career goals and develop a plan of action to achieve those goals, including searching and optionally, applying for jobs.
01.10	Develop and demonstrate the human relations skills needed for successful entry and progress in the occupation selected by the student as a career objective.
02.0	Demonstrate proficiency in <del>applying communication</del> <u>utilizing eCommerce marketing technologies</u> and <del>technology skills</del> <u>tools</u> . The student will be able to:
02.01	Identify and apply effective workplace communication skills (i.e., verbal, nonverbal, written and electronic).

## CTE Standards and Benchmarks

02.02	Demonstrate the ability to communicate <del>effectively amongst</del> <u>clearly and professionally with</u> all stakeholders ( <del>e.g., such as</del> customers/clients, co-workers, supervisors, vendors, etc.) using <del>appropriate</del> <u>correct</u> grammar and <u>relevant</u> terminology.
02.03	<del>Discuss</del> <u>Explain</u> the <del>importance</del> <u>significance</u> of developing networking skills to <del>expand</del> <u>grow</u> business <del>contacts and optionally, how to utilize various online networking platforms</del> <u>connections</u> .
02.04	Prepare and deliver a business-related presentation.
02.05	Demonstrate active listening strategies that improve understanding and performance.
02.06	Describe positive customer relations, including conflict and dispute resolution.
02.07	Interpret business policies to customers/clients.
02.08	Discuss the importance of providing clear directions, descriptions, and explanations.
02.09	Demonstrate the ability to locate, understand, and interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, <u>social media platforms</u> , and <u>other</u> electronic media resources.
02.10	Identify and explain how electronic media, technological advances, <u>social media platforms</u> , and <del>computer</del> <u>application</u> software programs continue to shape the field of marketing and increase business productivity.
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 the marketing industry.
03.02	Understand problem-solving techniques <del>to</del> <u>for</u> sales-related transactions (i.e., cash, checks, debit cards, credit cards, <u>electronic, online payment methods, cryptocurrency</u> , discounts, layaway, Credit on Delivery (COD), returns, gift certificates, invoices, and automatic fee withdrawals).
03.03	Interpret quantitative information from tables, charts, and graphs as related to the workplace.
03.04	Demonstrate the ability to make <del>change</del> <u>changes</u> correctly.
03.05	Calculate tax, gratuity, commission, and miscellaneous charges.
03.06	Demonstrate the ability to collect, organize, and interpret data.
03.07	Understand the importance of stock turnover and stock-to-sales ratio in the industry.
03.08	Apply standard industry formulas to determine markup and markdown on merchandise.
03.09	Understand the difference between income (credit) and expense (debit). <del>(Optional)</del>
04.0	Identify <del>economic principles in business</del> <u>how core concepts of economics apply to the way businesses operate</u> . The student will be able to:

CTE Standards and Benchmarks	
04.01	Explain the concepts of economics and determine economic activities and the types of economic indicators used to measure the economy.
04.02	Explain the concept of economic goods and services.
04.03	Explain the concept of economic resources and the scarcity of resources.
04.04	Explain the concept of utility (i.e., form, place, time, possession, and information).
04.05	Understand the concept of "supply and demand".
04.06	Understand the differences between major types of economic systems.
04.07	Explain the relationship between government and business.
04.08	Explain the concept of free enterprise and business ownership.
04.09	Explain the concept of price and its role in profit motive.
04.10	Explain the concept of risk.
04.11	Explain the concept of competition and recognize the government regulations monitoring competition, including monopolies.
04.12	Understand the concept of productivity and the factors of production needed to produce goods and services.
04.13	Identify components of the Gross National Product (GNP) and the Gross Domestic Product (GDP).
05.0	Identify marketing and business fundamentals. The student will be able to:
05.01	Define marketing and its benefits.
05.02	Explain the purpose and scope of marketing in a free enterprise system.
05.03	Identify and explain each marketing function. <a href="#">(7 functions of Marketing as defined)</a>
05.04	Explain how each component of the marketing mix <a href="#">(product, price, place, and promotion)</a> contributes to marketing.
05.05	Compare and contrast consumer and industrial markets. <a href="#">B2B and B2C</a>
05.06	Understand the relationship of marketing to business and the economy (i.e., <a href="#">incorporate, analyze, and create a</a> SWOT analysis – strength, weakness, opportunity, and threat).
05.07	Describe how marketers use consumer research and knowledge of the market to sell products.

## CTE Standards and Benchmarks

05.08	Discuss major fields of business activity (e.g., manufacturing, wholesaling, retailing, services, cottage industries, <del>urban</del> -street sales, <a href="#">pop-up markets</a> , <a href="#">farmers markets</a> e-Commerce, etc.).
05.09	Explain marketing strategies and marketing concepts.
05.10	Differentiate between mass marketing and market segmentation.
05.11	Explain the importance and techniques of offering the right merchandising <del>blend</del> <a href="#">mix</a> .
05.12	Explain the nature and evolution of channel management (distribution).
05.13	Explain the elements that allow <a href="#">the</a> development of a marketing plan (e.g., <del>the</del> , <a href="#">executive summary</a> , <a href="#">business description</a> research, advertising, public relations, direct and indirect marketing, promotions, merchandising, branding, feedback, revision, channel management, etc.).
05.14	Explain the “4 P’s” of marketing: price, place, promotion, and product.
05.15	Define and analyze a target market as it applies to product development, promotion, and channel management (distribution).
05.16	Discuss the roles e-Commerce and social networking play in the marketing of goods and services.
05.17	Understand network marketing (multilevel marketing) and how it differs from a pyramid scheme. (Optional)
05.18	Identify the role of federal regulatory agencies [i.e., 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)].
05.19	Identify the advantages and disadvantages of different types of business ownership (e.g., Private Corporation, Sole Proprietorship, Partnership, <a href="#">C Corps</a> Limited Liability Corporation (LLC), Shareholder Corporation, etc.).
06.0	Identify <a href="#">current</a> effective selling techniques and procedures. The student will be able to:
06.01	Explain the purpose, principles, and importance of selling and how it relates to the marketing concept.
06.02	Identify <a href="#">the</a> qualities of a professional sales associate and the responsibilities of sales management.
06.03	Identify an effective sales presentation for a target market (e.g., steps of a sale, consumer buying motives, approaches through greeting, merchandise, and service, <a href="#">the</a> proper time to approach a customer to open sale, feature-benefit analysis, <a href="#">overcoming objections</a> building and closing the sale, suggestion, and substitution selling, etc.).
06.04	Understand different customer <del>types</del> <a href="#">segmentation techniques</a> and how <a href="#">different</a> customers make buying decisions.
06.05	Discuss the importance of meeting specialized sales needs and describe legal and ethical sales issues.
06.06	Describe the importance of analyzing sales trends and the use of current technologies.

**CTE Standards and Benchmarks**

06.07 Analyze the use of websites, social media, email, and customer loyalty programs to establish and maintain a customer database.

**Florida Department of Education  
Student Performance Standards**

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

**Course Description:**

This course is designed to provide students with an in-depth study of marketing in a free enterprise society and includes advertising, promotion, product development and branding, selling and marketing research. This course also includes the uses of technology and the electronic media in marketing, purchasing, retail positioning strategies, and e-Commerce marketing.

CTE Standards and Benchmarks	
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.
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 the duties, responsibilities, required skills, and knowledge for a particular career in the marketing industry.
07.05	Identify the advantages and disadvantages of a particular career in marketing.
07.06	Complete self-assessments and an analysis of lifestyle goals and career aspirations.
07.07	Develop an individualized education and career plan related to a major marketing field, including the development of a resume.
07.08	Write a job description for a selected marketing occupation.
08.0	Demonstrate applications of channel management (distribution) for 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 the concepts of physical channel management (distribution) and transportation systems related to the industry.
08.03	Develop appropriate plans utilizing channel management for the specific industry.
08.04	Explain the relationship between customer service and distribution.

CTE Standards and Benchmarks	
08.05	Explain network marketing (multilevel marketing) and how it differs from a pyramid scheme.
09.0	Explain the concepts of financing for the selected marketing <del>industry</del> <u>segment</u> . The student will be able to:
09.01	Explain the financial concepts used in making business decisions.
09.02	Explain the concept of financial administration.
09.03	Explain the difference between income (credit) and expense (debit).
09.04	Identify various types of credit policies and procedures.
09.05	Explain the purposes and importance of credit.
09.06	Identify the positive and negative impacts of using credit in marketing situations and understand the regulations affecting credit. (Optional)
09.07	Compare and contrast the use of different credit applications, types of credit accounts, and the differences between debit and credit cards.
09.08	<u>Students will analyze and differentiate between the various types of electronic payment methods used in modern commerce. They will evaluate the benefits and limitations of each type and understand their application in marketing transactions.</u>
<del>09.08</del> 09.09	<u>Analyze</u> Examine and evaluate key industry <del>concepts-of-price</del> <u>drivers: pricing strategies</u> , profit <u>dynamics</u> , competition <u>trends</u> , and productivity <u>— factors</u> .
10.0	Demonstrate product/service planning for <del>the selected</del> <u>a specific</u> marketing <del>industry</del> <u>segment</u> . The student will be able to:
10.01	Explain the steps involved in decision-making (e.g., assessment, planning, implementation design, evaluation, etc.).
10.02	Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities <u>—, trends, and environmental factors</u> .
10.03	<del>Explain</del> <u>Define</u> product and service quality <del>as-applicable-to-grades</del> <u>in terms of performance standards</u> and industry <del>standards-</del> <u>benchmarks, emphasizing their relevance to both customer expectations and competitive differentiation</u> .
10.04	Discuss product-liability risks.
10.05	Explain warranties and guarantees.
10.06	Develop a product/service plan.
10.07	Describe factors used by marketers to position products/ <del>business</del> <u>businesses</u> .
10.08	Identify the stages and impact of <u>the</u> product life cycle.
11.0	Demonstrate marketing information management for the selected marketing <del>industry</del> <u>segment</u> . The student will be able to:

CTE Standards and Benchmarks	
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 process of marketing information management.
11.03	Explain the nature and scope of marketing operations.
11.04	Demonstrate knowledge of inventory control systems and shipping and receiving procedures.
11.05	Identify procedures for the use of marketing information management to gather and manage information.
12.0	Demonstrate pricing applications for the selected marketing <a href="#">industrysegment</a> . 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 <a href="#">different</a> price- <del>marking</del> techniques— <a href="#">and methods. (Demand/Competition/Cost-Oriented Pricing)</a>
12.04	Explain procedures for changing prices.
12.05	Demonstrate decision-making skills <a href="#">and methodologies</a> required for determining pricing relative to the competition.
12.06	Demonstrate problem-solving skills required when considering profit <del>and price—</del> <a href="#">and margins.</a>
13.0	Demonstrate promotion applications for the selected marketing <a href="#">industrysegment</a> . The student will be able to:
13.01	Explain the concepts and strategies needed to communicate information about products, services, branding, and/or ideas to achieve a desired outcome.
13.02	Identify types of promotion used in the industry. <a href="#">(Advertising, Direct Marketing, Sales Promotion, and Public Relations.)</a>
13.03	Discuss the importance of advertising media and the role of digital and social media in advertising.
13.04	Explain the purposes and elements of advertising and display.
13.05	Use advertising guidelines and/or regulations to design appropriate media sample ads (e.g., print, radio, television, electronic media, etc.).
13.06	Use design principles to prepare such merchandise/service displays (e.g., windows, endcaps, kiosks, point of sale activity, etc.).
13.07	Write a promotional message to appeal to a <a href="#">specific</a> target market.
13.08	Develop a sales promotion plan for a marketing organization.

## CTE Standards and Benchmarks

13.09 Demonstrate and understand public relations techniques ~~as~~-used in the marketing industry.

13.10 ~~Evaluate effective website designs.~~Evaluate effective website designs, including analyzing and assessing the impact of user-centric website designs, focusing on functionality, visual appeal, mobile responsiveness, and conversion optimization to enhance user experience and drive business goals.

14.0 Understand the Core Principles of Branding. The student will be able to:

14.01 Define branding, including its role in business identity and customer perception.

14.02 Explain the difference between brand identity, brand image, and brand equity.

14.03 Identify elements that make up a brand (name, logo, color scheme, tagline, voice, etc.) and discuss how each element influences consumer perception.

15.0 Analyze Branding Strategies. The student will be able to:

15.01 Evaluate different branding strategies, such as corporate branding, product branding, and personal branding, and understand their applications in various industries.

15.02 Investigate the concept of brand positioning and how businesses differentiate themselves in the marketplace.

16.0 Develop a Brand Strategy. The student will be able to:

16.01 Create a comprehensive brand strategy, including brand positioning, target audience identification, and key messaging.

16.02 Develop a brand identity kit (logo, colors, typography) and explain how these elements support brand recognition and consistency.

17.0 Measure Brand Success. The student will be able to:

17.01 Identify key performance indicators (KPIs) used to assess brand strength and success, such as brand awareness, customer loyalty, and market share.

17.02 Understand the importance of brand consistency across multiple channels, both online and offline, and its impact on customer trust and engagement.

18.0 Evaluate the Impact of Digital Media on Branding. The student will be able to:

18.01 Explore how social media, influencers, and digital content contribute to building and maintaining a brand's presence.

18.02 Assess the role of customer feedback, online reviews, and reputation management in shaping brand perception.

19.0 Understand Ethical Branding Practices. The student will be able to:

19.01 Discuss the role of corporate social responsibility (CSR) in branding and how ethical practices can enhance brand reputation.

## CTE Standards and Benchmarks

[19.02](#) Explore examples of businesses that have successfully built their brands around sustainability, inclusivity, and social responsibility.

~~14.0~~[20.0](#) Demonstrate purchasing applications for ~~the selected~~ [a specific](#) marketing ~~industry~~[segment](#). The student will be able to:

~~14.04~~[20.01](#) Explain different types of purchasing situations.

~~14.02~~[20.02](#) Demonstrate techniques used to obtain the best terms when negotiating a purchase.

~~15.0~~[21.0](#) Demonstrate applications of safety and risk management for ~~the selected~~ [a specific](#) marketing ~~industry~~[segment](#). The student will be able to:

~~15.04~~[21.01](#) Explain the nature and scope of risk management.

~~15.02~~[21.02](#) Identify various types of business risks.

~~15.03~~[21.03](#) Describe ways businesses can manage risks, including purchasing [different types of](#) insurance [that may be applicable](#).

~~16.0~~[22.0](#) Demonstrate selling techniques within the selected marketing ~~industry~~[segment](#). The student will be able to:

~~16.04~~[22.01](#) Explain the purpose and goal of the selling function and how it relates to the marketing concept.

~~16.02~~[22.02](#) Explain the steps in a sale and how to handle objections.

~~16.03~~[22.03](#) Create a sales presentation using presentation/media software.

~~17.0~~[23.0](#) Demonstrate an understanding of entrepreneurship. The student will be able to:

~~17.04~~[23.01](#) Define entrepreneurship.

~~17.02~~[23.02](#) Identify, explain, [and](#) compare ~~and contrast~~ the different types of business ownership (e.g., sole-proprietorship, partnership, corporation, [S Corp. Limited Liability](#) franchise, licensing, etc.).

~~17.03~~[23.03](#) Discuss the role of the entrepreneur/ small business in the domestic and global economy.

~~17.04~~[23.04](#) Discuss entrepreneurship as a career choice (e.g., characteristics, aptitudes, skills necessary to be a successful entrepreneur, etc.).

~~17.05~~[23.05](#) Discuss the four parts of a business (i.e., production, finance, marketing, and customer service).

~~17.06~~[23.06](#) Analyze current entrepreneurial trends in the marketplace. ([Online vs Brick and Mortar](#))

~~17.07~~[23.07](#) Discuss the importance of ethics and social responsibility in business.

~~17.08~~[23.08](#) Identify the strategies and methods for generating a business plan (e.g., business model canvas, ~~boiler plate~~[boilerplate](#), etc.).

CTE Standards and Benchmarks	
<del>17.09</del> 23.09	Identify the types and sources of <u>international, federal, state, and local</u> government regulations and taxation that may affect a business.
<del>17.10</del> 23.10	Describe the advantages and risks of entrepreneurship.
<del>18.0</del> 24.0	Identify the uses of <del>internet</del> technology in marketing. The student will be able to:
<del>18.01</del> 24.01	Explain the importance and uses of technology within the realm of marketing.
<del>18.02</del> 24.02	Utilize application software (e.g., word processing, spreadsheets, presentation/media software, etc.) to create career/industry-related materials.
<del>18.03</del> 24.03	Identify technology appropriate for marketing functions and practices related to a selected marketing career field.
<del>18.04</del> 24.04	Select and use a variety of technology (e.g., electronic media, information services, desktop-publishing software programs, etc.) to create, revise and verify marketing media.

**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 a general knowledge of the use of internet technology as a marketing tool, includes the development of a website and supporting marketing activities, and the management of an electronic media marketing campaign.

CTE Standards and Benchmarks	
<del>19.0</del> 25.0	Discuss internet technology and electronic media as <del>a</del> tools for marketing <del>tool</del> . The student will be able to:
<del>19.01</del> 25.01	Define internet technology and industry-related terms (e.g., protocol, ISP, URL, bandwidth, etc.).
<del>19.02</del> 25.02	Identify services that internet technology provides (e.g., file transfer protocol, news lists, e-mail, etc.).
<del>19.03</del> 25.03	Identify <u>the</u> advantages and disadvantages of marketing using internet technology (e.g., cost, accessibility, etc.).
<del>19.04</del> 25.04	Identify the differences between unsolicited commercial messages and opt-in e-mail.
<del>19.05</del> 25.05	Discuss the political, ethical, and legal issues of using internet technology.
<del>19.06</del> 25.06	Define and discuss netiquette.
<del>19.07</del> 25.07	Discuss the history of internet technology and emerging trends.
<del>19.08</del> 25.08	Discuss security issues (e.g., firewalls, hacking, viruses, e-Commerce, etc.).
<del>19.09</del> 25.09	Discuss the social impact of internet technology (e.g., commerce, relationships, gathering personal research, validity of data, etc.).
<del>19.10</del> 25.10	Discuss <u>the</u> demographics of internet technology users.
<del>19.11</del> 25.11	Discuss and utilize search engines.
<del>19.12</del> 25.12	Discuss the criteria for selecting an Internet Service Provider (ISP) based on bandwidth, host capabilities, and other aspects.
<del>19.13</del> 25.13	Identify the process and issues of securing <u>a</u> domain name, copyright, and registered trademark.

## CTE Standards and Benchmarks

~~19.14~~25.14 Explain the uses of mobile devices ~~used~~ in e-Commerce such as ~~such as~~ hand-held computers, mobile phones and laptops.

~~19.15~~25.15 Explain the use of mobile devices ~~and~~ smart televisions, and database management in e-Commerce.

~~19.16~~25.16 ~~Explain the use of databases for e-Commerce marketing.~~ Compare and contrast Internet technology law with traditional business law.

~~20.0~~26.0 Conduct a business marketing analysis plan. The student will be able to:

~~20.01~~26.01 Assess current e-Commerce product marketing efforts.

~~20.02~~26.02 Develop a product business plan (e.g., sales revenue projection, expenses, cash flow, profit, etc.).

~~20.03~~26.03 Identify products best suited for internet technology marketing.

~~20.04~~26.04 Identify the target market for a selected product.

~~20.05~~26.05 Determine the optimal message delivery method.

~~20.06~~ ~~Compare and contrast internet technology law with traditional business law.~~

~~20.07~~26.06 Conduct a cost analysis.

~~20.08~~26.07 Select the best internet technology marketing method(s).

~~20.09~~26.08 Conduct a formal presentation of a market analysis and recommended solutions (e.g., to supervisor, to client, etc.).

~~21.0~~27.0 ~~Develop~~ Build a website designed with marketing ~~oriented website.~~ objectives in mind. The student will be able to:

~~21.01~~27.01 Research and analyze ~~software and hardware requirements.~~ existing E-commerce platforms.

~~21.02~~27.02 Develop and test market a storyboard for the message; interpret test market results and make design modifications.

~~21.03~~27.03 Design text and corresponding multimedia elements required for a storyboard (e.g., graphics, audiovisual, etc.).

~~21.04~~27.04 Create website content.

~~21.05~~27.05 Test the website for effectiveness (e.g., loading, graphics, view from different browsers, link integrity, etc.).

~~21.06~~27.06 Establish security measures (e.g., firewalls, backups, virus protection, etc.).

~~21.07~~27.07 Analyze e-Commerce solutions for back-end management.

## CTE Standards and Benchmarks

<del>21.08</del> <u>27.08</u>	Discuss the changing hardware and software environment as it applies to e-Commerce marketing.
<del>22.0</del> <u>28.0</u>	Identify and <del>implement</del> <u>carry out tasks that assist and enhance the overall</u> marketing <del>support activities</del> <u>efforts of a business or organization</u> . The student will be able to:
<del>22.04</del> <u>28.01</u>	Identify the role of websites in the marketing mix (e.g., marketing department, human resources, public relations, customer service and support, database references, file transfer protocol, sales, newsletters, etc.).
<del>22.02</del> <u>28.02</u>	Develop a potential customer database (e.g., demographics, purchase preferences, address, e-mail, etc.).
<del>22.03</del> <u>28.03</u>	Define push technology and identify products or services appropriate for push technology advertising.
<del>22.04</del> <u>28.04</u>	Subscribe to outside groups to enhance <u>your</u> presence.
<del>22.05</del> <u>28.05</u>	Identify sites for a linking strategy and determine associated costs.
<del>22.06</del> <u>28.06</u>	Identify steps for establishing e-Commerce (e.g., securing credit card services, implementing security, <del>database</del> <u>databases</u> , setting up shopping cart software, electronic malls, etc.).
<del>22.07</del> <u>28.07</u>	Identify processes to improve visibility in search engines.
<del>22.08</del> <u>28.08</u>	Establish means to identify a customer base and marketing profile (e.g., surveys, hit counters, on-site registration, <del>and</del> <u>log-in data analysis</u> , etc.).
<del>23.0</del> <u>29.0</u>	Manage an e-Commerce marketing campaign. The student will be able to:
<del>23.04</del> <u>29.01</u>	Determine methods for promoting a universal resource locator (URL).
<del>23.02</del> <u>29.02</u>	Determine appropriate search engines for listing a URL (e.g., industry- <u>specific</u> , <del>news-group</del> <u>newsgroup</u> -related, general, etc.).
<del>23.03</del> <u>29.03</u>	Determine methods to register with multiple search engines.
<del>23.04</del> <u>29.04</u>	Discuss strategies for improving visibility in search engines (e.g., meta tags, titling, keyword repetition, page indexing, etc.).
<del>23.05</del> <u>29.05</u>	Establish and manage links with other sites, including reciprocal links.
<del>23.06</del> <u>29.06</u>	Discuss the viability of banner advertising.
<del>23.07</del> <u>29.07</u>	Determine methods to generate hit analysis data.
<del>23.08</del> <u>29.08</u>	Calculate and analyze site effectiveness (e.g., statistical hits, click-throughs, etc.).
<del>23.09</del> <u>29.09</u>	Compose updates based on analysis results (e.g., streamline graphics, add meta tags, etc.).
<del>23.10</del> <u>29.10</u>	Publicize e-Commerce marketing through non-internet technology means (e.g., mail, press releases, letters, TV, networking, etc.).

## CTE Standards and Benchmarks

<del>23.11</del> <u>29.11</u>	Express the importance of establishing customer service guidelines (e.g., communication skills, tech support, follow-through, seeking prospects, availability of chat rooms, etc.).
<del>23.12</del> <u>29.12</u>	Discuss the search engine interface, the purpose of robots, and <u>the</u> types of robots.
<del>23.13</del> <u>29.13</u>	Discuss search engine page results and relevance of page rankings using <del>key words</del> <u>keywords</u> , key phrases, and meta tags.
<del>23.14</del> <u>29.14</u>	Understand the concept of meta tags and the importance of meta tags in the marketing of a website.
<del>23.15</del> <u>29.15</u>	Discuss the importance of a sitemap and how it relates to search engine marketing.
<del>24.0</del> <u>30.0</u>	Apply entrepreneurial concepts to e-Commerce marketing. The student will be able to:
<del>24.01</del> <u>30.01</u>	Describe the importance of entrepreneurship to related industries.
<del>24.02</del> <u>30.02</u>	Discuss the impact of Internet technology entrepreneurs.
<del>24.03</del> <u>30.03</u>	List the advantages and disadvantages of ownership of an Internet technology business.
<del>24.04</del> <u>30.04</u>	Identify risks involved in ownership of an internet technology-related business.
<del>24.05</del> <u>30.05</u>	Develop a business plan to establish an internet technology-related business or develop a creative marketing research project.
<del>25.0</del> <u>31.0</u>	Analyze global trends in the e-Commerce marketing industry. The student will be able to:
<del>25.01</del> <u>31.01</u>	Identify global marketing trends in e-Commerce.
<del>25.02</del> <u>31.02</u>	Analyze the impact of Internet technology marketing on traditional marketing methods.
<del>25.03</del> <u>31.03</u>	Analyze multicultural influences on global internet technology marketing trends.
<del>25.04</del> <u>31.04</u>	Discuss the risks of marketing across international borders (e.g., legal, distribution issues, etc.).
<del>25.05</del> <u>31.05</u>	Discuss the impact of Electronic Data Interchange (EDI) on e-Commerce.
<del>25.06</del> <u>31.06</u>	Discuss the impact of e-Commerce and social networking on the business world and job market (e.g., automatic sourcing, EDI, etc.).
<del>25.07</del> <u>31.07</u>	Explain the impact of the shift of the purchasing function from the supplier to the purchaser.
<del>26.0</del> <u>32.0</u>	<u>Develop and</u> apply a career plan <del>to</del> <u>for a role in</u> e-Commerce marketing. The student will be able to:
<del>26.01</del> <u>32.01</u>	Develop a plan for pursuing a specific career in internet technology marketing; include training and educational requirements, skills and abilities, and steps for reaching career goals in the chosen career.

**CTE Standards and Benchmarks**

~~26.02~~32.02 Demonstrate proficiency in software and hardware related to the student’s selected marketing career plan.

~~26.03~~32.03 Develop forms of documentation (including electronic résumés) for inclusion in a marketing career portfolio.

## Additional Information

### Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### Career and Technical Student Organization (CTSO)

~~Florida DECA and Florida Future Business Leaders of America Phi Beta Lambda (FBLA-PBL)~~ CTSOs are ~~the~~ co-curricular career and technical student ~~organization(s)~~ organizations 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. -Other CTSOs not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

### 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. 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 course or a modified course. 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 a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. 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:** 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
Program Length	4 credits
Teacher Certification	Refer to the <b>Program Structure</b> section.
CTSO	DECA, FBLA- <a href="#">PBL</a>
SOC Codes (all applicable)	27-2099 – Entertainers and Performers, Sports and Related Workers, all Other 11-2021 – Marketing Managers
CTE Program Resources	<del><a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stm">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stm</a></del> <a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stm">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stm</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 sport, recreation and entertainment marketing and sales industry; 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, occupation-specific skills, and knowledge of all aspects of sport, recreation and entertainment marketing occupations.

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: Sport, Recreation, and Entertainment Internship (8827440) is eligible for Gold Seal;  
Marketing Cooperative Education-OJT (8800410) is NOT eligible for Gold Seal.*

This program is a planned sequence of instruction totaling 4 credits.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

Course Sequence	Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
Course 1 Options	8827110 <b>OR</b>	Marketing Essentials  <del>OR</del>	ADVR PROM 7G BUS ED 1 MKTG 1 MKTG MGMT 7G RETAILING @7 7G TC COOP ED @7	1 credit		2	CT
Course 1 Options	8827410	Sport, Recreation, and Entertainment Essentials	ADVR PROM 7 G BUS ED 1 MKTG 1 MKTG MGMT 7G RETAILING @7 7G	1 credit	27-2099	2	CT
Course 2 Options	8827120 <b>OR</b>	Marketing Applications  <del>OR</del>		1 credit		2	CT
Course 2 Options	8827420	Sport, Recreation, and Entertainment Applications		1 credit		2	CT
Course 3	8827430	Sport, Recreation, and Entertainment Marketing Management		1 credit	11-2021	3	CT
Course 4 Options	8827440 <b>OR</b>	Sport, Recreation, and Entertainment Internship  <del>OR</del>		1 credit		2	CT
Course 4 Options	8800410	Marketing Cooperative Education - OJT		1 credit		2	CT

(Graduation Requirement Codes: CT=Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA=Mathematics, PL=Personal Financial Literacy)

Common Florida's Career Technical Core—Career Ready Practices Readiness Skills for CTE Programs

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.**

<u>Employability Skills</u>	
<u>01.0</u>	<u>Apply academic skills to workplace scenarios.</u>
<u>01.01</u>	<u>Use reading skills.</u>
<u>01.02</u>	<u>Use writing skills.</u>
<u>01.03</u>	<u>Use mathematical strategies and procedures.</u>
<u>01.04</u>	<u>Use scientific principles and procedures.</u>
<u>02.0</u>	<u>Design a solution to an industry problem.</u>

<a href="#"><u>02.01 Use critical thinking.</u></a>
<a href="#"><u>02.02 Use creativity.</u></a>
<a href="#"><u>02.03 Make sound decisions.</u></a>
<a href="#"><u>02.04 Solve problems.</u></a>
<a href="#"><u>02.05 Reason.</u></a>
<a href="#"><u>02.06 Plan and organize.</u></a>
<a href="#"><u>03.0 Manage resources within an industry project</u></a>
<a href="#"><u>03.01 Manage time.</u></a>
<a href="#"><u>03.02 Manage money or resources.</u></a>
<a href="#"><u>03.03 Manage materials.</u></a>
<a href="#"><u>03.04 Manage personnel.</u></a>
<a href="#"><u>04.0 Oversee the subcomponents, operations and output of a technical or organizational system.</u></a>
<a href="#"><u>04.01 Manage systems.</u></a>
<a href="#"><u>04.02 Monitor systems.</u></a>
<a href="#"><u>04.03 Improve systems.</u></a>
<a href="#"><u>05.0 Use information for decision making.</u></a>
<a href="#"><u>05.01 Locate information.</u></a>
<a href="#"><u>05.02 Organize information.</u></a>
<a href="#"><u>05.03 Use information.</u></a>
<a href="#"><u>05.04 Analyze information.</u></a>
<a href="#"><u>05.05 Communicate information.</u></a>
<a href="#"><u>06.0 Apply relevant technology to workplace scenarios to aid productivity.</u></a>
<a href="#"><u>06.01 Use technology.</u></a>
<a href="#"><u>07.0 Interpret and express interpersonal communication.</u></a>
<a href="#"><u>07.01 Communicate verbally.</u></a>
<a href="#"><u>07.02 Listen actively.</u></a>
<a href="#"><u>07.03 Comprehend written material.</u></a>

<a href="#"><u>07.04 Convey information in writing.</u></a>
<a href="#"><u>07.05 Communicate nonverbally.</u></a>
<a href="#"><u>07.06 Interpret nonverbal communication.</u></a>
<a href="#"><u>08.0 Interact with others to accomplish workplace goals.</u></a>
<a href="#"><u>08.01 Collaborate with others in a team.</u></a>
<a href="#"><u>08.02 Respond to customer needs.</u></a>
<a href="#"><u>08.03 Exercise leadership.</u></a>
<a href="#"><u>08.04 Negotiate to resolve conflict.</u></a>
<a href="#"><u>08.05 Respect others.</u></a>
<a href="#"><u>09.0 Manage personal behavior to maximize productivity and professional growth.</u></a>
<a href="#"><u>09.01 Demonstrate responsibility and self-discipline.</u></a>
<a href="#"><u>09.02 Adapt and show flexibility.</u></a>
<a href="#"><u>09.03 Work independently.</u></a>
<a href="#"><u>09.04 Demonstrate a willingness to learn.</u></a>
<a href="#"><u>09.05 Demonstrate integrity.</u></a>
<a href="#"><u>09.06 Demonstrate professionalism.</u></a>
<a href="#"><u>09.07 Take initiative.</u></a>
<a href="#"><u>09.08 Display positive attitude.</u></a>
<a href="#"><u>09.09 Take responsibility for professional growth.</u></a>
<b><a href="#"><u>Career Exploration &amp; Planning</u></a></b>
<a href="#"><u>10.0 Explain career opportunities aligned with the regional economy and personal aspirations.</u></a>
<a href="#"><u>10.01 Describe regional occupations that are high-demand, high-growth, high-wage and/or high-skill.</u></a>
<a href="#"><u>10.02 Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.</u></a>
<a href="#"><u>11.0 Explain postsecondary pathways aligned with his or her career aspirations.</u></a>
<a href="#"><u>11.01 Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).</u></a>
<a href="#"><u>11.02 Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.</u></a>

11.03	<a href="#"><u>Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.</u></a>
11.04	<a href="#"><u>Compare postsecondary training data for training programs of interest, such as total costs, average student loan debt, and median earnings and job placement rates after program completion.</u></a>
12.0	<a href="#"><u>Develop a personalized career and academic plan.</u></a>
12.01	<a href="#"><u>Prioritize an occupation, credential and postsecondary training provider for plan formation.</u></a>
12.02	<a href="#"><u>Self-assess progress toward meeting graduation requirements and skill-development goals.</u></a>
12.03	<a href="#"><u>Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts and examinations.</u></a>
12.04	<a href="#"><u>Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.</u></a>
12.05	<a href="#"><u>Develop a postsecondary training budget that is inclusive of living and school expenses.</u></a>
<b><a href="#"><u>Job Attainment</u></a></b>	
13.0	<a href="#"><u>Find, assess and apply to job opportunities.</u></a>
13.01	<a href="#"><u>Identify online job posts relevant to his or her career aspirations.</u></a>
13.02	<a href="#"><u>Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u></a>
13.03	<a href="#"><u>Define what information, documentation and writing prompts are required for the positions.</u></a>
14.0	<a href="#"><u>Communicate personal competence, character and fit for a job opportunity.</u></a>
14.01	<a href="#"><u>Develop a resume.</u></a>
14.02	<a href="#"><u>Write a cover letter.</u></a>
14.03	<a href="#"><u>Curate a professional portfolio that includes work products.</u></a>
14.04	<a href="#"><u>Prepare for and experience a mock job interview.</u></a>
15.0	<a href="#"><u>Cultivate and leverage relationships to professionally advance.</u></a>
15.01	<a href="#"><u>Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u></a>
15.02	<a href="#"><u>Develop a plan to cultivate a professional digital footprint.</u></a>
15.03	<a href="#"><u>Develop a networking plan for a specific industry of interest.</u></a>

## Standards

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

### **Marketing Essentials**

- 01.0 Demonstrate ~~human relations skills necessary~~ the ability to connect and work well with others for success in any marketing ~~occupations.~~ occupation.
- 02.0 Demonstrate proficiency in ~~applying communication and~~ utilizing e-Commerce marketing technology ~~skills~~ and tools.
- 03.0 Demonstrate proficiency in applying math skills unique to marketing.
- 04.0 Identify ~~economic principles in business~~ how core concepts of economics apply to the way businesses operate.
- 05.0 Identify marketing and business fundamentals.
- 06.0 Identify current effective selling techniques and procedures.

### **Sport, Recreation, and Entertainment Essentials**

- 07.0 Demonstrate human relations skills necessary for success in sport, recreation, and entertainment marketing occupations.
- 08.0 Demonstrate proficiency in applying communication and technology skills.
- 09.0 Demonstrate proficiency in applying math skills unique to sport, recreation, and entertainment marketing.
- 10.0 Identify economic principles in business.
- 11.0 Identify marketing and business fundamentals.
- 12.0 Identify effective selling techniques and procedures.
- 13.0 Discuss the history of sport, recreation, and entertainment marketing.
- 14.0 Discuss sport, recreation, and entertainment marketing as an industry.

### **Marketing Applications**

- 15.0 Select a marketing industry for career planning.
- 16.0 Demonstrate applications of channel management (distribution) ~~to~~ for the selected marketing ~~industry~~ segment.
- 17.0 Explain the concepts of financing ~~to~~ for the selected marketing ~~industry~~ segment.
- 18.0 Demonstrate product/service planning ~~to~~ for the selected marketing ~~industry~~ segment.
- 19.0 Demonstrate marketing- information management ~~to~~ for the selected marketing ~~industry.~~ segment.
- 20.0 Demonstrate pricing applications for the selected marketing ~~industry.~~ segment.
- 21.0 Demonstrate promotion applications for the selected marketing ~~industry.~~ segment.
- 22.0 Understand the Core Principles of Branding.
- 23.0 Analyze Branding Strategies.
- 24.0 Develop a Brand Strategy.
- 25.0 Measure Brand Success.
- 26.0 Evaluate the Impact of Digital Media on Branding.
- 27.0 Understand Ethical Branding Practices.
- ~~22.0~~ 28.0 Demonstrate purchasing applications ~~to~~ for the selected marketing ~~industry.~~ segment.
- ~~23.0~~ 29.0 Demonstrate applications of safety and risk management ~~to~~ for the selected marketing ~~industry.~~ segment.
- ~~24.0~~ 30.0 Demonstrate selling techniques within the selected marketing ~~industry.~~ segment.

~~25.0~~31.0 Demonstrate an understanding of entrepreneurship.

~~26.0~~32.0 Identify the uses of technology in marketing.

### **Sport, Recreation, and Entertainment Applications**

~~27.0~~33.0 Select a sport, recreation, and entertainment marketing industry for career planning.

~~28.0~~34.0 Demonstrate applications of channel management (distribution) to the sport, recreation, and entertainment marketing industry.

~~29.0~~35.0 Explain the concepts of financing to the selected sport, recreation, and entertainment marketing industry.

~~30.0~~36.0 Demonstrate product/service planning to the sport, recreation, and entertainment marketing industry.

~~31.0~~37.0 Demonstrate marketing information management to the sport, recreation, and entertainment marketing industry.

~~32.0~~38.0 Demonstrate pricing applications for the sport, recreation, and entertainment marketing industry.

~~33.0~~39.0 Demonstrate promotion applications for the sport, recreation, and entertainment marketing industry.

~~34.0~~40.0 Demonstrate purchasing applications for the sport, recreation, and entertainment marketing industry.

~~35.0~~41.0 Demonstrate applications of safety and risk-management for the sport, recreation, and entertainment marketing industry.

~~36.0~~42.0 Demonstrate selling techniques within the sport, recreation, and entertainment marketing industry.

~~37.0~~43.0 Demonstrate an understanding of entrepreneurship.

~~38.0~~44.0 Identify the use of technology in sport, recreation, and entertainment marketing.

~~39.0~~45.0 Explain and discuss licensing, sponsorships, and endorsements in sport, recreation, and entertainment marketing.

~~40.0~~46.0 Demonstrate an understanding of the impact of the media on sport, recreation, and entertainment marketing.

~~41.0~~47.0 Discuss the importance of public relations and publicity to sport, recreation, and entertainment marketing.

### **Sport, Recreation, and Entertainment Marketing Management**

~~42.0~~48.0 Apply economic principles of business in sport, recreation, and entertainment marketing industries.

~~43.0~~49.0 Explain the various business structures of the sport, recreation and entertainment marketing industries.

~~44.0~~50.0 Describe legal and ethical aspects within the sport, recreation, and entertainment marketing industry.

~~45.0~~51.0 Explain the roles of agents, personal managers and labor unions within the sport, recreation and entertainment marketing industries.

~~46.0~~52.0 Design, plan, execute, and evaluate an event.

~~47.0~~53.0 Develop a career plan within the sport, recreation, and entertainment marketing industry.

### **Sport, Recreation, and Entertainment Marketing Internship**

48.0 Perform designated job skills as they pertain to the internship.

49.0 Display professional work habits.

50.0 Demonstrate ethical behavior.

### **Marketing Cooperative Education - OJT**

51.0 Perform designated job skills.

52.0 Demonstrate work ethics.

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 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.

CTE Standards and Benchmarks	
01.0	Demonstrate <del>human relations skills necessary</del> <u>the ability to connect and work well with others</u> for success in <u>any</u> marketing <del>occupations</del> <u>occupation</u> . The student will be able to:
01.01	Demonstrate the ability to collaborate effectively with team members or partnerships, leadership, <u>with</u> and peers <del>and with</del> <u>customers</u> from <del>diverse</del> socio-cultural and socio-economic backgrounds, genders, disabilities, and ages.
01.02	Demonstrate interpersonal skills (e.g., courtesy, loyalty, being a team player, adaptability, empathy, etc.).
01.03	Demonstrate personality traits important to business (e.g., interest, enthusiasm, honesty, responsibility, flexibility, integrity, credibility, reliability, and perseverance, etc.).
01.04	Demonstrate the ability to use creative problem-solving, decision-making, and critical thinking strategies.
01.05	Demonstrate self-management, initiative, multitasking, team management techniques and organizational skills. (Optionally, demonstrate the ability to utilize team management software.)
01.06	Explain the concepts of self-knowledge, self-esteem, and self-image.
01.07	Demonstrate professional behavior, etiquette and acceptance of feedback.
01.08	Demonstrate respect for the opinions, cultural diversity, customs, and individual differences of others.
01.09	Set personal and career goals and develop a plan of action to achieve those goals, including searching and optionally, applying for jobs.
01.10	Develop and demonstrate the human relations skills needed for successful entry and progress in the occupation selected by the student as a career objective.
02.0	Demonstrate proficiency in <del>applying communication</del> <u>utilizing eCommerce marketing technologies</u> and <del>technology skills</del> <u>tools</u> . The student will be able to:
02.01	Identify and apply effective workplace communication skills (i.e., verbal, nonverbal, written and electronic).

CTE Standards and Benchmarks	
02.02	Demonstrate the ability to communicate effectively amongst all stakeholders (e.g., customers/clients, co-workers, supervisors, vendors, etc.) using appropriate grammar and terminology.
02.03	Discuss the importance of developing networking skills to expand business contacts and optionally, how to utilize various online networking platforms.
02.04	Prepare and deliver a business-related presentation.
02.05	Demonstrate active listening strategies that improve understanding and performance.
02.06	Describe positive customer relations, including conflict and dispute resolution.
02.07	Interpret business policies to customers/clients.
02.08	Discuss the importance of providing clear directions, descriptions, and explanations.
02.09	Demonstrate the ability to locate, understand, and interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, <a href="#">social media platforms</a> , and <a href="#">other</a> electronic media resources.
02.10	Identify and explain how electronic media, technological advances, <a href="#">social media platforms</a> , and application software programs continue to shape the field of marketing and increase business productivity.
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 the marketing industry.
03.02	<del>Apply</del> <a href="#">Understand</a> problem-solving techniques <del>to</del> <a href="#">for</a> sales-related transactions ( <a href="#">i.e.</a> , cash, checks, debit cards, credit cards, <a href="#">electronic, online payment methods, cryptocurrency</a> , discounts, layaway, Credit on Delivery (COD), returns, gift certificates, invoices, and automatic fee withdrawals).
03.03	Interpret quantitative information from tables, charts, and graphs as related to the workplace.
03.04	Demonstrate the ability to make change correctly.
03.05	Calculate tax, gratuity, commission and miscellaneous charges.
03.06	Demonstrate the ability to collect, organize, and interpret data.
03.07	Understand the importance of stock turnover and stock-to-sales ratio in the industry.
03.08	Apply standard industry formulas to determine markup and markdown on merchandise.
03.09	Understand the difference between income (credit) and expense (debit). (Optional)
04.0	Identify <del>economic principles in business</del> <a href="#">how core concepts of economics apply to the way businesses operate</a> . The student will be able to:

CTE Standards and Benchmarks	
04.01	Explain the concepts of economics and determine economic activities and the types of economic indicators used to measure the economy.
04.02	Explain the concept of economic goods and services.
04.03	Explain the concept of economic resources and the scarcity of resources.
04.04	Explain the concept of utility (i.e., form, place, time, possession and information).
04.05	Understand the concept of "supply and demand".
04.06	Understand the differences between major types of economic systems.
04.07	Explain the relationship between government and business.
04.08	Explain the concept of free enterprise and business ownership.
04.09	Explain the concept of price and its role in profit motive.
04.10	Explain the concept of risk.
04.11	Explain the concept of competition and recognize the government regulations monitoring competition, including monopolies.
04.12	Understand the concept of productivity and the factors of production needed to produce goods and services.
04.13	Identify components of the Gross National Product (GNP) and the Gross Domestic Product (GDP).
05.0	Identify marketing and business fundamentals. The student will be able to:
05.01	Define marketing and its benefits.
05.02	Explain the purpose and scope of marketing in a free enterprise system.
05.03	Identify and explain each marketing function. <a href="#">(7 functions of Marketing as defined)</a>
05.04	Explain how each component of the marketing mix ( <a href="#">product, price, place, and promotion</a> ) contributes to marketing.
05.05	Compare and contrast consumer and industrial markets. <a href="#">B2B and B2C</a>
05.06	Understand the relationship of marketing to business and the economy (i.e., <a href="#">incorporate, analyze, and create a</a> SWOT analysis – strength, weakness, opportunity, and threat).
05.07	Describe how marketers use consumer research and knowledge of the market to sell products.

CTE Standards and Benchmarks	
05.08	Discuss major fields of business activity (e.g., manufacturing, wholesaling, retailing, services, cottage industries, urban street sales, e-Commerce, etc.).
05.09	Explain marketing strategies and marketing concepts.
05.10	Differentiate between mass marketing and market segmentation.
05.11	Explain the importance and techniques of offering the right merchandising <del>blend</del> <u>mix</u> .
05.12	Explain the nature and evolution of channel management (distribution).
05.13	Explain the elements that allow <u>the</u> development of a marketing plan (e.g., <u>executive summary, business description</u> research, advertising, public relations, direct and indirect marketing, promotions, merchandising, branding, feedback, revision, channel management, etc.).
05.14	Explain the “4 P’s” of marketing: price, place, promotion, and product.
05.15	Define and analyze a target market as it applies to product development, promotion and channel management (distribution).
05.16	Discuss the roles e-Commerce and social networking play in the marketing of goods and services.
05.17	Understand network marketing (multilevel marketing) and how it differs from a pyramid scheme. (Optional)
05.18	Identify the role of federal regulatory agencies [i.e., 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)].
05.19	Identify the advantages and disadvantages of different types of business ownership (e.g., Private Corporation, Sole Proprietorship, Partnership, <u>C Corps</u> Limited Liability Corporation (LLC), Shareholder Corporation, etc.).
06.0	Identify effective selling techniques and procedures. The student will be able to:
06.01	Explain the purpose, principles, and importance of selling and how it relates to the marketing concept.
06.02	Identify qualities of a professional sales associate and the responsibilities of sales management.
06.03	Identify an effective sales presentation for a target market (e.g., steps of a sale, consumer buying motives, approaches through greeting, merchandise, and service, <u>the</u> proper time to approach a customer to open sale, feature-benefit analysis, <u>overcoming objections</u> building and closing the sale, suggestion, and substitution selling, etc.).
06.04	Understand different customer <del>types</del> <u>segmentation techniques</u> and how <u>different</u> customers make buying decisions.
06.05	Discuss the importance of meeting specialized sales needs and describe legal and ethical sales issues.
06.06	Describe the importance of analyzing sales trends and the use of current technologies.

**CTE Standards and Benchmarks**

06.07 Analyze the use of websites, social media, email, and customer loyalty programs to establish and maintain a customer database.

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.

<b>CTE Standards and Benchmarks</b>	
07.0	Understand human relations skills necessary for success in sport, recreation, and entertainment marketing occupations. The student will be able to:
07.01	Demonstrate the ability to collaborate effectively with team members or partnerships, leadership, and with peers from diverse socio-cultural and socio-economic backgrounds, genders, disabilities and ages.
07.02	Demonstrate interpersonal skills (e.g., courtesy, loyalty, being a team player, adaptability, empathy, etc.).
07.03	Demonstrate personality traits important to business (e.g., interest, enthusiasm, honesty, responsibility, flexibility, integrity, credibility, reliability, perseverance, etc.).
07.04	Demonstrate the ability to use creative problem solving, decision-making, and critical thinking strategies.
07.05	Demonstrate self-management, initiative, multitasking, team management techniques and organizational skills. (Optionally, demonstrate the ability to utilize team management software.)
07.06	Explain the concepts of self-knowledge, self-esteem, and self-image.
07.07	Demonstrate professional behavior, etiquette and acceptance of feedback.
07.08	Demonstrate respect for the opinions, cultural diversity, customs, and individual differences of others.
07.09	Set personal and career goals and develop a plan of action to achieve those goals and optionally, searching and applying for jobs.
07.10	Develop and demonstrate the human relations skills needed for successful entry and progress in the occupation selected by the student as a career objective.
08.0	Demonstrate proficiency in applying communication and technology skills. The student will be able to:
08.01	Identify and apply effective workplace communication skills (i.e., verbal, nonverbal, written and electronic).

<b>CTE Standards and Benchmarks</b>	
08.02	Demonstrate the ability to communicate effectively amongst all stakeholders (e.g., customers/clients, co-workers, supervisors, vendors, etc.) using appropriate grammar and terminology.
08.03	Discuss the importance of developing networking skills to expand business contacts and optionally, how to utilize various online networking platforms.
08.04	Prepare and deliver a business-related presentation.
08.05	Demonstrate active listening strategies that improve understanding and performance.
08.06	Describe positive customer relations, including conflict and dispute resolution.
08.07	Interpret business policies to customers/clients.
08.08	Discuss the importance of providing clear directions, descriptions, and explanations.
08.09	Demonstrate the ability to locate, understand and interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams and electronic media resources.
08.10	Identify and explain how electronic media, technological advances and application software programs continue to shape the field of marketing and increase business productivity.
09.0	Demonstrate proficiency in applying math skills unique to sport, recreation, and entertainment marketing. The student will be able to:
09.01	Perform addition, subtraction, multiplication, division, ratios, and percentage problems as related to the marketing industry.
09.02	Understand problem-solving techniques to sales-related transactions (i.e., cash, checks, debit cards, credit cards, discounts, layaway, Credit on Delivery (COD), returns, gift certificates, invoices and automatic fee withdrawals).
09.03	Interpret quantitative information from tables, charts, and graphs as related to the workplace.
09.04	Calculate tax, gratuity, commission, miscellaneous charges and handling money.
09.05	Demonstrate the ability to collect, organize and interpret data.
09.06	Understand the importance of stock turnover and stock-to-sales ratio in the industry.
09.07	Apply standard industry formulas to determine markup and markdown on merchandise.
09.08	Understand the difference between income (credit) and expense (debit). (Optional)
10.0	Identify economic principles in business. The student will be able to:
10.01	Explain the concepts of economics and determine economic activities and the types of economic indicators used to measure the economy.
10.02	Explain the concept of economic goods and services.

**CTE Standards and Benchmarks**

10.03	Explain the concept of economic resources and the scarcity of resources.
10.04	Explain the concept of utility (i.e., form, place, time, possession and information).
10.05	Understand the concept of "supply and demand".
10.06	Understand the differences between major types of economic systems.
10.07	Explain the relationship between government and business.
10.08	Explain the concept of free enterprise and business ownership.
10.09	Explain the concept of price and its role in profit motive.
10.10	Explain the concept of risk.
10.11	Explain the concept of competition and recognize the government regulations monitoring competition, including monopolies.
10.12	Understand the concept of productivity and the factors of production needed to produce goods and services.
10.13	Identify components of the Gross National Product (GNP) and the Gross Domestic Product (GDP).
11.0	Identify marketing and business fundamentals. The student will be able to:
11.01	Define marketing and its benefits.
11.02	Explain the purpose and scope of marketing in a free enterprise system.
11.03	Identify and explain each marketing function.
11.04	Explain how each component of the marketing mix contributes to marketing.
11.05	Compare and contrast consumer and industrial markets.
11.06	Understand the relationship of marketing to business and the economy (i.e., SWOT analysis – strength, weakness, opportunity and threat).
11.07	Describe how marketers use consumer research and knowledge of the market to sell products.
11.08	Discuss major fields of business activity (e.g., manufacturing, wholesaling, retailing, services, cottage industries, urban street sales, e-Commerce, etc.).
11.09	Explain marketing strategies and marketing concepts.

<b>CTE Standards and Benchmarks</b>	
11.10	Differentiate between mass marketing and market segmentation.
11.11	Explain the importance and techniques of offering the right merchandising blend.
11.12	Explain the nature and evolution of channel management (distribution).
11.13	Explain the elements that allow development of a marketing plan (e.g., research, advertising, public relations, direct and indirect marketing, promotions, merchandising, branding, feedback, revision, channel management, etc.).
11.14	Explain the “4 P’s” of marketing: price, place, promotion, and product.
11.15	Define and analyze a target market as it applies to product development, promotion and channel management (distribution).
11.16	Discuss the roles e-Commerce and social networking play in the marketing of goods and services.
11.17	Understand network marketing (multilevel marketing) and how it differs from a pyramid scheme. (Optional)
11.18	Identify the role of federal regulatory agencies [i.e., 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)].
11.19	Identify the advantages and disadvantages of different types of business ownership (e.g., Private Corporation, Sole Proprietorship, Partnership, Limited Liability Corporation (LLC), Shareholder Corporation, etc.).
12.0	Identify effective selling techniques and procedures. The student will be able to:
12.01	Explain the purpose, principles, and importance of selling and how it relates to the marketing concept.
12.02	Identify qualities of a professional sales associate and the responsibilities of sales management.
12.03	Identify an effective sales presentation for a target market (e.g., 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, suggestion and substitution selling, etc.).
12.04	Understand different customer types and how customers make buying decisions.
12.05	Discuss the importance of meeting specialized sales needs and describe legal and ethical sales issues.
12.06	Describe the importance of analyzing sales trends and the use of current technologies.
13.0	Discuss the history of sport, recreation, and entertainment marketing. The student will be able to:
13.01	Describe the theories of the origin of sport, recreation, and entertainment industries.
13.02	Describe the influences of historical events on American and global sports, recreation, and entertainment.

**CTE Standards and Benchmarks**

13.03	Understand economic, demographic, social, and political influences on sports, recreation, and entertainment.
13.04	Discuss the stages and length of the sport, recreation, and entertainment cycle.
13.05	Discuss impact of technology on the sport, recreation, and entertainment industry.
13.06	Discuss the influence of electronic media on the sport, recreation, and entertainment industry.
13.07	Discuss the growth and trends in sport, recreation, and entertainment marketing.
14.0	Discuss sport, recreation, and entertainment marketing as an industry. The student will be able to:
14.01	Define sport, recreation, and entertainment marketing.
14.02	Identify relationship between: <ul style="list-style-type: none"> <li>• Fans/Audience</li> <li>• Team/Players/Event/Property</li> <li>• Corporate partners/Sponsors of a sport, recreation, and/or entertainment event.</li> </ul>
14.03	Discuss the role of marketing as it applies to sports, recreation, and entertainment.
14.04	Describe products, events, promotions, facilities, and services that enhance the sport, recreation, and entertainment industry.
14.05	Recognize how climate and geographic location affect the marketplace in the sport, recreation, and entertainment industry.
14.06	Express an awareness of how minorities and cultural mores and values impact the sport, recreation, and entertainment marketplace.
14.07	Relate how perception of the consumer plays an important role in the sport, recreation, and entertainment marketplace.
14.08	Explain the motives of the sport, recreation, and entertainment consumer (e.g., achievement, affiliation, health and fitness, fun entertainment, etc.).
14.09	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

**Course Description:**

This course is designed to provide students with an in-depth study of marketing in a free enterprise society and includes advertising, promotion, product development and branding, selling and marketing research. This course also includes the uses of technology and electronic media in marketing, purchasing, retail positioning strategies, and e-Commerce marketing.

CTE Standards and Benchmarks	
15.0	Select a marketing industry for career planning. The student will be able to:
15.01	Identify current employment opportunities in marketing-related fields.
15.02	Identify sources of information for career planning.
15.03	Conduct in-depth career research, including requirements for entry and advancement, career ladders, and opportunities related to the career field.
15.04	Explain the duties, responsibilities, required skills, and knowledge for a particular career in the marketing industry.
15.05	Identify the advantages and disadvantages of a particular career in marketing.
15.06	Complete self-assessments and an analysis of lifestyle goals and career aspirations.
15.07	Develop an individualized education and career plan related to a major marketing field, including the development of a resume.
15.08	Write a job description for a selected marketing occupation.
16.0	Demonstrate applications of channel management (distribution) for the selected marketing industry. The student will be able to:
16.01	Explain the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.
16.02	Explain the concepts of physical channel management (distribution) and transportation systems related to the industry.
16.03	Develop appropriate plans utilizing channel management for the specific industry.
16.04	Explain the relationship between customer service and distribution.

CTE Standards and Benchmarks	
16.05	Explain network marketing (multilevel marketing) and how it differs from a pyramid scheme.
17.0	Explain the concepts of financing for the selected marketing <del>industry</del> <u>segment</u> . The student will be able to:
17.01	Explain the financial concepts used in making business decisions.
17.02	Explain the concept of financial administration.
17.03	Explain the difference between income (credit) and expense (debit).
17.04	Identify various types of credit policies and procedures.
17.05	Explain the purposes and importance of credit.
17.06	Identify the positive and negative impacts of using credit in marketing situations and understand the regulations affecting credit. (Optional)
17.07	Compare and contrast the use of different credit applications, types of credit accounts, and the differences between debit and credit cards.
17.08	<u>Students will analyze and differentiate between the various types of electronic payment methods used in modern commerce. They will evaluate the benefits and limitations of each type and understand their application in marketing transactions.</u>
<del>17.08</del> 17.09	<u>Analyze</u> <del>Examine and evaluate key</del> industry <del>concepts-of-price</del> <u>drivers: pricing strategies</u> , profit <u>dynamics</u> , competition <u>trends</u> , and productivity <del>—</del> <u>factors</u> .
18.0	Demonstrate <u>product</u> /service planning for the selected marketing <del>industry</del> <u>segment</u> . The student will be able to:
18.01	Explain the steps involved in decision-making (e.g., assessment, planning, implementation design, evaluation, etc.).
18.02	Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities <del>—</del> <u>trends, and environmental factors</u> .
18.03	<del>Explain</del> <u>Define</u> product and service quality <del>as-applicable-to-grades</del> <u>in terms of performance standards</u> and industry <del>standards-</del> <u>benchmarks, emphasizing their relevance to both customer expectations and competitive differentiation</u> .
18.04	Discuss product-liability risks.
18.05	Explain warranties and guarantees.
18.06	Develop a product/service plan.
18.07	Describe factors used by marketers to position products/ <del>business</del> <u>businesses</u> .
18.08	Identify the stages and impact of <u>the</u> product life cycle.
19.0	Demonstrate marketing information management for the selected marketing <del>industry</del> <u>segment</u> . The student will be able to:

CTE Standards and Benchmarks	
19.01	Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
19.02	Explain the process of marketing information management.
19.03	Explain the nature and scope of marketing operations.
19.04	Demonstrate knowledge of inventory control systems and shipping and receiving procedures.
19.05	Identify procedures for the use of marketing information management to gather and manage information.
20.0	Demonstrate pricing applications for the selected marketing <del>industry</del> <a href="#">segment</a> . The student will be able to:
20.01	Explain concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.
20.02	Explain pricing objectives, policies, and strategies.
20.03	Explain <del>different price-marking techniques</del> <a href="#">and methods. (Demand/Competition/Cost-Oriented Pricing)</a>
20.04	Explain procedures for changing prices.
20.05	Demonstrate decision-making skills <a href="#">and methodologies</a> required for determining pricing relative to the competition.
20.06	Demonstrate problem-solving skills required when considering profit <del>and price</del> <a href="#">and margins</a> .
21.0	Demonstrate promotion applications for the selected marketing <del>industry</del> <a href="#">segment</a> . The student will be able to:
21.01	Explain the concepts and strategies needed to communicate information about products, services, branding, and/or ideas to achieve a desired outcome.
21.02	Identify types of promotion used in the industry. <a href="#">(Advertising, Direct Marketing, Sales Promotion, and Public Relations.)</a>
21.03	Discuss the importance of advertising media and the role of digital and social media in advertising.
21.04	Explain the purposes and elements of advertising and display.
21.05	Use advertising guidelines and/or regulations to design appropriate media sample ads (e.g., print, radio, television, electronic media, etc.).
21.06	Use design principles to prepare such merchandise/service displays (e.g., windows, endcaps, kiosks, point of sale activity, etc.).
21.07	Write a promotional message to appeal to a <a href="#">specific</a> target market.
21.08	Develop a sales promotion plan for a marketing organization.

## CTE Standards and Benchmarks

21.09 Demonstrate and understand public relations techniques ~~as~~-used in the marketing industry.

21.10 ~~Evaluate effective website designs.~~Evaluate effective website designs including analyzing and assessing the impact of user-centric website designs, focusing on functionality, visual appeal, mobile responsiveness, and conversion optimization to enhance user experience and drive business goals.

22.0 Understand the Core Principles of Branding. The student will be able to:

22.01 Define branding, including its role in business identity and customer perception.

22.02 Explain the difference between brand identity, brand image, and brand equity.

22.03 Identify elements that make up a brand (name, logo, color scheme, tagline, voice, etc.) and discuss how each element influences consumer perception.

23.0 Analyze Branding Strategies. The student will be able to:

23.01 Evaluate different branding strategies, such as corporate branding, product branding, and personal branding, and understand their applications in various industries.

23.02 Investigate the concept of brand positioning and how businesses differentiate themselves in the marketplace.

24.0 Develop a Brand Strategy. The student will be able to:

24.01 Create a comprehensive brand strategy, including brand positioning, target audience identification, and key messaging.

24.02 Develop a brand identity kit (logo, colors, typography) and explain how these elements support brand recognition and consistency.

25.0 Measure Brand Success. The student will be able to:

25.01 Identify key performance indicators (KPIs) used to assess brand strength and success, such as brand awareness, customer loyalty, and market share.

25.02 Understand the importance of brand consistency across multiple channels, both online and offline, and its impact on customer trust and engagement.

26.0 Evaluate the Impact of Digital Media on Branding. The student will be able to:

26.01 Explore how social media, influencers, and digital content contribute to building and maintaining a brand's presence.

26.02 Assess the role of customer feedback, online reviews, and reputation management in shaping brand perception.

27.0 Understand Ethical Branding Practices. The student will be able to:

27.01 Discuss the role of corporate social responsibility (CSR) in branding and how ethical practices can enhance brand reputation.

## CTE Standards and Benchmarks

27.02 Explore examples of businesses that have successfully built their brands around sustainability, inclusivity, and social responsibility.

~~22.0~~28.0 Demonstrate purchasing applications for the selected marketing industrysegment. The student will be able to:

~~22.04~~28.01 Explain different types of purchasing situations.

~~22.02~~28.02 Demonstrate techniques used to obtain the best terms when negotiating a purchase.

~~23.0~~29.0 Demonstrate applications of safety and risk management for the selected marketing industrysegment. The student will be able to:

~~23.04~~29.01 Explain the nature and scope of risk management.

~~23.02~~29.02 Identify various types of business risks.

~~23.03~~29.03 Describe ways businesses can manage risks, including purchasing different types of insurance that may be applicable.

~~24.0~~30.0 Demonstrate selling techniques within the selected marketing industrysegment. The student will be able to:

~~24.04~~30.01 Explain the purpose and goal of the selling function and how it relates to the marketing concept.

~~24.02~~30.02 Explain the steps in a sale and how to handle objections.

~~24.03~~30.03 Create a sales presentation using presentation/media software.

~~25.0~~31.0 Demonstrate an understanding of entrepreneurship. The student will be able to:

~~25.04~~31.01 Define entrepreneurship.

~~25.02~~31.02 Identify, explain, and compare ~~and contrast~~ the different types of business ownership (e.g., sole-proprietorship, partnership, corporation, S Corp, Limited Liability franchise, licensing, etc.).

~~25.03~~31.03 Discuss the role of the entrepreneur/ small business in the domestic and global economy.

~~25.04~~31.04 Discuss entrepreneurship as a career choice (e.g., characteristics, aptitudes, skills necessary to be a successful entrepreneur, etc.).

~~25.05~~31.05 Discuss the four parts of a business (i.e., production, finance, marketing and customer service).

~~25.06~~31.06 Analyze current entrepreneurial trends in the marketplace. (Online vs Brick and Mortar)

~~25.07~~31.07 Discuss the importance of ethics and social responsibility in business.

~~25.08~~31.08 Identify the strategies and methods for generating a business plan- (e.g., business model canvas, boilerplate, etc.).

**CTE Standards and Benchmarks**

~~25.09~~31.09 Identify the types and sources of international, federal, state, and local government regulations and taxation that may affect a business.

~~25.10~~31.10 Describe the advantages and risks of entrepreneurship.

~~26.0~~32.0 Identify the uses of technology in marketing. The student will be able to:

~~26.01~~32.01 Explain the importance and uses of technology within the realm of marketing.

~~26.02~~32.02 Utilize application software (e.g., word processing, spreadsheets, presentation/media software, etc.) to create career/industry-related materials.

~~26.03~~32.03 Identify technology appropriate for marketing functions and practices related to a selected marketing career field.

~~26.04~~32.04 Select and use a variety of electronic media (e.g., the Internet, information services, and desktop-publishing software programs) to create, revise, and verify information.

**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.

<b>CTE Standards and Benchmarks</b>	
<del>27.0</del> <u>33.0</u>	Select a sport, recreation, and entertainment marketing industry for career planning. The student will be able to:
<del>27.04</del> <u>33.01</u>	Identify current employment opportunities in the sport, recreation, and entertainment marketing field.
<del>27.02</del> <u>33.02</u>	Identify sources of information for career planning including electronic media.
<del>27.03</del> <u>33.03</u>	Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the sport, recreation, and entertainment marketing field.
<del>27.04</del> <u>33.04</u>	Explain duties and responsibilities, needed skills, and knowledge for a particular sport, recreation, and entertainment marketing career.
<del>27.05</del> <u>33.05</u>	Identify advantages and disadvantages of a particular sport, recreation, and entertainment marketing career.
<del>27.06</del> <u>33.06</u>	Complete self-assessments and analysis of life-style goals and career aspirations.
<del>27.07</del> <u>33.07</u>	Develop an individualized education and career plan related to a major sport, recreation, and entertainment marketing field, including the development of a resume.
<del>27.08</del> <u>33.08</u>	Write a job description for a selected sport, recreation, and entertainment marketing occupation.
<del>28.0</del> <u>34.0</u>	Demonstrate applications of channel management (distribution) to the sport, recreation, and entertainment marketing industry. The student will be able to:
<del>28.04</del> <u>34.01</u>	Explain the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.
<del>28.02</del> <u>34.02</u>	Explain the concepts of physical channel management (distribution) and transportation systems related to the industry.
<del>28.03</del> <u>34.03</u>	Develop appropriate plans utilizing channel management for the specific industry.
<del>28.04</del> <u>34.04</u>	Explain the relationship between customer service and distribution.

## CTE Standards and Benchmarks

<del>28.05</del> <u>34.05</u>	Explain network marketing (multilevel marketing) and how it differs from a pyramid scheme.
<del>29.0</del> <u>35.0</u>	Explain the concepts of financing to the selected sport, recreation, and entertainment marketing industry. The student will be able to:
<del>29.01</del> <u>35.01</u>	Explain financial concepts used in making sport, recreation, and entertainment marketing decisions.
<del>29.02</del> <u>35.02</u>	Explain concept of financial administration.
<del>29.03</del> <u>35.03</u>	Explain difference between income (credit) and expense (debit).
<del>29.04</del> <u>35.04</u>	Identify various types of credit policies and procedures.
<del>29.05</del> <u>35.05</u>	Explain purposes and importance of credit.
<del>29.06</del> <u>35.06</u>	Identify the positive and negative impacts of using credit in sport, recreation, and entertainment marketing situations.
<del>29.07</del> <u>35.07</u>	Compare and contrast the use of different credit applications.
<del>29.08</del> <u>35.08</u>	Discuss industry concepts of price, profit, competition, and productivity.
<del>29.09</del> <u>35.09</u>	Identify and explain the components of a budget for a sport, recreation, and entertainment program.
<del>30.0</del> <u>36.0</u>	Demonstrate product/service planning to the sport, recreation, and entertainment marketing industry. The student will be able to:
<del>30.01</del> <u>36.01</u>	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.
<del>30.02</del> <u>36.02</u>	Explain the steps involved in decision-making (e.g., market research, assessment, planning, implementation design, evaluation, etc.).
<del>30.03</del> <u>36.03</u>	Explain importance of customer satisfaction to the sport, recreation, and entertainment industry.
<del>30.04</del> <u>36.04</u>	Explain importance of product and service technology as it relates to customer satisfaction.
<del>30.05</del> <u>36.05</u>	Explain the effect of current and emergent technology on life-roles, life-styles, careers, and sport, recreation, and entertainment marketing occupations.
<del>30.06</del> <u>36.06</u>	Explain product and service quality as applicable grades and industry standards.
<del>30.07</del> <u>36.07</u>	Discuss product-liability risks.
<del>30.08</del> <u>36.08</u>	Explain warranties and guarantees.
<del>30.09</del> <u>36.09</u>	Develop a product/service plan.

## CTE Standards and Benchmarks

<del>30.10</del> <u>36.10</u>	Describe factors used by marketers to position products/business.
<del>30.14</del> <u>36.11</u>	Identify stages of and discuss impact of product life cycle.
<del>30.12</del> <u>36.12</u>	Explain importance of concessions on sport, recreation, and entertainment industry.
<del>31.0</del> <u>37.0</u>	Demonstrate marketing information management to the sport, recreation, and entertainment marketing industry. The student will be able to:
<del>31.04</del> <u>37.01</u>	Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
<del>31.02</del> <u>37.02</u>	Explain the process of marketing information management.
<del>31.03</del> <u>37.03</u>	Explain the nature and scope of marketing operations.
<del>31.04</del> <u>37.04</u>	Demonstrate knowledge of inventory control systems and shipping and receiving procedures.
<del>31.05</del> <u>37.05</u>	Identify procedures for the use of marketing information management to gather and manage information.
<del>32.0</del> <u>38.0</u>	Demonstrate pricing applications for the sport, recreation, and entertainment marketing industry. The student will be able to:
<del>32.04</del> <u>38.01</u>	Explain concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.
<del>32.02</del> <u>38.02</u>	Explain pricing objectives, policies, and strategies.
<del>32.03</del> <u>38.03</u>	Explain price-marking techniques.
<del>32.04</del> <u>38.04</u>	Explain procedures for changing prices.
<del>32.05</del> <u>38.05</u>	Demonstrate decision-making skills required for determining pricing relative to the competition.
<del>32.06</del> <u>38.06</u>	Demonstrate problem-solving skills required when considering profit and price.
<del>33.0</del> <u>39.0</u>	Demonstrate promotion applications for the sport, recreation, and entertainment marketing industry. The student will be able to:
<del>33.04</del> <u>39.01</u>	Explain the concepts and strategies needed to communicate information about products, services, signage, virtual advertising, branding, and/or ideas to achieve a desired outcome.
<del>33.02</del> <u>39.02</u>	Identify types of promotion used in the sport, recreation, and entertainment industry.
<del>33.03</del> <u>39.03</u>	Discuss importance of advertising media and branding.
<del>33.04</del> <u>39.04</u>	Explain purposes and elements of advertising and display as related to the sport, recreation, and entertainment marketing industry.

**CTE Standards and Benchmarks**

<del>33.05</del> <a href="#">39.05</a>	Explain how trademarks/logos are used to create awareness/branding of an organization in the sport, recreation, and entertainment industry.
<del>33.06</del> <a href="#">39.06</a>	Use advertising guidelines and/or regulations to design appropriate media sample ads (e.g., print, radio, television, electronic media, etc.).
<del>33.07</del> <a href="#">39.07</a>	Use design principles to prepare such merchandise/service displays (e.g., windows, endcaps, kiosks, point of sale activity, etc.).
<del>33.08</del> <a href="#">39.08</a>	Create an example of a non-personal sales technique such as use of magnets, buttons, T-shirts, or point-of-sale signs.
<del>33.09</del> <a href="#">39.09</a>	Write a promotional message to appeal to a target market.
<del>33.10</del> <a href="#">39.10</a>	Develop a sales promotion plan for a sport, recreation, and entertainment marketing organization.
<del>33.11</del> <a href="#">39.11</a>	Demonstrate public relations techniques as used in the sport, recreation, and entertainment marketing industry.
<del>33.12</del> <a href="#">39.12</a>	Evaluate effective website designs.
<del>34.0</del> <a href="#">40.0</a>	Demonstrate purchasing applications for the sport, recreation, and entertainment marketing industry. The student will be able to:
<del>34.01</del> <a href="#">40.01</a>	Explain relationship between stock/inventory turnover and purchasing.
<del>34.02</del> <a href="#">40.02</a>	Explain different types of purchasing situations.
<del>34.03</del> <a href="#">40.03</a>	Evaluate merchandise or services using industry standards or company assessments.
<del>35.0</del> <a href="#">41.0</a>	Demonstrate applications of safety and risk-management for the sport, recreation, and entertainment marketing industry. The student will be able to:
<del>35.01</del> <a href="#">41.01</a>	Explain the nature and scope of risk management.
<del>35.02</del> <a href="#">41.02</a>	Identify various types of business risks.
<del>35.03</del> <a href="#">41.03</a>	Describe ways businesses can manage risks, including purchasing insurance.
<del>36.0</del> <a href="#">42.0</a>	Demonstrate selling techniques within the sport, recreation, and entertainment marketing industry. The student will be able to:
<del>36.01</del> <a href="#">42.01</a>	Explain the purpose and goal of the selling function and how it relates to the marketing concept.
<del>36.02</del> <a href="#">42.02</a>	Explain the steps in a sale and how to handle objections.
<del>36.03</del> <a href="#">42.03</a>	Create a sales presentation using presentation/media software.
<del>37.0</del> <a href="#">43.0</a>	Demonstrate an understanding of entrepreneurship. The student will be able to:

CTE Standards and Benchmarks	
<del>37.01</del> <u>43.01</u>	Define entrepreneurship.
<del>37.02</del> <u>43.02</u>	Identify, explain, compare and contrast the different types of business ownership (e.g., sole-proprietorship, partnership, corporation, franchise, licensing, etc.).
<del>37.03</del> <u>43.03</u>	Discuss the role of the entrepreneur/ small business in the domestic and global economy.
<del>37.04</del> <u>43.04</u>	Discuss entrepreneurship as a career choice (e.g., characteristics, aptitudes, skills necessary to be a successful entrepreneur, etc.).
<del>37.05</del> <u>43.05</u>	Discuss the four parts of a business (i.e., production, finance, marketing and customer service).
<del>37.06</del> <u>43.06</u>	Analyze current entrepreneurial trends in the marketplace.
<del>37.07</del> <u>43.07</u>	Discuss the importance of ethics and social responsibility in business.
<del>37.08</del> <u>43.08</u>	Identify the strategies and methods for generating a business plan.
<del>37.09</del> <u>43.09</u>	Identify the types and sources of government regulations and taxation that may affect a business.
<del>37.10</del> <u>43.10</u>	Describe the advantages and risks of entrepreneurship.
<del>38.0</del> <u>44.0</u>	Identify the use of technology in sport, recreation, and entertainment marketing. The student will be able to:
<del>38.01</del> <u>44.01</u>	Explain the importance and uses of technology within the realm of marketing.
<del>38.02</del> <u>44.02</u>	Utilize application software (e.g., word processing, spreadsheets, presentation/media software, etc.) to create career/industry-related materials.
<del>38.03</del> <u>44.03</u>	Identify technology appropriate for marketing functions and practices related to a selected marketing career field.
<del>38.04</del> <u>44.04</u>	Select and use a variety of technology (e.g., electronic media, information services, desktop-publishing software programs, etc.) to create, revise and verify marketing media.
<del>39.0</del> <u>45.0</u>	Explain and discuss licensing, sponsorships, and endorsements in sport, recreation, and entertainment marketing. The student will be able to:
<del>39.01</del> <u>45.01</u>	Explain the licensing process for marketing in various industries
<del>39.02</del> <u>45.02</u>	Define and describe copyright and trademark laws.
<del>39.03</del> <u>45.03</u>	Differentiate between licensing, sponsorship, and endorsements.
<del>39.04</del> <u>45.04</u>	Explain how the sport, recreation, and entertainment industry utilizes branding (trademarks/logos) in licensing, sponsorships, and endorsements.
<del>39.05</del> <u>45.05</u>	Define exclusivity as a part of licensing.

CTE Standards and Benchmarks	
<del>39.06</del> <u>45.06</u>	Describe sponsorship criteria and research methods of obtaining event sponsorships or private support.
<del>39.07</del> <u>45.07</u>	Evaluate use of sporting events as a venue for promotional licensing.
<del>39.08</del> <u>45.08</u>	Explain impact of entertainment figures and endorsements on sport, recreation, and/or entertainment marketing.
<del>39.09</del> <u>45.09</u>	Explain importance of on-site merchandising to the sport, recreation, and entertainment industry.
<del>39.10</del> <u>45.10</u>	Discuss the impact ambush marketing has on the sponsorship and licensing aspect of the sport, recreation, and entertainment industry.
<del>40.0</del> <u>46.0</u>	Demonstrate an understanding of the impact of the media on sport, recreation, and entertainment marketing. The student will be able to:
<del>40.01</del> <u>46.01</u>	Research the impact of the media on sport, recreation, and entertainment marketing.
<del>40.02</del> <u>46.02</u>	Identify the different media that have increased the popularity of sport, recreation, and entertainment venues.
<del>40.03</del> <u>46.03</u>	Examine and explain the conflict between the media’s ownership of sport businesses as it relates to the bias/unbiased reporting of the news.
<del>40.04</del> <u>46.04</u>	Explain the concepts of rights and fees the media pays to sport, recreation, and entertainment businesses.
<del>40.05</del> <u>46.05</u>	Investigate the pirating issues as relates to the media and the sport, recreation, and entertainment industry.
<del>41.0</del> <u>47.0</u>	Discuss the importance of public relations and publicity to sport, recreation, and entertainment marketing. The student will be able to:
<del>41.01</del> <u>47.01</u>	Define and explain the differences between public relations and publicity.
<del>41.02</del> <u>47.02</u>	Compare and contrast internal and external public relations.
<del>41.03</del> <u>47.03</u>	Develop a media/press release and public service announcement for a sport, recreation, and/or entertainment event.
<del>41.04</del> <u>47.04</u>	Illustrate how a company builds goodwill, a business image, and public awareness through involvement with a sport, recreation, and/or entertainment event.

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 marketing and sales 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.

<b>CTE Standards and Benchmarks</b>	
42.0	Apply economic principles of business in sport, recreation, and entertainment marketing industries. The student will be able to:
42.01	Examine role of the profit motive in the marketing of sports, recreation, and entertainment.
42.02	Explain role of sport, recreation, and entertainment marketing in the free enterprise system.
42.03	Apply economic concepts in sport, recreation, and entertainment marketing industries (e.g., pricing, distribution, risk, productivity, competition, cycles, etc.).
42.04	Analyze economic impact of sport, recreation, and entertainment programs on local, state, national, and international economies.
42.05	Describe revenue sources for financing sport, recreation, and entertainment projects.
42.06	Examine ancillary sources of revenue for sport, recreation, and entertainment events (e.g., concessions, merchandise, sponsorship, tickets, programs, etc.).
42.07	Explain the interdependence between: <ul style="list-style-type: none"> <li>• Fans/Audience</li> <li>• Team/Players/Event/Property</li> <li>• Corporate Partners/Sponsors of a successful sport, recreation, and/or entertainment event.</li> </ul>
43.0	Explain the various business structures of the sport, recreation and entertainment marketing industries. The student will be able to:
43.01	Evaluate advantages and disadvantages of operating as a profit or not-for-profit organization.
43.02	Assess role of e-commerce in sport, recreation, and/or entertainment marketing.
43.03	Explain the difference between domestic and international trade in terms of sport, recreation and entertainment marketing.

**CTE Standards and Benchmarks**

44.0	Describe legal and ethical aspects within the sport, recreation, and entertainment marketing industry. The student will be able to:
44.01	Explain the terms liability and contract.
44.02	Describe basic sport, recreation, and entertainment contracts.
44.03	Describe the impact of the Americans with Disabilities Act (ADA) on sport, recreation, and entertainment events and facilities.
44.04	Identify professional ethical issues related to sport, recreation, and entertainment marketing.
44.05	Examine social responsibility and its relation to sport, recreation, and entertainment marketing.
45.0	Explain the roles of agents, personal managers and labor unions within the sport, recreation and entertainment marketing industries. The student will be able to:
45.01	Explain differences between an agent and a personal manager.
45.02	Explain financial compensation options for agents.
45.03	Identify the factors involved in selecting an agent and a personal manager.
45.04	Identify and examine the role of unions in sport, recreation, and entertainment marketing industries.
46.0	Design, plan, execute, and evaluate a project (event). The student will be able to:
46.01	Review concepts related to event planning (e.g., location, budget, public relations, risk management, etc.).
46.02	Define event marketing and explain its objectives.
46.03	Determine sponsorship opportunities to meet the needs of the organization, the event, and the customers.
46.04	Identify and analyze value and feasibility of a sport, recreation, and/or entertainment event to a community.
46.05	Create a work plan that identifies necessary human and financial resources.
46.06	Formulate a budget for an event.
46.07	Prepare a promotional plan for an event (e.g., personal, selling, advertising, publicity, sales promotion, etc.).
46.08	Create an operational timeline of a sport, recreation, and/or entertainment event.
46.09	Select indicators to measure success or failure rate of a sport, recreation, and/or entertainment event.
46.10	Evaluate possible outcomes to determine if event should be retained, modified, and/or eliminated.

**CTE Standards and Benchmarks**

46.11	Develop follow-up activities to recognize/thank participants.
47.0	Develop a career plan within the sport, recreation, and entertainment marketing industry. The student will be able to:
47.01	Investigate sport, recreation, and entertainment marketing career opportunities at the internship, entry, mid-management, and upper-management levels.
47.02	Describe education and training needed for a variety of sport, recreation, and entertainment marketing jobs.
47.03	Identify barriers to employment and strategies to overcome them.
47.04	Identify ways to keep up with new developments in the field of sport, recreation, and entertainment marketing.
47.05	Identify training and educational requirements, needed skills and abilities, and steps for reaching career goals within the sport, recreation and entertainment marketing industry.
47.06	Define specific technology applications (e.g., electronic media, video conferencing, electronic portfolios, etc.) that assist students in developing a career plan in sport, recreation and entertainment marketing industry.
47.07	Define competencies required for career sustaining and mid-level management positions in the sport, recreation, and entertainment marketing industry.

Florida Department of Education  
Student Performance Standards

**Course Title:** Sport, Recreation, and Entertainment Internship  
**Course Number:** 8827440  
**Course Credit:** 1

**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 sport, recreation and entertainment marketing and sales 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.

<b>CTE Standards and Benchmarks</b>	
48.0	Perform designated job skills as they pertain to the internship. The student will be able to:
48.01	Apply literacy skills in technical reading, computing and calculating.
48.02	Perform tasks as outlined in the individualized job performance skills plan.
48.03	Maintain relevant employment documents.
48.04	Sustain mentoring relationships in the workplace.
48.05	Communicate in business settings by listening, writing, speaking and presenting with professional demeanor.
48.06	Collaborate, communicate and interact utilizing technology.
48.07	Offer alternative suggestions or solutions rather than simply rejecting others ideas.
48.08	Contribute to team efforts by fulfilling responsibilities and valuing diversity.
48.09	Explore networking opportunities through professional associations.
48.10	Exercise proper judgment in decision making.
48.11	Adapt to changing organizational environments with flexibility.
48.12	Build a career portfolio reflecting experiences and skills gained during the internship.
49.0	Display professional work habits. The student will be able to:

**CTE Standards and Benchmarks**

49.01	Report as expected, on time, appropriately dressed and groomed and ready to work.
49.02	Create a positive professional image through proper introductions, eye contact, and a firm handshake.
49.03	Model acceptable work habits and conduct in the workplace as defined by company policy.
49.04	Complete and follow through on tasks and take initiative as warranted.
49.05	Respond to internal and external customers' needs and concerns.
49.06	Practice business and social sensitivity etiquette in all forms of marketing (e.g., face to face interaction, on the telephone, social media, etc.).
49.07	Build bridges between conflicting attitudes and ways of thinking.
50.0	Demonstrate ethical behavior. The student will be able to:
50.01	Align current business activities observed in the internship to professional standards within the industry.
50.02	Show empathy, respect and support for others.
50.03	Value confidentiality and privacy.
50.04	Recognize inappropriate sexual and cultural behaviors.

Florida Department of Education  
Student Performance Standards

**Course Title:** Marketing Cooperative Education - OJT  
**Course Number:** 8800410  
**Course Credit:** 1

**Course Description:**

This course 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 sport, recreation and entertainment marketing and sales industry; 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 sport, recreation and entertainment marketing occupations.

<b>CTE Standards and Benchmarks</b>	
51.0	Perform designated job skills. The student will be able to:
51.01	Perform tasks as outlined in the training plan.
51.02	Demonstrate job performance skills.
51.03	Demonstrate safety procedures on the job.
51.04	Maintain appropriate records.
51.05	Attain an acceptable level of productivity.
51.06	Demonstrate appropriate dress and grooming habits.
52.0	Demonstrate work ethics. The student will be able to:
52.01	Follow directions.
52.02	Demonstrate good human relations skills on the job.
52.03	Demonstrate good work habits.
52.04	Demonstrate acceptable business ethics.

## Additional Information

### Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### Career and Technical Student Organization (CTSO)

~~DECA and Future Business Leaders of America (FBLA)~~ CTSOs are ~~the~~ co-curricular career and technical student ~~organization(s)~~ organizations 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. -Other CTOS not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

### 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. 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 course or a modified course. 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 a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. 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

The standards and/or benchmarks for this program were updated for the 2026-27 academic year.

**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
Program Length	4 credits
Teacher Certification	Refer to the <b>Program Structure</b> section.
CTSO	DECA, FBLA- <a href="#">PBL</a>
SOC Codes (all applicable)	43-3021 – Billing and Posting Clerks 43-5011 – Cargo and Freight Agents 11-2022 – Sales Managers
CTE Program Resources	<del><a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stm">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stm</a></del> <a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and the 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 enable students to explore and understand marketing practices in a global environment with respect to trade, global economics, and basic import/export principles.

**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 totaling four credits.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
8827110	Marketing Essentials	ADVR PROM 7G BUS ED 1 @2 MKTG 1 MKTG MGMT 7G RETAILING @7 7G TC COOP ED @7	1 credit	43-3021	2	CT
8839110	International Marketing 1	BUS ED 1 MKTG 1	1 credit		2	CT
8839120	International Marketing 2	MKTG MGMT 7G RETAILING @7 7G	1 credit	43-5011	2	CT
8839130	International Marketing 3	TC COOP ED @7	1 credit	11-2022	3	CT

*(Graduation Requirement Codes: CT=Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA=Mathematics, PL=Personal Financial Literacy)*

**Common Florida's Career Technical Core – Career Ready Practices** Readiness Skills for CTE Programs

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.**

<b><u>Employability Skills</u></b>	
<b>01.0</b>	<u>Apply academic skills to workplace scenarios.</u>
	<u>01.01 Use reading skills.</u>
	<u>01.02 Use writing skills.</u>
	<u>01.03 Use mathematical strategies and procedures.</u>
	<u>01.04 Use scientific principles and procedures.</u>
<b>02.0</b>	<u>Design a solution to an industry problem.</u>

<a href="#">02.01 Use critical thinking.</a>
<a href="#">02.02 Use creativity.</a>
<a href="#">02.03 Make sound decisions.</a>
<a href="#">02.04 Solve problems.</a>
<a href="#">02.05 Reason.</a>
<a href="#">02.06 Plan and organize.</a>
<a href="#">03.0 Manage resources within an industry project</a>
<a href="#">03.01 Manage time.</a>
<a href="#">03.02 Manage money or resources.</a>
<a href="#">03.03 Manage materials.</a>
<a href="#">03.04 Manage personnel.</a>
<a href="#">04.0 Oversee the subcomponents, operations and output of a technical or organizational system.</a>
<a href="#">04.01 Manage systems.</a>
<a href="#">04.02 Monitor systems.</a>
<a href="#">04.03 Improve systems.</a>
<a href="#">05.0 Use information for decision making.</a>
<a href="#">05.01 Locate information.</a>
<a href="#">05.02 Organize information.</a>
<a href="#">05.03 Use information.</a>
<a href="#">05.04 Analyze information.</a>
<a href="#">05.05 Communicate information.</a>
<a href="#">06.0 Apply relevant technology to workplace scenarios to aid productivity.</a>
<a href="#">06.01 Use technology.</a>
<a href="#">07.0 Interpret and express interpersonal communication.</a>
<a href="#">07.01 Communicate verbally.</a>
<a href="#">07.02 Listen actively.</a>
<a href="#">07.03 Comprehend written material.</a>

<a href="#"><u>07.04 Convey information in writing.</u></a>
<a href="#"><u>07.05 Communicate nonverbally.</u></a>
<a href="#"><u>07.06 Interpret nonverbal communication.</u></a>
<a href="#"><u>08.0 Interact with others to accomplish workplace goals.</u></a>
<a href="#"><u>08.01 Collaborate with others in a team.</u></a>
<a href="#"><u>08.02 Respond to customer needs.</u></a>
<a href="#"><u>08.03 Exercise leadership.</u></a>
<a href="#"><u>08.04 Negotiate to resolve conflict.</u></a>
<a href="#"><u>08.05 Respect others.</u></a>
<a href="#"><u>09.0 Manage personal behavior to maximize productivity and professional growth.</u></a>
<a href="#"><u>09.01 Demonstrate responsibility and self-discipline.</u></a>
<a href="#"><u>09.02 Adapt and show flexibility.</u></a>
<a href="#"><u>09.03 Work independently.</u></a>
<a href="#"><u>09.04 Demonstrate a willingness to learn.</u></a>
<a href="#"><u>09.05 Demonstrate integrity.</u></a>
<a href="#"><u>09.06 Demonstrate professionalism.</u></a>
<a href="#"><u>09.07 Take initiative.</u></a>
<a href="#"><u>09.08 Display positive attitude.</u></a>
<a href="#"><u>09.09 Take responsibility for professional growth.</u></a>
<b><u>Career Exploration &amp; Planning</u></b>
<a href="#"><u>10.0 Explain career opportunities aligned with the regional economy and personal aspirations.</u></a>
<a href="#"><u>10.01 Describe regional occupations that are high-demand, high-growth, high-wage and/or high-skill.</u></a>
<a href="#"><u>10.02 Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.</u></a>
<a href="#"><u>11.0 Explain postsecondary pathways aligned with his or her career aspirations.</u></a>
<a href="#"><u>11.01 Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).</u></a>
<a href="#"><u>11.02 Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.</u></a>

11.03	<a href="#">Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.</a>
11.04	<a href="#">Compare postsecondary training data for training programs of interest, such as total costs, average student loan debt, and median earnings and job placement rates after program completion.</a>
12.0	<a href="#">Develop a personalized career and academic plan.</a>
12.01	<a href="#">Prioritize an occupation, credential and postsecondary training provider for plan formation.</a>
12.02	<a href="#">Self-assess progress toward meeting graduation requirements and skill-development goals.</a>
12.03	<a href="#">Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts and examinations.</a>
12.04	<a href="#">Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.</a>
12.05	<a href="#">Develop a postsecondary training budget that is inclusive of living and school expenses.</a>
<b><u>Job Attainment</u></b>	
13.0	<a href="#">Find, assess and apply to job opportunities.</a>
13.01	<a href="#">Identify online job posts relevant to his or her career aspirations.</a>
13.02	<a href="#">Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</a>
13.03	<a href="#">Define what information, documentation and writing prompts are required for the positions.</a>
14.0	<a href="#">Communicate personal competence, character and fit for a job opportunity.</a>
14.01	<a href="#">Develop a resume.</a>
14.02	<a href="#">Write a cover letter.</a>
14.03	<a href="#">Curate a professional portfolio that includes work products.</a>
14.04	<a href="#">Prepare for and experience a mock job interview.</a>
15.0	<a href="#">Cultivate and leverage relationships to professionally advance.</a>
15.01	<a href="#">Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</a>
15.02	<a href="#">Develop a plan to cultivate a professional digital footprint.</a>
15.03	<a href="#">Develop a networking plan for a specific industry of interest.</a>

## Standards

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

### Marketing Essentials

- 01.0 Demonstrate ~~human relations skills necessary~~ the ability to connect and work well with others for success in any marketing ~~occupations.~~ occupation.
- 02.0 Demonstrate proficiency in ~~applying communication and~~ utilizing e-Commerce marketing technology ~~skills~~ and tools.
- 03.0 Demonstrate proficiency in applying math skills unique to marketing.
- 04.0 Identify ~~economic principles in business~~ how core concepts of economics apply to the way businesses operate.
- 05.0 Identify marketing and business fundamentals.
- 06.0 Identify current effective selling techniques and procedures.

### International Marketing 1

- 07.0 Demonstrate an understanding of ~~global~~ international marketing and ~~transportation~~ global trade.
- 08.0 Demonstrate comprehension of global trade.
- 09.0 Demonstrate an understanding of global economics.
- 10.0 Demonstrate an understanding of import and export basics.
- 11.0 Demonstrate an understanding of trade documentation.
- 12.0 Analyze global and economic issues.
- 13.0 Develop knowledge of government agencies administering trade regulations.

### International Marketing 2

- 14.0 Demonstrate an understanding of global finance.
- 15.0 Demonstrate an understanding of the laws and regulations related to global marketing.
- 16.0 Discuss global marketing strategies.
- 17.0 Demonstrate an understanding of global advertising and promotion.
- 18.0 Demonstrate effective communication skills specific to global marketing.
- 19.0 Explain the concept and importance of entrepreneurship.

### International Marketing 3

- 20.0 List the components of a business plan and understand how a business plan contributes to the success of an import/export business.
- 21.0 Prepare an introduction to a business plan for an import/export business.
- 22.0 Prepare an analysis of the trading country.
- 23.0 Prepare a market segment analysis.
- 24.0 Prepare an analysis of a potential location.
- 25.0 Prepare a description of the proposed organization of the selected business.
- 26.0 Prepare a description of the proposed products and/or services.
- 27.0 Prepare a proposed pricing policy.
- 28.0 Prepare a marketing strategy.

- 29.0 Develop a financial plan for an import/export business.
- 30.0 Demonstrate the uses of marketing-related software.
- 31.0 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:

Marketing Essentials blends theory and practice to facilitate immediate implementation and impact. Students will learn to develop 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.

CTE Standards and Benchmarks	
01.0	Demonstrate <del>human relations skills necessary</del> <u>the ability to connect and work well with others</u> for success in <u>any</u> marketing <del>occupations</del> <u>occupation</u> . The student will be able to:
01.01	Demonstrate the ability to collaborate effectively with team members or partnerships, leadership, and <del>with</del> peers from socio-cultural and socio-economic backgrounds, genders, disabilities, and ages.
01.02	Demonstrate interpersonal skills (e.g., courtesy, loyalty, being a team player, adaptability, empathy, etc.).
01.03	Demonstrate personality traits important to business (e.g., interest, enthusiasm, honesty, responsibility, flexibility, integrity, credibility, reliability, and perseverance, etc.).
01.04	Demonstrate the ability to use creative problem-solving, decision-making, and critical-thinking strategies.
01.05	Demonstrate self-management, initiative, multitasking, team management techniques, and organizational skills. (Optionally, demonstrate the ability to utilize team management software.)
01.06	Explain the concepts of self-knowledge, self-esteem, and self-image.
01.07	Demonstrate professional behavior, etiquette, and acceptance of feedback.
01.08	Demonstrate respect for the opinions, cultural diversity, customs, and individual differences of others.
01.09	Set personal and career goals and develop a plan of action to achieve those goals, including searching and optionally, applying for jobs.
01.10	Develop and demonstrate the human relations skills needed for successful entry and progress in the <u>marketing</u> occupation selected by the student as a career objective.
02.0	Demonstrate proficiency in <del>applying communication</del> <u>utilizing eCommerce marketing technologies</u> and <del>technology skills</del> <u>tools</u> . The student will be able to:
02.01	Identify and apply effective workplace communication skills (i.e., verbal, nonverbal, written, and electronic).

## CTE Standards and Benchmarks

02.02	Demonstrate the ability to communicate effectively amongst all stakeholders (e.g., customers/clients, co-workers, supervisors, vendors, etc.) using appropriate grammar and terminology.
02.03	Discuss the importance of developing networking skills to expand business contacts and optionally, how to utilize various online networking platforms.
02.04	Prepare and deliver a business-related presentation.
02.05	Demonstrate active listening strategies that improve understanding and performance.
02.06	Describe positive customer relations, including conflict and dispute resolution.
02.07	Interpret business policies to customers/clients.
02.08	Discuss the importance of providing clear directions, descriptions, and explanations.
02.09	Demonstrate the ability to locate, understand, and interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, <a href="#">social media platforms</a> , and <a href="#">other</a> electronic media resources.
02.10	Identify and explain how electronic media, technological advances, <a href="#">social media platforms</a> , and <del>computer</del> <a href="#">application</a> software programs continue to shape the field of marketing and increase business productivity.
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 the marketing industry.
03.02	Understand problem-solving techniques <del>to</del> <a href="#">for</a> sales-related transactions ( <del>i.e.g.</del> , cash, checks, debit cards, credit cards, <a href="#">electronic, online payment methods, cryptocurrency</a> , discounts, layaway, Credit on Delivery (COD), returns, gift certificates, invoices, and automatic fee withdrawals, <del>etc.</del> ).
03.03	Interpret quantitative information from tables, charts, and graphs as related to the workplace.
03.04	Demonstrate the ability to make <del>change</del> <a href="#">changes</a> correctly.
03.05	Calculate tax, gratuity, commission, and miscellaneous charges.
03.06	Demonstrate the ability to collect, organize, and interpret data.
03.07	Understand the importance of stock turnover and stock-to-sales ratio in the industry.
03.08	Apply standard industry formulas to determine markup and markdown on merchandise.
03.09	Understand the difference between income (credit) and expense (debit). <del>(Optional)</del>
04.0	Identify <del>economic principles in business</del> <a href="#">how core concepts of economics apply to the way businesses operate</a> . The student will be able to:

CTE Standards and Benchmarks	
04.01	Explain the concepts of economics and determine economic activities and the types of economic indicators used to measure the economy.
04.02	Explain the concept of economic goods and services.
04.03	Explain the concept of economic resources and the scarcity of resources.
04.04	Explain the concept of utility (i.e., form, place, time, possession and information).
04.05	Understand the concept of "supply and demand".
04.06	Understand the differences between major types of economic systems.
04.07	Explain the relationship between government and business.
04.08	Explain the concept of free enterprise and business ownership.
04.09	Explain the concept of price and its role in profit motive.
04.10	Explain the concept of risk.
04.11	Explain the concept of competition and recognize the government regulations monitoring competition, including monopolies.
04.12	Understand the concept of productivity and the factors of production needed to produce goods and services.
04.13	Identify components of the Gross National Product (GNP) and the Gross Domestic Product (GDP).
05.0	Identify marketing and business fundamentals. The student will be able to:
05.01	Define marketing and its benefits.
05.02	Explain the purpose and scope of marketing in a free enterprise system.
05.03	Identify and explain each marketing function. <a href="#">(7 functions of Marketing as defined)</a>
05.04	Explain how each component of the marketing mix <a href="#">(product, price, place, and promotion)</a> contributes to marketing.
05.05	Compare and contrast consumer and industrial markets. <a href="#">B2B and B2C</a>
05.06	Understand the relationship of marketing to business and the economy (i.e., <a href="#">incorporate, analyze, and create a SWOT analysis – strength, weakness, opportunity, and threat</a> ).
05.07	Describe how marketers use consumer research and knowledge of the market to sell products.

CTE Standards and Benchmarks	
05.08	Discuss major fields of business activity (e.g., manufacturing, wholesaling, retailing, services, cottage industries, <del>urban</del> -street sales, <a href="#">pop-up markets</a> , <a href="#">farmers markets</a> e-Commerce, etc.).
05.09	Explain marketing strategies and marketing concepts.
05.10	Differentiate between mass marketing and market segmentation.
05.11	Explain the importance and techniques of offering the right merchandising <del>blend</del> <a href="#">mix</a> .
05.12	Explain the nature and evolution of channel management (distribution).
05.13	Explain the elements that allow <a href="#">the</a> development of a marketing plan (e.g., <a href="#">executive summary</a> , <a href="#">business description</a> research, advertising, public relations, direct and indirect marketing, promotions, merchandising, branding, feedback, revision, channel management, etc.).
05.14	Explain the “4 P’s” of marketing: price, place, promotion, and product.
05.15	Define and analyze a target market as it applies to product development, promotion, and channel management (distribution).
05.16	Discuss the roles e-Commerce and social networking play in the marketing of goods and services.
05.17	Understand network marketing (multilevel marketing) and how it differs from a pyramid scheme. (Optional)
05.18	Identify the role of federal regulatory agencies [ <del>l</del> 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), <del>e</del> t.c. <del>l</del> ].
05.19	Identify the advantages and disadvantages of different types of business ownership (e.g., Private Corporation, Sole Proprietorship, Partnership, <a href="#">C Corps</a> Limited Liability Corporation (LLC), Shareholder Corporation, etc.).
06.0	Identify effective selling techniques and procedures. The student will be able to:
06.01	Explain the purpose, principles, and importance of selling and how it relates to the marketing concept.
06.02	Identify <a href="#">the</a> qualities of a professional sales associate and the responsibilities of sales management.
06.03	Identify an effective sales presentation for a target market (e.g., steps of a sale, consumer buying motives, approaches through greeting, merchandise, and service, <a href="#">the</a> proper time to approach a customer to open sale, feature-benefit analysis, <a href="#">overcoming objections</a> building and closing the sale, suggestion, and substitution selling, etc.).
06.04	Understand different customer <del>types</del> <a href="#">segmentation techniques</a> and how <a href="#">different</a> customers make buying decisions.
06.05	Discuss the importance of meeting specialized sales needs and describe legal and ethical sales issues.
06.06	Describe the importance of analyzing sales trends and the use of current technologies.

**CTE Standards and Benchmarks**

06.07 Analyze the use of websites, social media, email, and customer loyalty programs to establish and maintain a customer database.

**Florida Department of Education  
Student Performance Standards**

**Course Title:** International Marketing 1  
**Course Number:** 8839110  
**Course Credit:** 1

**Course Description:**

The purpose of this program is to enable students to explore and understand marketing practices in a global environment with respect to trade, global economics, and basic import/export principles.

CTE Standards and Benchmarks	
07.0	Demonstrate an understanding of <del>global</del> <u>international</u> marketing and <del>transportation</del> <u>global trade</u> . The student will be able to:
07.01	Define the terms international marketing and <del>international</del> <u>global</u> trade.
07.02	Discuss the importance of global marketing to the individual consumer and his/her country of residence with an emphasis on cultural differences.
07.03	Identify <u>and describe</u> the major global trade regions <u>and their significance in international trade</u> .
07.04	<del>Explain the purpose of global trade agreements.</del> <u>Analyze the key regional trade agreements (e.g., ASEAN, Mercosur, African Continental Free Trade Area) and evaluate their impacts on trade relations and marketing strategies within those regions.</u>
07.05	Discuss the opportunities available in global business.
07.06	Explain why an understanding of geography, culture, history, world market potential, and global economic, social, and political trends is necessary for success in global marketing.
07.07	Describe how cultural and technological characteristics can link or divide regions.
07.08	Explain the importance of market research in determining cultural and economic development.
07.09	Discuss licensing agreements and cartels.
08.0	Demonstrate comprehension of global trade. The student will be able to:
08.01	<del>Define global trade.</del> <u>Explain key theories of international trade (e.g., comparative advantage, absolute advantage) to understand how and why countries engage in trade</u>
08.02	Describe what takes place during the rise or fall of the exchange rate of the U.S. dollar.
08.03	Outline the advantages and disadvantages of a protectionist policy.
08.04	Identify possible solutions to the problem of meeting foreign competition.

## CTE Standards and Benchmarks

08.05	Distinguish between imports and exports <a href="#">by analyzing their definitions, economic impacts, and roles in international trade.</a>
08.06	Discuss the financial interdependence of nations.
08.07	Explain the advantages and disadvantages of global trade.
08.08	Discuss the factors that led to increased international interdependence and the basic concepts associated with trade between nations.
08.09	Define the major agreements governing international trade: General Agreement on Tariffs and Trade (GATT), North American Free Trade Agreement (NAFTA), European Union (EU), ASEAN Free Trade Area (AFTA), Southern Common Market (Mercosur), etc.
08.10	Discuss the U.S. Balance of Trade.
08.11	Discuss how government taxes, policies, and programs affect individuals, groups, businesses, and countries.
08.12	<del>Define</del> <a href="#">Evaluate different types of trade barriers</a> (trade, tariff, quota, voluntary export restraints, embargo, most favored nation status, foreign trade zones, dumping, kickbacks, <del>International Monetary Fund (IMF).</del>
08.13	Discuss the <del>role</del> <a href="#">roles</a> of the World Trade Organization (WTO) <del>and</del> <a href="#">and the International Monetary Fund (IMF)</a>
09.0	Demonstrate an understanding of global economics. The student will be able to:
09.01	Describe the role of global trade.
09.02	Explain the economic terms associated with global trade.
09.03	Discuss the economic systems of other countries <del>and</del> <a href="#">and their implications for global trade.</a>
09.04	Identify potential barriers to international trade.
09.05	Profile the economic structure of a foreign nation.
09.06	Discuss events and issues relevant to global economics.
09.07	<a href="#">Evaluate the impact of regional economic integration (e.g., EU, NAFTA, ASEAN) on trade patterns and international marketing opportunities.</a>
10.0	Demonstrate an understanding of import and export basics. The student will be able to:
10.01	Identify the differences and similarities between domestic and international business.
10.02	Explain the reasons for exporting and importing.
10.03	Describe the exporting process.

## CTE Standards and Benchmarks

10.04	Describe the importing process.
10.05	<del>Explain global data.</del> <u>Explain global data by analyzing its significance in informing international business decisions, and the challenges of data collection across different countries.</u>
10.06	Identify global business resources.
10.07	Explain the need for overseas business travel <u>by analyzing its role in relationship building and market understanding while considering cultural differences.</u>
11.0	Demonstrate an understanding of trade documentation. The student will be able to:
11.01	Identify the documents necessary for exporting.
11.02	Identify the documents necessary for importing.
11.03	Practice calculations using the metric system.
11.04	Discuss the flow of <u>trade</u> documentation.
11.05	Prepare trade documentation.
11.06	Describe export and commercial licensing.
11.07	Explain the documentation required for letters of credit.
11.08	(Optional) Prepare the following documents: export packing list, pro forma invoice / commercial invoice, Shipper's Export Declaration, Certification of Origin, bill of lading, customs entry forms, consular invoices, insurance documentation, damaged goods claim report.
12.0	Analyze global and economic issues. The student will be able to:
12.01	Analyze <u>the</u> characteristics of the global economy.
12.02	Compare and contrast global business opportunities.
12.03	Analyze scenarios to determine how trade barriers work.
12.04	<del>Analyze the role of</del> <u>Critically assess how</u> internet technology <del>in promoting both</del> <u>facilitates and complicates</u> international trade, <u>considering its benefits, challenges, and the perspectives of various stakeholders.</u>
13.0	Develop knowledge of government agencies administering trade regulations. The student will be able to:
13.01	Explain the role of the Department of Treasury.
13.02	Explain the role of the U.S. Customs Service.

**CTE Standards and Benchmarks**

13.03 Explain the role of the Department of Commerce.

13.04 Explain the role of the Bureau of Export Administration.

13.05 Explain the role of the International Trade Administration.

13.06 Explain the role of ~~Eximbank~~. [the Export-Import Bank of the United States \(Exim\)](#).

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.

CTE Standards and Benchmarks	
14.0	Demonstrate an understanding of global finance. The student will be able to:
14.01	Explain the basic concepts of global finance.
14.02	Identify <u>and calculate</u> foreign currency and exchange rates.
14.03	Describe methods of global payment and finance.
14.04	Discuss the importance of global finance to global trade.
14.05	List the types of financial institutions involved in global trade.
14.06	Analyze the effects of fluctuating exchange rates.
14.07	Profile the financial system of a foreign nation.
14.08	Analyze current events and issues relevant to global finance.
14.09	Explain the concepts of letter of credit and bill of exchange.
14.10	Explain barter, compensation deals, counter purchase, and buy-back as types of countertrades.
14.11	Describe the major types of financial risk (e.g., commercial, political, foreign-exchange, etc.).
14.12	Describe the major ways to minimize potential financial risk (e.g., hedging, foreign-exchange options, European Currency Unit, etc.).
15.0	Demonstrate an understanding of the laws and regulations related to global marketing. The student will be able to:
15.01	Explain the laws regulating exports.

## CTE Standards and Benchmarks

15.02	Explain the laws regulating imports.
15.03	Explain intellectual property rights protection <a href="#">in a global scenario</a> .
15.04	Explain the basic legal concepts of the Uniform Commercial Code (UCC).
15.05	Explain the basic legal concepts pertaining to the international sale of goods.
16.0	Discuss global marketing strategies. The student will be able to:
16.01	<del>Describe</del> <a href="#">Analyze</a> the <del>importance</del> <a href="#">significance</a> of designing <a href="#">high-quality products</a> <del>to that not only</del> meet customer needs <del>and but also</del> <a href="#">adapt to</a> advancing technology <del>-, considering how this approach impacts customer satisfaction, competitive advantage, and sustainability in a global environment.</del>
16.02	Explain the importance of cost containment, customer satisfaction, and after- <del>sales</del> <a href="#">sales</a> support.
17.0	Demonstrate an understanding of global advertising and promotion. The student will be able to:
17.01	Analyze the advantages and disadvantages of centralized and decentralized advertising.
17.02	Discuss the importance of global market segmentation and promotion.
17.03	Explain how language barriers affect communication.
17.04	Discuss the impact of cultural diversity on global advertising.
17.05	<a href="#">Evaluate and</a> explain the importance of media availability, coverage, and effectiveness <a href="#">in the context of global trade, considering how these factors influence international market access, consumer perceptions, and the dissemination of trade policies across different countries.</a>
17.06	<a href="#">Design and implement a digital marketing campaign targeting an international audience, utilizing various online platforms and incorporating analytics to measure campaign effectiveness.</a>
18.0	Demonstrate effective communication skills specific to global marketing. The student will be able to:
18.01	Explain how methods of communication differ on a global scale.
18.02	Identify the communication modes used to facilitate global trade.
18.03	<a href="#">Discuss the role of digital communication tools (e.g., social media, email, webinars) in international marketing, learning how to effectively use these platforms to engage global audiences.</a>
19.0	Explain the concept and importance of entrepreneurship. The student will be able to:
19.01	Define entrepreneurship and entrepreneur.

**CTE Standards and Benchmarks**

19.02 Differentiate between a product-based and a service-based business.

19.03 Discuss the role of the entrepreneur in the global community.

19.04 Identify the opportunities and risks involved in ownership of an import/export business.

19.05 Discuss the role of the entrepreneur in promoting ethical business practices and relationships.

19.06 List the components of a business plan [and a lean canvas](#).

19.07 Identify how a business plan contributes to the success of a business.

19.08 Determine the advantages and disadvantages of entrepreneurship.

19.09 Discuss entrepreneurship as a career choice.

19.10 Evaluate personal entrepreneurial potential.

**Florida Department of Education  
Student Performance Standards**

**Course Title:** International Marketing 3  
**Course Number:** 8839130  
**Course Credit:** 1

**Course Description:**

The purpose of this course is to provide instruction for the career-sustaining level employment in the industry. The content includes applied skills related to international marketing functions, employment skills required for success in international marketing, career planning, and entrepreneurship as related to an international market.

<b>CTE Standards and Benchmarks</b>	
20.0	List the components of a business plan and understand how a business plan contributes to the success of an import/export business. The student will be able to:
20.01	Describe the components of a business plan (e.g., Executive Summary, Introduction, Analysis of Business Situation, Planned Operation, Planned Financing, etc.).
20.02	Discuss the importance of a business plan in developing a business idea and evaluating success.
20.03	Select the data/graphics, maps, and diagrams to be included in the business plan.
20.04	Utilize current technology to develop a business plan.
21.0	Prepare an introduction for a business plan for an import/export business. The student will be able to:
21.01	Identify and describe the type of import/export business.
21.02	Analyze how current or changing economic situations create <del>an</del> unfulfilled consumer demand for the business.
21.03	Create a business philosophy pertaining to the operation of the business and the expected attitude toward customers, employees, and competitors.
21.04	Compose a description of the product/service and the advantages and benefits the product/service will provide customers.
21.05	<del>Predict why the business will be successful.</del> <a href="#">Predict the factors that will contribute to the success of the business, considering elements such as market demand, competitive advantage, adaptability to changes in technology and consumer preferences, and effective marketing strategies in a global context.</a>
22.0	Prepare an analysis of the trading country. The student will be able to:
22.01	Analyze the trading country with respect to geographic, demographic, and economic data.

## CTE Standards and Benchmarks

22.02	Assess the competition and the effects of seasonal fluctuations.
22.03	Analyze the projected growth of the trading country.
23.0	Prepare a market segment analysis. The student will be able to:
23.01	Analyze the target market by geographical area, demographics, lifestyle, and product benefits.
23.02	Explain the importance of market segmentation.
23.03	Describe customer buying behavior related to the proposed business.
23.04	<del>Profile potential customers.</del> <a href="#">Profile potential customers in the context of international marketing by analyzing their demographics, cultural influences, purchasing behaviors, and preferences across diverse global markets, and discuss how these insights can inform tailored marketing strategies.</a>
24.0	Prepare an analysis of a potential location. The student will be able to:
24.01	Evaluate appropriate business locations based on availability, cost, traffic patterns, accessibility, and proximity to the competition and shipping facilities.
24.02	Research the cultural, financial, career and technical, age, and mobility characteristics of inhabitants of potential locations.
24.03	Describe the market trends affecting potential locations.
24.04	Determine the advantages and disadvantages of different types of business locations.
24.05	Determine the steps involved in selecting a specific business site.
25.0	Prepare a description of the proposed organization of the selected business. The student will be able to:
25.01	Determine the type of ownership best suited <del>to business situation</del> <a href="#">for international market entry (e.g., exporting, joint ventures, franchising) and assess their suitability for different international markets.</a>
25.02	Identify the steps involved in the formation of a business.
25.03	Outline the steps in the employee hiring process.
25.04	Prepare an organizational chart.
25.05	Create job descriptions for identified positions.
26.0	Prepare a description of the proposed products and/or services. The student will be able to:
26.01	Summarize details of the products/services to be offered.

## CTE Standards and Benchmarks

26.02	Identify potential suppliers/manufacturers.
26.03	Develop an inventory policy, if applicable.
26.04	Identify the supplies necessary for <u>the</u> operation of the business.
26.05	Compose and develop a customer profile.
26.06	Evaluate the importance of determining a product policy.
27.0	Prepare a proposed pricing policy. The student will be able to:
27.01	Identify <u>product</u> costs and <del>proposed</del> <u>suggest</u> markups <u>by analyzing market trends and competitor pricing to enhance profitability in the international market.</u>
27.02	<del>Explain</del> <u>Analyze</u> the relationship <del>to</del> <u>with</u> competitors <u>by evaluating competitive positioning, market share, and strategic interactions that influence business decisions and market dynamics.</u>
27.03	Evaluate the importance of determining a price line.
27.04	Define and describe profit margin.
27.05	Determine how to <del>compute</del> <u>calculate</u> profit margin.
27.06	Identify pricing incentive options.
27.07	Describe pricing strategy choices.
28.0	Prepare a marketing strategy. The student will be able to:
28.01	Determine an appropriate image <u>that effectively represents the brand's identity and values, considering its target audience and the cultural context of international markets.</u>
28.02	Select a promotional mix for the business.
28.03	Establish promotional objectives for the business.
28.04	Identify the methods of promotion to be used by comparing and contrasting costs versus benefits.
28.05	Develop an advertising plan; identify the types and costs of media to be used.
28.06	Develop a promotional plan; include sales promotion.
28.07	Develop ideas for obtaining publicity for the business.

## CTE Standards and Benchmarks

28.08	Write a press release.
28.09	Plan <u>Design</u> a website for the business.
28.10	Discuss the importance of internet technology in marketing products/services globally.
28.11	Identify the role of customer service.
28.12	Discuss the role of selling in an import/export business.
29.0	Develop a financial plan for an import/export business. The student will be able to:
29.01	Estimate the dollar amount required to open an import/export business.
29.02	Compare <u>and contrast</u> available funding sources; identify the amount of personal financial commitment required.
29.03	Complete a loan application.
29.04	Prepare a plan to repay borrowed funds or to provide a return on investment to equity funds.
29.05	Project monthly and annual business income for the first year of operation.
29.06	Estimate monthly and annual cash flow for the first year of operation.
29.07	Calculate the sales volume required for profitability during the first year of operation.
29.08	Prepare a statement of opening assets, liabilities, and net worth.
29.09	Prepare a cash flow projection for a simulated import/export business.
29.10	Prepare a five-year financial plan.
29.11	Develop a summary of key points for supporting financial requests.
30.0	Demonstrate the uses of marketing-related software. The student will be able to:
30.01	Perform data entry procedures.
30.02	Perform merchandising math data entry procedures (e.g., stock turnover, markup, markdown, open-to-buy, pricing, invoicing, etc.).
30.03	Perform marketing spreadsheet data entry and output procedures.
30.04	Analyze a marketing spreadsheet in a decision-making situation.

**CTE Standards and Benchmarks**

30.05	Design and prepare an advertising brochure.
30.06	Discuss the importance of <del>e-mail, fax,</del> <a href="#">technology</a> and online services to an import/export business.
31.0	Apply a career plan to international marketing. The student will be able to:
31.01	Develop a plan for pursuing a specific career in international marketing (e.g., training and educational requirements, skills and abilities, steps for reaching career goals, etc.).
31.02	Demonstrate the competencies required for career-sustaining and mid-level management positions in international marketing.
31.03	Demonstrate specific technology applications related to the selected international marketing career plan.
31.04	Develop forms of documentation for inclusion in a career portfolio for international marketing.

## Additional Information

### Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### Career and Technical Student Organization (CTSO)

~~DECA and Future Business Leaders of America (FBLA)~~ CTSOs are ~~the~~ co-curricular career and technical student ~~organization(s)~~ organizations 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. [Other CTSOs not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.](#)

### 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. 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 course or a modified course. 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 a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. 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

The standards and/or benchmarks for this program were updated for the 2026-27 academic year.

**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
Program Length	4 credits
Teacher Certification	Refer to the <b>Program Structure</b> section.
CTSO	DECA, FBLA-PBL, BPA
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
CTE Program Resources	<del><a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a></del> <a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and the 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 (e.g., customer service representative, customer service consultant, customer service agent, customer care manager, etc.). 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 totaling four credits.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
8848110	Customer Service Representative 1	ADVR PROM 7 G BANK FINC @7 7G	1 credit	43-2011	2	CT
8848120	Customer Service Representative 2	BUS ED 1 @2 HOTEL TRNG 7 G	1 credit	41-9041	2	CT
8848130	Customer Service Representative 3	INSURANCE 7 G MKTG 1	1 credit	43-4051	2	CT
8848140	Customer Service Representative 4	MKTG MGMT 7G RETAILING @7 7G TRANSPORT 7G	1 credit	43-1011	2	CT

*(Graduation Requirement Codes: CT=Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA=Mathematics, PL=Personal Financial Literacy)*

**Common Florida's Career Technical Core – Career Ready Practices** Readiness Skills for CTE Programs

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.**

<b><u>Employability Skills</u></b>	
<b>01.0</b>	<u>Apply academic skills to workplace scenarios.</u>
	<u>01.01 Use reading skills.</u>
	<u>01.02 Use writing skills.</u>
	<u>01.03 Use mathematical strategies and procedures.</u>
	<u>01.04 Use scientific principles and procedures.</u>
<b>02.0</b>	<u>Design a solution to an industry problem.</u>

<a href="#">02.01 Use critical thinking.</a>
<a href="#">02.02 Use creativity.</a>
<a href="#">02.03 Make sound decisions.</a>
<a href="#">02.04 Solve problems.</a>
<a href="#">02.05 Reason.</a>
<a href="#">02.06 Plan and organize.</a>
<a href="#">03.0 Manage resources within an industry project</a>
<a href="#">03.01 Manage time.</a>
<a href="#">03.02 Manage money or resources.</a>
<a href="#">03.03 Manage materials.</a>
<a href="#">03.04 Manage personnel.</a>
<a href="#">04.0 Oversee the subcomponents, operations and output of a technical or organizational system.</a>
<a href="#">04.01 Manage systems.</a>
<a href="#">04.02 Monitor systems.</a>
<a href="#">04.03 Improve systems.</a>
<a href="#">05.0 Use information for decision making.</a>
<a href="#">05.01 Locate information.</a>
<a href="#">05.02 Organize information.</a>
<a href="#">05.03 Use information.</a>
<a href="#">05.04 Analyze information.</a>
<a href="#">05.05 Communicate information.</a>
<a href="#">06.0 Apply relevant technology to workplace scenarios to aid productivity.</a>
<a href="#">06.01 Use technology.</a>
<a href="#">07.0 Interpret and express interpersonal communication.</a>
<a href="#">07.01 Communicate verbally.</a>
<a href="#">07.02 Listen actively.</a>
<a href="#">07.03 Comprehend written material.</a>

<a href="#"><u>07.04 Convey information in writing.</u></a>
<a href="#"><u>07.05 Communicate nonverbally.</u></a>
<a href="#"><u>07.06 Interpret nonverbal communication.</u></a>
<a href="#"><u>08.0 Interact with others to accomplish workplace goals.</u></a>
<a href="#"><u>08.01 Collaborate with others in a team.</u></a>
<a href="#"><u>08.02 Respond to customer needs.</u></a>
<a href="#"><u>08.03 Exercise leadership.</u></a>
<a href="#"><u>08.04 Negotiate to resolve conflict.</u></a>
<a href="#"><u>08.05 Respect others.</u></a>
<a href="#"><u>09.0 Manage personal behavior to maximize productivity and professional growth.</u></a>
<a href="#"><u>09.01 Demonstrate responsibility and self-discipline.</u></a>
<a href="#"><u>09.02 Adapt and show flexibility.</u></a>
<a href="#"><u>09.03 Work independently.</u></a>
<a href="#"><u>09.04 Demonstrate a willingness to learn.</u></a>
<a href="#"><u>09.05 Demonstrate integrity.</u></a>
<a href="#"><u>09.06 Demonstrate professionalism.</u></a>
<a href="#"><u>09.07 Take initiative.</u></a>
<a href="#"><u>09.08 Display positive attitude.</u></a>
<a href="#"><u>09.09 Take responsibility for professional growth.</u></a>
<b><u>Career Exploration &amp; Planning</u></b>
<a href="#"><u>10.0 Explain career opportunities aligned with the regional economy and personal aspirations.</u></a>
<a href="#"><u>10.01 Describe regional occupations that are high-demand, high-growth, high-wage and/or high-skill.</u></a>
<a href="#"><u>10.02 Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.</u></a>
<a href="#"><u>11.0 Explain postsecondary pathways aligned with his or her career aspirations.</u></a>
<a href="#"><u>11.01 Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).</u></a>
<a href="#"><u>11.02 Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.</u></a>

11.03	<a href="#">Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.</a>
11.04	<a href="#">Compare postsecondary training data for training programs of interest, such as total costs, average student loan debt, and median earnings and job placement rates after program completion.</a>
12.0	<a href="#">Develop a personalized career and academic plan.</a>
12.01	<a href="#">Prioritize an occupation, credential and postsecondary training provider for plan formation.</a>
12.02	<a href="#">Self-assess progress toward meeting graduation requirements and skill-development goals.</a>
12.03	<a href="#">Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts and examinations.</a>
12.04	<a href="#">Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.</a>
12.05	<a href="#">Develop a postsecondary training budget that is inclusive of living and school expenses.</a>
<b><u>Job Attainment</u></b>	
13.0	<a href="#">Find, assess and apply to job opportunities.</a>
13.01	<a href="#">Identify online job posts relevant to his or her career aspirations.</a>
13.02	<a href="#">Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</a>
13.03	<a href="#">Define what information, documentation and writing prompts are required for the positions.</a>
14.0	<a href="#">Communicate personal competence, character and fit for a job opportunity.</a>
14.01	<a href="#">Develop a resume.</a>
14.02	<a href="#">Write a cover letter.</a>
14.03	<a href="#">Curate a professional portfolio that includes work products.</a>
14.04	<a href="#">Prepare for and experience a mock job interview.</a>
15.0	<a href="#">Cultivate and leverage relationships to professionally advance.</a>
15.01	<a href="#">Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</a>
15.02	<a href="#">Develop a plan to cultivate a professional digital footprint.</a>
15.03	<a href="#">Develop a networking plan for a specific industry of interest.</a>

## Standards

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

- 01.0 Understand what customer service is.
- 02.0 Demonstrate technology literacy related to customer service.
- 03.0 Describe and demonstrate the human relations skills necessary for success in customer service.
- 04.0 Demonstrate the communication skills necessary for success in customer service.
- 05.0 Demonstrate conflict and dispute resolution techniques.
- 06.0 Identify and define the terminology applicable to customer service operations.
- 07.0 Describe the duties and responsibilities of a customer service representative.
- 08.0 Describe and perform telephone activities applicable to customer service.
- 09.0 Identify customer service activities.
- 10.0 Demonstrate job seeking and employability skills. (Optional)
- 11.0 Develop a plan for a career in customer service.
- 12.0 Use software and resources applicable to customer service.
- 13.0 Demonstrate the written communication skills necessary for success in customer service.
- 14.0 Develop strategies for providing customer service as a call center representative.
- 15.0 Demonstrate an understanding of marketing and promoting products or services, including the use of social media.
- 16.0 Describe the 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. (Optional)
- 19.0 Demonstrate an understanding of business policies and procedures.
- 20.0 Demonstrate the budget operations relevant to customer services.
- 21.0 Demonstrate the human relations skills necessary for hiring and training individuals in customer service occupations.
- 22.0 Demonstrate the ability to communicate skillfully.
- 23.0 Demonstrate an awareness of management functions and organizational structures. (Optional)
- 24.0 Demonstrate an understanding of basic contractual obligations. (Optional)
- 25.0 Demonstrate the ability to train others in equipment and software applications.
- 26.0 Demonstrate the ability to perform supervisory and/or management functions.
- 27.0 Develop a plan for a career in management. (Optional)
- 28.0 Analyze selling techniques.
- 29.0 Apply math skills relevant to customer services.
- 30.0 Analyze the impact of government regulations and community involvement on management decisions.
- 31.0 Operate computers and other equipment appropriate to marketing and managing customer services. (Optional)
- 32.0 Demonstrate an understanding of ~~business~~-ownership [as it pertains to business](#).

**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: the 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 applicable to customer service.

CTE Standards and Benchmarks	
01.0	Understand what customer service is. The student will be able to:
01.01	Define customer, customer service and quality.
01.02	Explain the nature of quality customer service and how it relates to company success.
01.03	Demonstrate the ability to handle customer inquiries and complaints.
01.04	Demonstrate the ability to handle difficult customers.
01.05	Explain company policies to customers/clients.
01.06	Classify customer services according to the nature and characteristics of the activity.
01.07	Demonstrate competence in resolving customer problems (e.g., clarify, explain policies/procedures and come to a consensus, etc.). (Optional)
01.08	Explain the importance of stress management as it relates to job performance.
01.09	Identify the role of customer service in different types of businesses, including entrepreneurship and small businesses.
02.0	Demonstrate technology literacy related to customer service. The student will be able to:
02.01	Identify the types of technology, systems and software used in customer service.
02.02	Describe the various applications <u>using which utilize</u> technology <del>performed used</del> in customer service (e.g., file management, email management, etc.).
02.03	Discuss ethical issues involving the use of technology as it applies to employer/employee relationships and customers.

## CTE Standards and Benchmarks

02.04	Use <del>word processing or other illustration</del> software to create documents. (Optional)
02.05	Employ current and emergent computer technology and, optionally, Customer Relationship Management (CRM) software, to perform tasks related to customer service and to identify and record customer service data.
02.06	Demonstrate the use of electronic communication <del>and networking systems</del> (e.g., fax, email, voicemail, Internet, software applications, etc.).
02.07	Research current and emergent technology <del>to</del> for customer service use in real-world situations.
02.08	Analyze situations in which technology positively or negatively impacts customer service.
03.0	Describe and demonstrate the 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, hygiene, and grooming habits.
03.03	Explain the importance of adhering to absentee and tardy policies.
03.04	Demonstrate the ability to collaborate with others and contribute <del>on</del> in a team <u>setting</u> .
03.05	Discuss and develop the human relations skills essential for success and progress in customer service occupations.
03.06	Model empathy, compassion, caring, enthusiasm, integrity, a positive attitude, self-motivation and responsible behavior.
03.07	<del>Demonstrate norms</del> <u>Identify the culture</u> of <del>behavior</del> <u>an organization</u> and follow the chain of command.
03.08	Explain the importance of working effectively with people from diverse backgrounds.
03.09	Demonstrate the ability to maintain a professional demeanor toward co-workers and customers.
03.10	Demonstrate <del>the</del> techniques <del>used to persuade and convince</del> for <u>persuading</u> others.
03.11	Explain the importance of self-management under minimum direction/supervision.
03.12	Describe scenarios related to customer service.
03.13	Describe the importance and benefits of time management.
03.14	<del>Analyze</del> <u>Understand how</u> performance evaluations and other feedback <del>to</del> enable personal and professional growth.
03.15	Demonstrate the ability to adapt to change.

CTE Standards and Benchmarks	
03.16	Exhibit corporate and professional etiquette.
04.0	Demonstrate the communication skills necessary for success in customer service. The student will be able to:
04.01	Demonstrate the ability to greet and assist visitors and clients in a professional manner (e.g., pleasant voice, smiling, eye contact, proper posture, listening, answering questions, using the person's name, handling complaints, thanking the customer, etc.).
04.02	Demonstrate appropriate use of grammar, vocabulary, diction and body language to deliver professional customer service.
04.03	Identify appropriate conversation for work-related settings.
04.04	Model professional vocabulary appropriate to a work environment.
04.05	Demonstrate the ability to communicate in diverse settings.
04.06	Demonstrate the ability to interact with customers, co-workers and supervisors in a logical, clear, understandable and effective manner.
04.07	Describe and demonstrate the listening, speaking and non-verbal skills necessary to determine customer needs.
04.08	Identify major barriers to listening; demonstrate techniques to overcome those barriers.
05.0	Demonstrate conflict and dispute resolution techniques. The student will be able to:
05.01	Recognize the nature of conflict and its impact on interpersonal relationships and organizations.
05.02	Explain the role of effective communication in <del>generating productive</del> conflict resolution and prevention.
05.03	Utilize and apply conflict intervention strategies such as coaching, negotiation, mediation, and system design in the management and resolution of conflicts.
05.04	Integrate and apply theoretical concepts, processes, and methodologies in analyzing, managing, and resolving conflicts.
05.05	Demonstrate competence in resolving customer problems (e.g., clarify, explain policies/procedures, and come to a consensus, etc.).
06.0	Identify and define the terminology applicable to customer service operations. The student will be able to:
06.01	Identify and define commonly used customer service terms (e.g., credit, adjustments, complaints, delivery service, internal customers and external customers, etc.).
07.0	Describe the duties and responsibilities of a customer service representative. The student will be able to:
07.01	Identify different types of call centers. (Optional)
07.02	Discuss the role of a customer service specialist.

## CTE Standards and Benchmarks

07.03	Identify the benefits of customer service.
07.04	Identify reasons for providing customer service.
07.05	Describe the customer service mindset.
07.06	Identify the factors to consider when <del>deciding which</del> <u>providing</u> customer <del>services to provide</del> <u>service</u> .
07.07	Compare various types of customer service (e.g., mass market, department store and specialty, etc.).
07.08	Explain the importance of good customer service relations to a business.
07.09	Demonstrate methods of communicating with customers to identify their needs, problems, and expectations.
07.10	Discuss how to use technology for better accuracy, efficiency, and follow-through when dealing with customers.
07.11	Identify major areas of customer complaints (e.g., product, personnel, business, etc.).
07.12	List the tangible and intangible costs of complaints to both the salesperson and <u>the</u> business.
07.13	Explain how to handle and document customer inquiries/complaints.
07.14	Identify the types of resources used to resolve problems and satisfy the needs of customers.
07.15	Identify types of difficult customers (e.g., disagreeable, domineering/superior, suspicious, slow/methodical, dishonest, etc.).
07.16	Explain procedures for handling difficult internal and external customers.
07.17	Identify the ways that the reputation of a business is influenced by customer satisfaction.
07.18	Demonstrate an understanding of courtesy.
08.0	Describe and perform telephone activities applicable to customer service. The student will be able to:
08.01	Demonstrate techniques to make a positive first impression or to continue a positive relationship using the telephone (e.g., vocabulary, voice quality and tone, grammar, courteousness, rapport, etc.).
08.02	Demonstrate techniques for placing, answering, screening, holding, and directing telephone calls.
08.03	Identify and demonstrate procedures for recording and relaying accurate messages.
08.04	Identify the components of a customer service call.

## CTE Standards and Benchmarks

08.05	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.
08.06	Demonstrate active listening skills.
08.07	Demonstrate the ability to organize ideas and communicate messages appropriate to the listener and situation.
08.08	Review the guidelines used to inform customers of order receipt/receipts, prices, shipping date/dates, and delays.
08.09	Describe and demonstrate a positive and caring telephone voice.
08.10	Demonstrate techniques for handling an irate or upset caller.
08.11	Determine the impact of facial expression on tone of voice.
08.12	Explain the importance of maintaining a contact log.
08.13	Demonstrate the ability to maintain a detailed contact log accurately and in accordance with defined procedures.
08.14	Demonstrate the ability to access voicemail and record information accurately and legibly. (Optional)
09.0	Identify customer service activities. The student will be able to:
09.01	Explain the techniques used to balance responsive telephone service with in-store service.
09.02	Demonstrate the ability to determine the customer's need for specific types of product support and customer services.
09.03	Discuss the importance of suggestive selling of complementary goods and services. (Optional)
09.04	Demonstrate knowledge of the customer services offered by selected marketing organizations. (Optional)
09.05	Demonstrate the ability to overcome objections.
09.06	Explain the role of customer contact lists (e.g., direct mail, email, etc.).
09.07	Demonstrate closing a transaction and thanking the customer.
09.08	Discuss the importance of customer follow-up; include those instances when writing a thank you note could be appropriate.
09.09	Describe techniques for listening to, identifying and satisfying the customers' needs/wants/problems.
09.10	Explain techniques for determining customer merchandise/service interests.
09.11	Discuss techniques for recognizing and responding to customer preferences.

## CTE Standards and Benchmarks

09.12	Explain the importance of product knowledge, features and benefits to successful cross-selling.
09.13	Demonstrate the ability to obtain customer commitment.
09.14	Model methods of resolving customer complaints.
09.15	Discuss the importance of assisting customers in the location of desired items.
09.16	List the abilities and qualities customers expect in a customer service associate.
09.17	Identify and demonstrate appropriate responses to feedback from supervisors.
09.18	Discuss examples of company standards, policies, and procedures.
09.19	Describe the importance of producing quality work and meeting performance standards.
09.20	Demonstrate attitudes and behaviors that eliminate stereotyping, <a href="#">and</a> gender bias and recognize the value of cultural diversity.
09.21	Recognize the importance of the efficient use of materials and space.
09.22	Demonstrate an understanding of ethical business practices.
09.23	Explain the importance of confidentiality in the workplace concerning any written, oral or digitally transmitted information pertaining to personnel, customers or materials.
10.0	Demonstrate job-seeking and employability skills. (Optional) The student will be able to:
10.01	Identify the resources used in a job search.
10.02	Identify the job application process; research the company prior to applying or interviewing.
10.03	Identify the documentation required to seek and obtain employment.
10.04	Discuss the importance of drug testing and criminal background checks.
10.05	List the documents completed by an employee for payroll and eligibility purposes. (Optional)
10.06	Arrange for and/or obtain personal and professional references.
10.07	Prepare a professional résumé (traditional and digital).
10.08	Prepare a letter of interest (letter of application) for a customer service position
10.09	Complete job application forms for customer service positions.

**CTE Standards and Benchmarks**

10.10	Participate in a job interview scenario by roleplaying as an interviewer and an applicant. (Optional)
10.11	Demonstrate methods for handling illegal interview and application form questions.
10.12	Compose a set of questions to ask of an interviewer.
10.13	Review and analyze pre-employment testing to ensure prospective employees have an adequate skill set for the position.
10.14	Create follow-up communication (letter or email) to a potential employer after a job interview.
10.15	List the procedures to follow when accepting an employment offer.
10.16	Discuss appropriate techniques to use when changing jobs.
10.17	Describe appropriate methods for resigning from a position.
10.18	Identify reasons for termination.
10.19	Prepare a letter of resignation.
10.20	Obtain letters of reference summarizing work/volunteer experiences.
11.0	Develop a plan for a career in customer service. The student will be able to:
11.01	Discuss the advantages and disadvantages of working in the customer service field.
11.02	Identify the personal qualities necessary for success as a customer service representative.
11.03	Research customer service occupations.
11.04	Summarize a job description for a customer service associate.
11.05	Identify the educational requirements and work experience needed for a customer service associate.
11.06	Identify personal qualities and skills necessary for job enhancement and career development in a customer service field.
11.07	Develop appropriate documentation to include 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 the development of a career plan for a career in customer service.

<b>CTE Standards and Benchmarks</b>	
12.0	Use software and resources applicable to customer service. The student will be able to:
12.01	Demonstrate computer literacy by producing documents utilizing database and spreadsheet software.
12.02	Employ reference materials such as online help, vendor bulletin boards, tutorials and manuals available for application software.
12.03	Employ computer networks (e.g., Internet, online databases, email, etc.) to facilitate learning and communication.
12.04	Identify production options for digital and physical products and services.
13.0	Demonstrate the written communication skills necessary for success in customer service. The student will be able to:
13.01	Demonstrate techniques for writing letters and memorandums appropriate to a particular audience (e.g., management, customers, coworkers, manufacturers, etc.).
13.02	Compose professional emails and business letters.
14.0	Develop strategies for providing customer service as a call center representative. The student will be able to:
14.01	Identify potentially difficult customers and the strategies to meet their needs.
14.02	Explain the differences between consumer rights and business responsibilities.
14.03	Explain the differences between internal and external customers (e.g., productivity, motivation, commitment, stress management, order taking, handling routine inquiries and application questions, problem solving, etc.).
14.04	Exhibit how to interpret policies to internal and external customers.
14.05	Demonstrate sensitivity to internal and external customer needs.

**CTE Standards and Benchmarks**

14.06	Classify customer services according to the nature and characteristics of an activity.
14.07	Classify customer services as primary/essential or secondary/optional.
14.08	Review methods to resolve customer problems through clarifying, explaining policies/procedures and coming to a consensus.
14.09	Demonstrate the methods used to initiate and maintain client account records, optionally using CRM technology.
14.10	Prepare various documentation for clients.
15.0	Demonstrate an understanding of marketing and promoting products or services, including the use of social media. The student will be able to:
15.01	Discuss the importance of the business image to maintain customer interest.
15.02	Explain the concepts of market segmentation and niche marketing.
15.03	Analyze the relationship between public relations and marketing.
15.04	Differentiate between a market segment and a market share.
15.05	Discuss important aspects to successfully market a company's products or services (e.g., target audience research, community involvement and advertising, etc.).
15.06	Determine how to evaluate business competition and react accordingly (e.g., update website, social media, offer incentives, special sales, etc.).
15.07	Discuss various promotional tools (e.g., special sales, offers for return customers, advertising, free company logo merchandise, social media, etc.).
15.08	Respond to negative customer feedback accordingly (e.g., one-on-one communication, discounts, refunds, etc.).
15.09	Discuss the positive impact of networking with the competition.
16.0	Describe the leadership and organizational skills necessary for success in customer service. The student will be able to:
16.01	Describe the qualities of an effective leader.
16.02	Describe different types of leadership.
16.03	Identify and utilize the planning process.
16.04	Outline the steps utilized in problem resolution when dealing with customers.
16.05	Outline and apply the steps used in decision-making when dealing with customers.

**CTE Standards and Benchmarks**

16.06	Work cooperatively with others 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 a customer service organization.
16.09	Display the ability to adjust one's behavior to a situation; listen and respond appropriately.
16.10	Demonstrate personal responsibility for the welfare of others.
16.11	Model professional techniques for greeting people.
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 goods or services.
17.02	Demonstrate the ability to determine a customer's need for specific types of product support services.
17.03	Explain the value-added concept as it applies to customer services.
17.04	Demonstrate and evaluate one's ability to overcome objections.
17.05	Demonstrate the ability to identify and satisfy a customer's needs/wants/problems.
17.06	Evaluate one's ability to obtain customer commitment.
17.07	Identify and demonstrate cross-selling techniques.
17.08	Explain the concept of product as a component of the marketing mix.
18.0	Demonstrate basic math operations relevant to customer services. (Optional) 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 business policies and procedures. The student will be able to:
19.01	Compare and contrast policies and procedures for various business types (e.g., entrepreneurship, partnership, corporations, etc.).
19.02	Demonstrate an understanding of and the consequences of not using secure logins, passwords and how to gain access to information technology systems.

**CTE Standards and Benchmarks**

19.03 Identify data entry guidelines; include procedures for editing and correcting errors. (Optional)

19.04 Identify the resources available to obtain assistance (e.g., help desk, online assistance, asking peers, etc.).

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.

CTE Standards and Benchmarks	
20.0	Demonstrate the 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 required budget to implement the schedule for a week, a month, and a year.
20.04	Adjust monthly and yearly schedules and budgets to reflect business variations (e.g., seasonal, increase/decrease in sales, etc.).
21.0	Demonstrate the human relations skills necessary for hiring and training individuals in customer services occupations. The student will be able to:
21.01	Identify the benefits of professional staff development (e.g., workshops, conferences, coursework and membership in professional organizations, etc.).
21.02	Explain the need for employee evaluations, describe the procedures used in the evaluation process, and identify the consequences of positive and negative performance appraisals.
21.03	Describe the methods used to compensate employees (e.g., wages, salary, commission, etc.).
21.04	Practice accurately answering questions pertaining to policies, procedures, and systems.
21.05	Practice guiding call center representatives through reference materials.
21.06	Practice monitoring and providing coaching and feedback to customer service representatives.
21.07	Identify a variety of action plans to train new hires.
21.08	Create employee training sessions on personal financial literacy (budgeting, credit, banking and savings, earnings and deductions, retirement planning and vacations) that will ensure success and longevity in the customer service field.

**CTE Standards and Benchmarks**

22.0	Demonstrate the ability to communicate skillfully--The student will be able to:
22.01	Express oneself in a concise, timely and professional manner both orally and in writing.
22.02	Demonstrate the impact of effective communication on a business decision.
23.0	Demonstrate an awareness of management functions and organizational structures. (Optional) 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, etc.) and other organizational structures (e.g., nonprofit organizations, government agencies, etc.).
23.03	Compare and contrast the legal procedures and processes involved when establishing business ownership (e.g., sole proprietorships, partnerships, limited partnerships, joint ventures, limited partnership associations, registered partnerships with limited liability, limited liability companies (LLC), corporations, franchises, etc.).
23.04	Compare and contrast the advantages and disadvantages of each type of business ownership based on complexity and the 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. (Optional) 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	Describe breach of contract and the remedies available when a contract is breached.
24.04	Define an agency relationship and list the ways agency relationships are created.
25.0	Demonstrate the ability to train others in equipment and software applications. The student will be able to:
25.01	Train employees on how to format professional business documents.
25.02	Perform basic computer application operations and assist others when needed.
25.03	Utilize office equipment and train new employees on the proper usage of the equipment.
26.0	Demonstrate the ability to perform supervisory and/or management functions. The student will be able to:
26.01	Describe the functions of management (e.g., planning, organizing, staffing, directing, controlling, etc.) and discuss how these functions are interrelated.
26.02	Identify factors of strategic planning and define the role of strategic planning in a business environment.

**CTE Standards and Benchmarks**

26.03	Demonstrate project management skills.
26.04	Prepare training materials or update existing materials.
26.05	Demonstrate appropriate handling of elevated customer issues.
26.06	Demonstrate ways to support team members to achieve professional individual and team goals.
26.07	Identify relevant management information based on existing records.
26.08	Identify information at various decision-making levels.
26.09	Identify appropriate applications for computer usage.
26.10	Identify the administrative tasks that are the responsibility of the customer care coach.
27.0	Develop a plan for a career in management. (Optional) The student will be able to:
27.01	Discuss the advantages and disadvantages of working in the management field.
27.02	Identify the personal qualities necessary for success in management.
27.03	Research management-related occupations.
27.04	Summarize a job description for a management-level position.
27.05	Identify the educational and work experience requirements for a management position.
27.06	Identify the personal qualities and skills necessary for job advancement and career development in management.
27.07	Develop documents to include in a professional 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.

<b>CTE Standards and Benchmarks</b>	
28.0	Analyze selling techniques. The student will be able to:
28.01	Develop a written feature-benefit analysis sheet for a specified customer service.
28.02	Effectively critique a sales demonstration involving customer services.
28.03	Demonstrate effective suggestive selling techniques to solve client problems.
28.04	Develop an action plan to improve call center representative sales performance.
29.0	Apply math skills relevant to customer services. The student will be able to:
29.01	Complete an invoice and purchase order form.
29.02	Calculate discount rates, due dates and payment amounts.
29.03	Read charts and graphs.
29.04	Post debits and credits. (Optional)
29.05	Calculate basis points.
30.0	Analyze the impact of government regulations and community involvement on management decisions. The student will be able to:
30.01	Understand antitrust laws and how these laws affect corporate behavior.
30.02	Describe the pros and cons of various levels of community involvement by a business.
30.03	Describe how tax policies affect a business.

## CTE Standards and Benchmarks

30.04	Describe how licensure requirements affect a business.
30.05	Describe how government regulations affect a business.
30.06	Identify and evaluate various ways in which the government affects business operations.
31.0	Operate computers and other equipment appropriate to marketing and managing customer services. (Optional) The student will be able to:
31.01	Obtain and transmit credit information.
31.02	Obtain information, schedule, place orders and route using current and emergent technologies.
31.03	Demonstrate merchandising and operations data entry procedures (e.g., prices, sales, inventory changes, costs, reductions, etc.).
32.0	Demonstrate an understanding of <del>business</del> -ownership- <a href="#">as it pertains to business</a> . The student will be able to:
32.01	Define entrepreneurship.
32.02	List the advantages and disadvantages of business ownership.
32.03	Differentiate between various customer service businesses (e.g., home-based, brick-and-mortar, franchise, Internet-based, etc.).
32.04	Identify the risks involved in ownership of a business.
32.05	Identify the personal characteristics necessary for success as an entrepreneur.
32.06	Identify the business skills needed to efficiently and effectively operate a business.
32.07	Define the purpose and identify and describe the major components of a business plan.
32.08	Identify the pros and cons of a home-based business.

## Additional Information

### Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### Career and Technical Student Organization (CTSO)

~~DECA, Future Business Leaders of America (FLA) and Florida Business Professionals of America (BPA)~~ CTSOs are the co-curricular career and technical student ~~organization(s)~~ organizations 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. -Other CTSOs not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

### 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. 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 course or a modified course. 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 a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. 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

The standards and/or benchmarks for this program were updated for the 2026-27 academic year.

**Program Title:** Marketing, Management and Entrepreneurial Principles  
**Program Type:** Career Preparatory  
**Career Cluster:** Marketing, Sales and Service

Secondary – Career Preparatory	
Program Number	9200500
CIP Number	0252140103
Grade Level	9-12
Program Length	4 credits
Teacher Certification	Refer to the <b>Program Structure</b> section.
CTSO	DECA, FBLA-PBL
SOC Codes (all applicable)	41-2031 – Retail Salespersons 11-2021 – Marketing Managers 11-1021 – General and Operations Managers
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stm">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stm</a> ! <a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</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.

**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 totaling four credits.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
8827110	Marketing Essentials	ADVR PROM 7 G BUS ED 1@2 MKTG 1 MKTG MGMT 7G RETAILING @7 7G TC COOP ED@7	1 credit	41-2031	2	CT
8827120	Marketing Applications	ADVR PROM 7G BUS ED 1 MKTG 1 MKTG MGMT 7G RETAILING @7 7G	1 credit		2	CT
8827130	Marketing Management	ADVR PROM 7G BUS ED 1 MKTG 1 MKTG MGMT 7G RETAILING @7 7G	1 credit	11-2021	2	CT
8812000	Business Ownership	ADVR PROM 7G BUS ED 1 MKTG 1 MKTG MGMT 7G RETAILING @7 7G TC COOP ED @7 VOE @7	1 credit	11-1021	3	CT

(Graduation Requirement Codes: CT=Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA=Mathematics, PL=Personal Financial Literacy)

Common

Florida’s Career Technical Core—Career Ready Practices Readiness Skills for CTE Programs

~~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.**

<u>Employability Skills</u>	
<u>01.0</u>	<u>Apply academic skills to workplace scenarios.</u>
<u>01.01</u>	<u>Use reading skills.</u>
<u>01.02</u>	<u>Use writing skills.</u>
<u>01.03</u>	<u>Use mathematical strategies and procedures.</u>
<u>01.04</u>	<u>Use scientific principles and procedures.</u>
<u>02.0</u>	<u>Design a solution to an industry problem.</u>

<a href="#">02.01 Use critical thinking.</a>
<a href="#">02.02 Use creativity.</a>
<a href="#">02.03 Make sound decisions.</a>
<a href="#">02.04 Solve problems.</a>
<a href="#">02.05 Reason.</a>
<a href="#">02.06 Plan and organize.</a>
<a href="#">03.0 Manage resources within an industry project</a>
<a href="#">03.01 Manage time.</a>
<a href="#">03.02 Manage money or resources.</a>
<a href="#">03.03 Manage materials.</a>
<a href="#">03.04 Manage personnel.</a>
<a href="#">04.0 Oversee the subcomponents, operations and output of a technical or organizational system.</a>
<a href="#">04.01 Manage systems.</a>
<a href="#">04.02 Monitor systems.</a>
<a href="#">04.03 Improve systems.</a>
<a href="#">05.0 Use information for decision making.</a>
<a href="#">05.01 Locate information.</a>
<a href="#">05.02 Organize information.</a>
<a href="#">05.03 Use information.</a>
<a href="#">05.04 Analyze information.</a>
<a href="#">05.05 Communicate information.</a>
<a href="#">06.0 Apply relevant technology to workplace scenarios to aid productivity.</a>
<a href="#">06.01 Use technology.</a>
<a href="#">07.0 Interpret and express interpersonal communication.</a>
<a href="#">07.01 Communicate verbally.</a>
<a href="#">07.02 Listen actively.</a>
<a href="#">07.03 Comprehend written material.</a>

<a href="#">07.04 Convey information in writing.</a>
<a href="#">07.05 Communicate nonverbally.</a>
<a href="#">07.06 Interpret nonverbal communication.</a>
<a href="#">08.0 Interact with others to accomplish workplace goals.</a>
<a href="#">08.01 Collaborate with others in a team.</a>
<a href="#">08.02 Respond to customer needs.</a>
<a href="#">08.03 Exercise leadership.</a>
<a href="#">08.04 Negotiate to resolve conflict.</a>
<a href="#">08.05 Respect others.</a>
<a href="#">09.0 Manage personal behavior to maximize productivity and professional growth.</a>
<a href="#">09.01 Demonstrate responsibility and self-discipline.</a>
<a href="#">09.02 Adapt and show flexibility.</a>
<a href="#">09.03 Work independently.</a>
<a href="#">09.04 Demonstrate a willingness to learn.</a>
<a href="#">09.05 Demonstrate integrity.</a>
<a href="#">09.06 Demonstrate professionalism.</a>
<a href="#">09.07 Take initiative.</a>
<a href="#">09.08 Display positive attitude.</a>
<a href="#">09.09 Take responsibility for professional growth.</a>
<b><a href="#">Career Exploration &amp; Planning</a></b>
<a href="#">10.0 Explain career opportunities aligned with the regional economy and personal aspirations.</a>
<a href="#">10.01 Describe regional occupations that are high-demand, high-growth, high-wage and/or high-skill.</a>
<a href="#">10.02 Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.</a>
<a href="#">11.0 Explain postsecondary pathways aligned with his or her career aspirations.</a>
<a href="#">11.01 Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).</a>
<a href="#">11.02 Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.</a>

11.03	<a href="#">Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.</a>
11.04	<a href="#">Compare postsecondary training data for training programs of interest, such as total costs, average student loan debt, and median earnings and job placement rates after program completion.</a>
12.0	<a href="#">Develop a personalized career and academic plan.</a>
12.01	<a href="#">Prioritize an occupation, credential and postsecondary training provider for plan formation.</a>
12.02	<a href="#">Self-assess progress toward meeting graduation requirements and skill-development goals.</a>
12.03	<a href="#">Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts and examinations.</a>
12.04	<a href="#">Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.</a>
12.05	<a href="#">Develop a postsecondary training budget that is inclusive of living and school expenses.</a>
<b><u>Job Attainment</u></b>	
13.0	<a href="#">Find, assess and apply to job opportunities.</a>
13.01	<a href="#">Identify online job posts relevant to his or her career aspirations.</a>
13.02	<a href="#">Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</a>
13.03	<a href="#">Define what information, documentation and writing prompts are required for the positions.</a>
14.0	<a href="#">Communicate personal competence, character and fit for a job opportunity.</a>
14.01	<a href="#">Develop a resume.</a>
14.02	<a href="#">Write a cover letter.</a>
14.03	<a href="#">Curate a professional portfolio that includes work products.</a>
14.04	<a href="#">Prepare for and experience a mock job interview.</a>
15.0	<a href="#">Cultivate and leverage relationships to professionally advance.</a>
15.01	<a href="#">Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</a>
15.02	<a href="#">Develop a plan to cultivate a professional digital footprint.</a>
15.03	<a href="#">Develop a networking plan for a specific industry of interest.</a>

## Standards

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

### Marketing Essentials

- 01.0 Demonstrate ~~human relations skills necessary~~the ability to connect and work well with others for success in any marketing ~~occupations.~~occupation.
- 02.0 Demonstrate proficiency in ~~applying communication and~~utilizing e-Commerce marketing technology ~~skills~~and tools.
- 03.0 Demonstrate proficiency in applying math skills unique to marketing.
- 04.0 Identify ~~economic principles in business~~how core concepts of economics apply to the way businesses operate.
- 05.0 Identify marketing and business fundamentals.
- 06.0 Identify current effective selling techniques and procedures.

### Marketing Applications

- 07.0 Select a marketing industry for career planning.
- 08.0 Demonstrate applications of channel management (distribution) for the selected marketing ~~industry~~segment.
- 09.0 Explain the concepts of financing for the selected marketing ~~industry~~segment.
- 10.0 Demonstrate product/service planning for the selected marketing ~~industry~~segment.
- 11.0 Demonstrate marketing information management for the selected marketing ~~industry~~segment.
- 12.0 Demonstrate pricing applications for the selected marketing ~~industry~~segment.
- 13.0 Demonstrate promotion applications for the selected marketing ~~industry~~segment.
- 14.0 Understand the Core Principles of Branding.
- 15.0 Analyze Branding Strategies.
- 16.0 Develop a Brand Strategy.
- 17.0 Measure Brand Success.
- 18.0 Evaluate the Impact of Digital Media on Branding.
- 19.0 Understand Ethical Branding Practices.
- ~~14.0~~20.0 Demonstrate purchasing applications for the selected marketing ~~industry~~segment.
- ~~15.0~~21.0 Demonstrate applications of safety and risk management for the selected marketing ~~industry~~segment.
- ~~16.0~~22.0 Demonstrate selling techniques within the selected marketing ~~industry~~segment.
- ~~17.0~~23.0 Demonstrate an understanding of entrepreneurship.
- ~~18.0~~24.0 Identify the uses of technology in marketing.

### Marketing Management

- ~~19.0~~25.0 Apply economic principles of business to marketing.
- ~~20.0~~26.0 Apply product and service technology.
- ~~21.0~~27.0 Demonstrate merchandising skills appropriate for marketing.
- ~~22.0~~28.0 Implement marketing operational techniques.
- ~~23.0~~29.0 Demonstrate proficiency in applying higher-level mathematical skills specific to marketing.
- ~~24.0~~30.0 Apply promotional planning techniques and procedures to product and service marketing.

- ~~25.0~~31.0 Apply Entrepreneurship concepts to marketing.
- ~~26.0~~32.0 Apply marketing management principles to a business.
- ~~27.0~~33.0 Analyze global trends in marketing.
- ~~28.0~~34.0 Demonstrate applications of technology to marketing.
- ~~29.0~~35.0 Apply a career plan to marketing.

### Business Ownership

- ~~30.0~~36.0 Analyze the changing role of entrepreneurship in the global marketplace.
- ~~31.0~~37.0 Prepare a self-analysis.
- ~~32.0~~38.0 Analyze how to build a competitive advantage by testing opportunities and evaluating management theories, models and tools.
- ~~33.0~~39.0 Explain the role of management and project management in the operation of an enterprise.
- ~~34.0~~40.0 Determine business plan development steps and procedures.
- ~~35.0~~41.0 Prepare a business and financial plan for a business.
- ~~36.0~~42.0 Prepare a description of a proposed business organization.
- 43.0 Prepare and explain the importance of building relationships in business and entrepreneurship.
- ~~37.0~~44.0 Prepare a market segment analysis.
- ~~38.0~~45.0 Prepare an analysis of a potential location ~~and channels of distribution.~~
- ~~39.0~~46.0 Prepare a description of proposed products/services.
- ~~40.0~~47.0 Prepare a proposed pricing policy.
- ~~41.0~~48.0 Prepare a marketing strategy.
- 49.0 Identify Ethical marketing and sales techniques.
- ~~42.0~~50.0 Demonstrate the uses of business-related software.
- 51.0 Apply Basic Accounting Concepts.
- ~~43.0~~52.0 Apply a career plan ~~to~~for entrepreneurship.

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 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.

CTE Standards and Benchmarks	
01.0	Demonstrate <del>human relations skills necessary</del> <u>the ability to connect and work well with others</u> for success in <u>any</u> marketing <del>occupations</del> <u>occupation</u> . The student will be able to:
01.01	Demonstrate the ability to collaborate effectively with team members or partnerships, leadership, and <del>with</del> peers from <del>diverse</del> socio-cultural and socio-economic backgrounds, genders, disabilities, and ages.
01.02	Demonstrate interpersonal skills (e.g. courtesy, loyalty, being a team player, adaptability, empathy, etc.).
01.03	Demonstrate personality traits important to business (e.g. interest, enthusiasm, honesty, responsibility, flexibility, integrity, credibility, reliability and perseverance, etc.).
01.04	Demonstrate the ability to use creative problem-solving, decision-making, and critical-thinking strategies.
01.05	Demonstrate self-management, initiative, multitasking, team management techniques, and organizational skills. (Optionally, demonstrate the ability to utilize team management software.)
01.06	<del>Explain</del> <u>Explore</u> the <del>concepts</del> <u>impact</u> of self- <del>knowledge</del> <u>awareness</u> , self- <del>esteem</del> <u>confidence</u> , and <del>self-image</del> <u>personal branding</u>
01.07	Demonstrate professional behavior, etiquette, and acceptance of feedback.
01.08	Demonstrate respect for the opinions, cultural diversity, customs, and individual differences of others.
01.09	Set personal and career goals and develop a plan of action to achieve those goals, including searching and optionally, applying for jobs.
01.10	Develop and demonstrate the human relations skills needed for successful entry and progress in the occupation selected by the student as a career objective.
02.0	Demonstrate proficiency in <del>applying communication</del> <u>utilizing eCommerce marketing technologies</u> and <del>technology skills</del> <u>tools</u> . The student will be able to:

## CTE Standards and Benchmarks

02.01	Identify and apply effective workplace communication skills (i.e., verbal, nonverbal, written, and electronic).
02.02	Demonstrate the ability to communicate effectively amongst all stakeholders (e.g., customers/clients, co-workers, supervisors, vendors, etc.) using appropriate grammar and terminology.
02.03	Discuss the importance of developing networking skills to expand business contacts and optionally, how to utilize various online networking platforms.
02.04	Prepare and deliver a business-related presentation.
02.05	Demonstrate active listening strategies that improve understanding and performance.
02.06	Describe positive customer relations, including conflict and dispute resolution.
02.07	Interpret business policies to customers/clients. <del>in a client-positive manner.</del>
02.08	Discuss the importance of providing clear directions, descriptions, and explanations.
02.09	Demonstrate the ability to locate, understand, and interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, social media platforms, and other electronic media resources.
02.10	Identify and explain how electronic media, technological advances, social media platforms, and application software programs continue to shape the field of marketing and increase business productivity.
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 the marketing industry.
03.02	Understand problem-solving techniques for sales-related transactions (i.e., cash, checks, debit cards, credit cards, electronic, online payment methods, cryptocurrency, discounts, layaway, Credit on Delivery (COD), returns, gift certificates, invoices, and automatic fee withdrawals).
03.03	Interpret quantitative information from tables, charts, and graphs as related to the workplace.
03.04	Demonstrate the ability to make change changes correctly.
03.05	Calculate tax, gratuity, commission, and miscellaneous charges.
03.06	Demonstrate the ability to collect, organize, and interpret data.
03.07	Understand the importance of stock turnover and stock-to-sales ratio in the industry.
03.08	Apply standard industry formulas to determine markup and markdown on merchandise.
03.09	Understand the difference between income (credit) and expense (debit). (Optional)

## CTE Standards and Benchmarks

04.0	Identify <del>economic principles in business.</del> <a href="#">how core concepts of economics apply to the way businesses operate.</a> The student will be able to:
04.01	Explain the concepts of economics and determine economic activities and the types of economic indicators used to measure the economy.
04.02	Explain the concept of economic goods and services.
04.03	Explain the concept of economic resources and the scarcity of resources.
04.04	Explain the concept of utility (i.e., form, place, time, possession, and information).
04.05	Understand the concept of "supply and demand".
04.06	Understand the differences between major types of economic systems.
04.07	Explain the relationship between government and business.
04.08	Explain the concept of free enterprise and business ownership.
04.09	Explain the concept of price and its role in profit motive.
04.10	Explain the concept of risk.
04.11	Explain the concept of competition and recognize the government regulations monitoring competition, including monopolies.
04.12	Understand the concept of productivity and the factors of production needed to produce goods and services.
04.13	Identify components of the Gross National Product (GNP) and the Gross Domestic Product (GDP).
05.0	Identify marketing and business fundamentals. The student will be able to:
05.01	Define marketing and its benefits.
05.02	Explain the purpose and scope of marketing in a free enterprise system.
05.03	Identify and explain each marketing function. <a href="#">(7 functions of Marketing as defined)</a>
05.04	Explain how each component of the marketing mix <a href="#">(product, price, place, and promotion)</a> contributes to marketing.
05.05	Compare and contrast consumer and industrial markets. <a href="#">B2B and B2C</a>
05.06	Understand the relationship of marketing to business and the economy (i.e., <a href="#">incorporate, analyze, and create a</a> SWOT analysis – strength, weakness, opportunity, and threat).

## CTE Standards and Benchmarks

05.07	Describe how marketers use consumer research and knowledge of the market to sell products.
05.08	Discuss major fields of business activity (e.g., manufacturing, wholesaling, retailing, services, cottage industries, <del>urban</del> -street sales, <a href="#">pop-up markets</a> , <a href="#">farmers markets</a> e-Commerce, etc.).
05.09	Explain marketing strategies and marketing concepts.
05.10	Differentiate between mass marketing and market segmentation.
05.11	Explain the importance and techniques of offering the right merchandising <del>blend</del> - <a href="#">mix</a>
05.12	Explain the nature and evolution of channel management (distribution).
05.13	Explain the elements that allow <a href="#">the</a> development of a marketing plan (e.g., <a href="#">executive summary</a> , <a href="#">business description</a> research, advertising, public relations, direct and indirect marketing, promotions, merchandising, branding, feedback, revision, channel management, etc.).
05.14	Explain the “4 P’s” of marketing: price, place, promotion, and product.
05.15	Define and analyze a target market as it applies to product development, promotion, and channel management (distribution).
05.16	Discuss the roles e-Commerce and social <del>networking</del> <a href="#">media platforms</a> play in the marketing of goods and services.
05.17	Understand network marketing (multilevel marketing) and how it differs from a pyramid scheme. (Optional)
05.18	Identify the role of federal regulatory agencies [i.e., 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)].
05.19	Identify the advantages and disadvantages of different types of business ownership (e.g., Private Corporation, Sole Proprietorship, Partnership, <a href="#">C Corps</a> Limited Liability Corporation (LLC), Shareholder Corporation, etc.).
06.0	Identify effective selling techniques and procedures. The student will be able to:
06.01	Explain the purpose, principles, and importance of selling and how it relates to the marketing concept.
06.02	Identify <a href="#">the</a> qualities of a professional sales associate and the responsibilities of sales management.
06.03	Identify an effective sales presentation for a target market (e.g., steps of a sale, consumer buying motives, approaches through greeting, merchandise, and service, <a href="#">the</a> proper time to approach a customer to open sale, feature-benefit analysis, <a href="#">overcoming objections</a> building and closing the sale, suggestion, and substitution selling, etc.).
06.04	Understand different customer <del>types</del> <a href="#">segmentation techniques</a> and how <a href="#">different</a> customers make buying decisions.
06.05	Discuss the importance of meeting specialized sales needs and describe legal and ethical sales issues.
06.06	Describe the importance of analyzing sales trends and the use of current technologies.

**CTE Standards and Benchmarks**

06.07 Analyze the use of websites, social media, email, and customer loyalty programs to establish and maintain a customer database.

Florida Department of Education  
Student Performance Standards

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

**Course Description:**

This course is designed to provide students with an in-depth study of marketing in a free enterprise society and includes advertising, promotion, product development and branding, selling and marketing research. This course also includes the uses of technology and the electronic media in marketing, purchasing, retail positioning strategies, and e-Commerce marketing.

CTE Standards and Benchmarks	
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.
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 the duties, responsibilities, required skills, and knowledge for a particular career in the marketing industry.
07.05	Identify the advantages and disadvantages of a particular career in marketing.
07.06	Complete self-assessments and an analysis of lifestyle goals and career aspirations.
07.07	Develop an individualized education and career plan related to a major marketing field, including the development of a resume.
07.08	Write a job description for a selected marketing occupation.
08.0	Demonstrate applications of channel management (distribution) for the selected marketing industry segment. 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 the concepts of physical channel management (distribution) and transportation systems related to the industry.
08.03	Develop appropriate plans utilizing channel management for the specific industry.
08.04	Explain the relationship between customer service and distribution.

## CTE Standards and Benchmarks

08.05	Explain network marketing (multilevel marketing) and how it differs from a pyramid scheme.
09.0	Explain the concepts of financing for the selected marketing <del>industry</del> <u>segment</u> . The student will be able to:
09.01	Explain the financial concepts used in making business decisions.
09.02	Explain the concept of financial administration.
09.03	Explain the difference between income (credit) and expense (debit).
09.04	Identify various types of credit policies and procedures.
09.05	Explain the purposes and importance of credit.
09.06	Identify the positive and negative impacts of using credit in marketing situations and understand the regulations affecting credit. (Optional)
09.07	Compare and contrast the use of different credit applications, types of credit accounts, and the differences between debit and credit cards.
09.08	<u>Students will analyze and differentiate between the various types of electronic payment methods used in modern commerce. They will evaluate the benefits and limitations of each type and understand their application in marketing transactions.</u>
<del>09.08</del> 09.09	<del>Analyze</del> <u>Examine and evaluate key</u> industry <del>concepts of price</del> <u>drivers: pricing strategies</u> , profit <u>dynamics</u> , competition <u>trends</u> , and productivity <del>–</del> <u>factors</u> .
10.0	Demonstrate product/service planning for the selected marketing <del>industry</del> <u>segment</u> . The student will be able to:
10.01	Explain the steps involved in decision-making (e.g., assessment, planning, implementation design, evaluation, etc.).
10.02	Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities, <u>trends, and environmental factors</u> .
10.03	<del>Explain</del> <u>Define</u> product and service quality <del>as applicable to grades</del> <u>in terms of performance standards</u> and industry <del>standards-</del> <u>benchmarks, emphasizing their relevance to both customer expectations and competitive differentiation</u> .
10.04	Discuss product-liability risks.
10.05	Explain warranties and guarantees.
10.06	Develop a product/service plan.
10.07	Describe factors used by marketers to position products/ <del>business</del> <u>businesses</u> .
10.08	<del>Identify</del> <u>Explain</u> the stages and impact of <u>the</u> product life cycle.
11.0	Demonstrate marketing information management for the selected marketing <del>industry</del> <u>segment</u> . The student will be able to:

## CTE Standards and Benchmarks

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 process of marketing information management.
11.03	Explain the nature and scope of marketing operations.
11.04	Demonstrate knowledge of inventory control systems and shipping and receiving procedures.
11.05	Identify procedures for the use of marketing information management to gather and manage information.
12.0	Demonstrate pricing applications for the selected marketing <a href="#">industrysegment</a> . 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 <a href="#">different</a> price-marking techniques— <a href="#">and methods. (Demand/Competition/Cost-Oriented Pricing)</a>
12.04	Explain procedures for changing prices.
12.05	Demonstrate decision-making skills <a href="#">and methodologies</a> required for determining pricing relative to the competition.
12.06	Demonstrate problem-solving skills required when considering profit <del>and price.</del> <a href="#">and margins.</a>
13.0	Demonstrate promotion applications for the selected marketing <a href="#">industrysegment</a> . The student will be able to:
13.01	Explain the concepts and strategies needed to communicate information about products, services, branding, and/or ideas to achieve a desired outcome.
13.02	Identify types of promotion used in the industry. <a href="#">(Advertising, Direct Marketing, Sales Promotion, and Public Relations.)</a>
13.03	Discuss the importance of advertising media and the role of digital and social media in advertising.
13.04	Explain the purposes and elements of advertising and display.
13.05	Use advertising guidelines and/or regulations to design appropriate media sample ads (e.g., print, radio, television, electronic media, etc.).
13.06	Use design principles to prepare such merchandise/service displays (e.g., windows, endcaps, kiosks, point of sale activity, etc.).
13.07	Write a promotional message to appeal to a <a href="#">specific</a> target market.
13.08	Develop a sales promotion plan for a marketing organization.

## CTE Standards and Benchmarks

13.09 Demonstrate and understand public relations techniques ~~as~~-used in the marketing industry.

13.10 ~~Evaluate effective website designs.~~Evaluate effective website designs including analyzing and assessing the impact of user-centric website designs, focusing on functionality, visual appeal, mobile responsiveness, and conversion optimization to enhance user experience and drive business goals.

14.0 Understand the Core Principles of Branding. The student will be able to:

14.01 Define branding, including its role in business identity and customer perception.

14.02 Explain the difference between brand identity, brand image, and brand equity.

14.03 Identify elements that make up a brand (name, logo, color scheme, tagline, voice, etc.) and discuss how each element influences consumer perception.

15.0 Analyze Branding Strategies. The student will be able to:

15.01 Evaluate different branding strategies, such as corporate branding, product branding, and personal branding, and understand their applications in various industries.

15.02 Investigate the concept of brand positioning and how businesses differentiate themselves in the marketplace.

16.0 Develop a Brand Strategy. The student will be able to:

16.01 Create a comprehensive brand strategy, including brand positioning, target audience identification, and key messaging.

16.02 Develop a brand identity kit (logo, colors, typography) and explain how these elements support brand recognition and consistency.

17.0 Measure Brand Success. The student will be able to:

17.01 Identify key performance indicators (KPIs) used to assess brand strength and success, such as brand awareness, customer loyalty, and market share.

17.02 Understand the importance of brand consistency across multiple channels, both online and offline, and its impact on customer trust and engagement.

18.0 Evaluate the Impact of Digital Media on Branding. The student will be able to:

18.01 Explore how social media, influencers, and digital content contribute to building and maintaining a brand's presence.

18.02 Assess the role of customer feedback, online reviews, and reputation management in shaping brand perception.

19.0 Understand Ethical Branding Practices. The student will be able to:

19.01 Discuss the role of corporate social responsibility (CSR) in branding and how ethical practices can enhance brand reputation.

## CTE Standards and Benchmarks

19.02 Explore examples of businesses that have successfully built their brands around sustainability, inclusivity, and social responsibility.

~~14.0~~20.0 Demonstrate purchasing applications for the selected marketing industrysegment. The student will be able to:

~~14.01~~20.01 Explain different types of purchasing situations.

~~14.02~~20.02 Demonstrate techniques used to obtain the best terms when negotiating a purchase.

~~15.0~~21.0 Demonstrate applications of safety and risk management for the selected marketing industrysegment. The student will be able to:

~~15.01~~21.01 Explain the nature and scope of risk management.

~~15.02~~21.02 Identify various types of business risks.

~~15.03~~21.03 Describe ways businesses can manage risks, including purchasing different types of insurance that may be applicable.

~~16.0~~22.0 Demonstrate selling techniques within the selected marketing industrysegment. The student will be able to:

~~16.01~~22.01 Explain the purpose and goal of the selling function and how it relates to the marketing concept.

~~16.02~~22.02 Explain the steps in a sale and how to handle objections.

~~16.03~~22.03 Create a sales presentation using presentation/media software.

~~17.0~~23.0 Demonstrate an understanding of entrepreneurship. The student will be able to:

~~17.01~~23.01 Define entrepreneurship.

~~17.02~~23.02 Identify, explain, and compare ~~and contrast~~ the different types of business ownership (e.g., sole-proprietorship, partnership, corporation, S Corp, Limited Liability franchise, licensing, etc.).

~~17.03~~23.03 Discuss the role of the entrepreneur/ small business in the domestic and global economy.

~~17.04~~23.04 Discuss entrepreneurship as a career choice (e.g., characteristics, aptitudes, skills necessary to be a successful entrepreneur, etc.).

~~17.05~~23.05 Discuss the four parts of a business (i.e., production, finance, marketing, and customer service).

~~17.06~~23.06 Analyze current entrepreneurial trends in the marketplace. (Online vs Brick and Mortar)

~~17.07~~23.07 Discuss the importance of ethics and social responsibility in business.

~~17.08~~23.08 Identify the strategies and methods for generating a business plan (e.g., business model canvas, ~~boiler-plate~~boilerplate, etc.).

**CTE Standards and Benchmarks**

~~17.09~~23.09 Identify the types and sources of international, federal, state, and local government regulations and taxation that may affect a business.

~~17.10~~23.10 Describe the advantages and risks of entrepreneurship.

~~18.0~~24.0 Identify the uses of technology in marketing. The student will be able to:

~~18.01~~24.01 Explain the importance and uses of technology within the realm of marketing.

~~18.02~~24.02 Utilize application software (e.g., word processing, spreadsheets, presentation/media software, etc.) to create career/industry-related materials.

~~18.03~~24.03 Identify technology appropriate for marketing functions and practices related to a selected marketing career field.

~~18.04~~24.04 Select and use a variety of technology (e.g., electronic media, information services, desktop-publishing software programs, etc.) to create, revise and verify marketing media.

**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 of employment in the industry. The content includes applied skills related to marketing functions, employment skills required for success in marketing and career planning as related to a marketing industry.

CTE Standards and Benchmarks	
<del>19.0</del> 25.0	Apply economic principles of business to marketing. The student will be able to:
<del>19.01</del> 25.01	Explain economic trends related to marketing and its global impact.
<del>19.02</del> 25.02	Explain <u>the</u> role of the profit motive in the marketing of products.
<del>19.03</del> 25.03	Explain <u>the</u> role of marketing in a free enterprise system.
<del>19.04</del> 25.04	Apply economic concepts to marketing (e.g., pricing, risk, productivity, competition, cycles, etc.).
<del>20.0</del> 26.0	Apply product and service technology. The student will be able to:
<del>20.01</del> 26.01	Demonstrate appropriate techniques and terminology for selling.
<del>20.02</del> 26.02	<del>Demonstrate principles in the</del> <u>Apply modern</u> marketing <del>of</del> <u>strategies to effectively promote</u> products <del>and drive consumer engagement</del>
<del>20.03</del> 26.03	Discuss inventors and entrepreneurs who have had a major influence on the marketing industry.
<del>20.04</del> 26.04	Identify past, present, and future marketing products, styles, and services.
<del>21.0</del> 27.0	Demonstrate merchandising skills appropriate for marketing. The student will be able to:
<del>21.01</del> 27.01	Identify and explain basic stock-keeping techniques (e.g., sorting by color, size, classification, etc.) and the maintenance of merchandise fixtures.
<del>21.02</del> 27.02	Explain initiatives in maintaining stock (e.g., rehangng merchandise, studying hang tags, restocking merchandise, etc.).
<del>21.03</del> 27.03	Demonstrate the sales promotion technique of locating advertised merchandise on the selling floor.
<del>21.04</del> 27.04	Demonstrate techniques to perform a merchandise inventory and receiving and checking of merchandise.

CTE Standards and Benchmarks	
<del>21.05</del> 27.05	Explain the importance of merchandise displays by demonstrating knowledge of design principles and elements (e.g., patterns of arrangement, color principles, appropriate displays for specific types of merchandise, etc.).
<del>21.06</del> 27.06	Plan a promotional campaign for a product or line (e.g., types of media, promotional mix, evaluation of effectiveness, etc.).
<del>21.07</del> 27.07	Create a floor plan and a planogram and describe their importance.
<del>22.0</del> 28.0	Implement marketing operational techniques. The student will be able to:
<del>22.04</del> 28.01	Define and explain accident prevention techniques in work situations.
<del>22.02</del> 28.02	Identify techniques to prevent security issues, including correct procedures for recognizing and monitoring potential shoplifters, vandalism, and other unlawful behaviors.
<del>22.03</del> 28.03	Identify procedures <del>relative</del> related to the employee's role in preventing internal losses.
<del>22.04</del> 28.04	Identify guidelines that address concerns and issues related to the operation of a business; <del>include</del> , including safety practices.
<del>22.05</del> 28.05	Understand the process of new employee orientation <del>—</del> and onboarding.
<del>23.0</del> 29.0	Demonstrate proficiency in applying higher <del>—</del> level mathematical skills specific to marketing. The student will be able to:
<del>23.04</del> 29.01	Apply standard industry formulas to determine markup and markdown on merchandise or services.
<del>23.02</del> 29.02	Analyze standard industry formulas <del>relative</del> relating to <del>the</del> discount date and due date to determine the amount of payment on an invoice.
<del>23.03</del> 29.03	Determine <del>the</del> amount of merchandise to be reordered utilizing model stock by collecting, organizing, representing, and interpreting data and predicting outcomes.
<del>23.04</del> 29.04	Complete pricing problems involving fixed or variable pricing, odd-cent pricing, and loss leader pricing.
<del>23.05</del> 29.05	Calculate sales productivity.
<del>23.06</del> 29.06	Calculate sales per hour.
<del>23.07</del> 29.07	Calculate <del>the</del> average <del>number of</del> items and average dollars per transaction.
<del>24.0</del> 30.0	Apply promotional planning techniques and procedures to product and service marketing. The student will be able to:
<del>24.04</del> 30.01	<del>Analyze</del> Explain <del>the</del> role of promotion in marketing and merchandising.
<del>24.02</del> 30.02	Identify the markets for and develop a promotion plan for a given product, service, or event.
<del>24.03</del> 30.03	Develop a promotional mix for a product or service.

## CTE Standards and Benchmarks

~~24.04~~30.04 ~~Prepare a promotional calendar of events.~~ Develop a dynamic content and event strategy calendar to drive engagement and brand visibility

~~24.05~~30.05 Prepare a written advertisement layout.

~~24.06~~30.06 Select and evaluate a variety of advertising media to carry the advertising message.

~~24.07~~30.07 Apply steps involved in planning and setting up displays.

~~24.08~~30.08 Identify factors to consider when evaluating ~~completed~~different types of displays.

~~24.09~~30.09 Differentiate between promotional displays and institutional displays.

~~24.10~~30.10 Create strategies to be used for public relations.

~~24.11~~30.11 Establish promotion plan sales quotas and incentives.

~~24.12~~30.12 Evaluate the overall promotion plan.

~~24.13~~30.13 Develop a marketing plan.

~~25.0~~31.0 Apply entrepreneurial concepts to marketing. The student will be able to:

~~25.01~~31.01 Describe the importance of entrepreneurship ~~to related~~in various industries.

~~25.02~~31.02 Analyze the advantages and disadvantages of business ownership.

~~25.03~~31.03 Compare and contrast entrepreneurship and intrapreneurship.

~~25.04~~31.04 Discuss ~~future~~ prospects for entrepreneurship and intrapreneurship in marketing.

~~25.05~~31.05 Assess education, aptitudes, attitudes, and skills recommended for entrepreneurs and intrapreneurs.

~~25.06~~31.06 Assess personal potential to become an entrepreneur and/or an intrapreneur.

~~25.07~~31.07 Develop a business plan.

31.08 Understand the concepts of investments, stock options, loans, and royalties.

~~26.0~~32.0 Apply marketing management principles to a business. The student will be able to do:

~~26.01~~32.01 Explain marketing management functions.

~~26.02~~32.02 Explain how a marketing manager manages people, ideas, time, ~~money~~capital, and ~~materials~~resources.

## CTE Standards and Benchmarks

~~26.03~~32.03 Explain the different ~~styles~~types of management.

~~26.04~~32.04 Explain why effective communication is critical to the marketing manager.

~~26.05~~32.05 Apply the steps in the management problem-solving process.

~~26.06~~32.06 Demonstrate and evaluate different strategies the marketing manager can use to motivate employees.

~~26.07~~32.07 Evaluate how the marketing concept influences marketing.

~~26.08~~32.08 Examine the four phases of the business cycle (i.e., peak, contraction/recession, trough and expansion/recovery).

~~27.0~~33.0 Analyze global trends in marketing. The student will be able to:

~~27.01~~33.01 Compare and contrast global marketing trends in selected industries.

~~27.02~~33.02 Analyze the impact of global marketing.

~~27.03~~33.03 Identify foreign markets and distributors.

~~27.04~~33.04 Analyze multicultural influences on global marketing trends.

~~27.05~~33.05 Demonstrate methods of researching specific global markets.

~~27.06~~33.06 ~~Discuss the role of electronic~~Explore how digital media ~~in facilitating~~drives global marketing.— by enhancing connectivity, expanding reach, and enabling real-time engagement with audiences worldwide

~~28.0~~34.0 Demonstrate applications of technology to marketing. The student will be able to:

~~28.01~~34.01 Demonstrate mastery of software applications and technology currently used in marketing.

~~28.02~~34.02 ~~Identify~~Explore the use of various virtual means of communication.

~~28.03~~34.03 Demonstrate the use of electronic media and information networks in marketing.

~~29.0~~35.0 Apply a career plan to marketing. The student will be able to:

~~29.01~~35.01 Develop a plan for pursuing a specific career in marketing (e.g., training and educational requirements, required skills and abilities, steps for reaching career goals in the chosen career, etc.).

~~29.02~~35.02 Identify competencies required for career-sustaining and mid-level management positions in a chosen marketing field.

~~29.03~~35.03 Demonstrate specific technology applications related to the student's marketing career plan.

**CTE Standards and Benchmarks**

~~29.04~~35.04 Develop forms of documentation for inclusion in a marketing career portfolio (e.g., resume, coursework samples, etc.).

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

CTE Standards and Benchmarks	
<del>30.0</del> 36.0	Analyze the changing role of entrepreneurship in the global marketplace. The student will be able to:
<del>30.01</del> 36.01	Define entrepreneurship and identify its characteristics.
<del>30.02</del> 36.02	Examine the innovations and inventions throughout history that created businesses.
<del>30.03</del> 36.03	Analyze business trends created by changes in technology (e.g., on-demand economy shift, e-commerce, and social commerce dominance, future of business trends, etc.).
<del>30.04</del> 36.04	Evaluate the importance of entrepreneurship to the global economy; identify and research famous entrepreneurs.
<del>30.05</del> 36.05	Summarize factors that have led to increased interdependence within the global marketplace.
<del>30.06</del> 36.06	Research the tools, resources, and various methods available to start a new business such as journals, search engines, Small Business Administration, Better Business Bureau, government websites, other websites, etc.
<del>31.0</del> 37.0	Prepare a self-analysis. The student will be able to:
<del>31.01</del> 37.01	Describe personal education, training, strengths, and weaknesses relevant to the operation of a business and optionally, incorporate an emotional Intelligence exercise.
<del>31.02</del> 37.02	Develop a timeline for the personal and professional development required for a specific field of business; outline the steps needed to acquire skills and obtain licensure.
<del>31.03</del> 37.03	Describe personality traits and work habits relevant to the operation of a business; compare to the individual's traits and habits.
<del>32.0</del> 38.0	Analyze how to build a competitive advantage by testing opportunities and evaluating management theories, models, and tools. The student will be able to:
<del>32.01</del> 38.01	Define and discuss the SWOT (Strength, Weakness Opportunities & Threats), TOWS (Threats, Opportunities, Weakness & Strength) and PESTLE (Political, Economic, Sociological, Technological, Legal & Environmental) analytical models.

## CTE Standards and Benchmarks

~~32.02~~38.02 Utilize Porter's 5 Forces on a mock business. (Optional)

~~33.0~~39.0 Explain the role of management and project management in the operation of an enterprise. The student will be able to:

~~33.04~~39.01 Analyze and explain the functions of management.

~~33.02~~39.02 Prepare an organizational chart and explain its importance.

~~33.03~~39.03 Discuss various aspects of supervising employees and understand the language and processes of project management and the role of employees in the workplace.

~~33.04~~39.04 Analyze the relationship of government entities (federal, state, local) to small and large businesses; note the differences in certain laws (e.g., Family and Medical Leave Act); expand on the importance of Human Resources. (Optional)

~~33.05~~39.05 Discuss business ethics and ~~regulations~~regulations' impact on small and large businesses.

~~33.06~~39.06 Identify the various types of taxes levied on a small business~~-,~~ including income tax, sales tax, and payroll taxes.

~~33.07~~39.07 Compare sources of management information systems for the small business owner.

~~33.08~~39.08 Analyze and determine possible employee work environments (remote, in-person, hybrid, etc.) to maximize employee retention and productivity.

~~33.09~~39.09 Determine how to find the best possible employees using various ~~website~~websites, recruiting firms or other means.

~~34.0~~40.0 Determine business plan development steps and procedures. The student will be able to:

~~34.01~~40.01 Define the five common forms of businesses.

~~34.02~~40.02 Describe the components of a business plan (e.g., Executive Summary, Introduction, Analysis of Business Situation, Planned Operation, Planned Financing, Objectives, Lead Business Model Canvas).

~~34.03~~40.03 Analyze the importance of a business plan in developing a business idea and evaluating success.

~~34.04~~40.04 Select data, graphics, maps, and diagrams to include in a business plan.

~~34.05~~40.05 Evaluate the possibility of and procedures for buying an existing business or franchise.

~~35.0~~41.0 Prepare a business and financial plan for a business. The student will be able to:

~~35.01~~41.01 Identify and justify the type of business being proposed.

~~35.02~~41.02 Analyze how current or changing economic situations create ~~an~~ unfulfilled consumer demand for the proposed business.

~~35.03~~41.03 Evaluate various corporate vision and mission statements and develop individualized vision and mission statements for the selected business.

## CTE Standards and Benchmarks

<del>35.04</del> <u>41.04</u>	Compose a description of the product/service and <u>the</u> advantages and benefits the product/service will provide customers.
<del>35.05</del> <u>41.05</u>	Substantiate why the business will be successful.
<del>35.06</del> <u>41.06</u>	Identify three business failures, evaluate the causes of each failure, and describe how to avoid those failures in your business.
<del>35.07</del> <u>41.07</u>	Estimate the start-up costs required to open a business.
<del>35.08</del> <u>41.08</u>	Compare available funding sources; identify the amount of personal financial commitment necessary to open a business.
<del>35.09</del> <u>41.09</u>	Use a financial calculator or an online program to determine the loan payment and amortization of a business loan.
<del>35.10</del> <u>41.10</u>	Prepare a plan to repay borrowed funds or provide <u>a</u> return on investment to equity funds.
<del>35.11</del> <u>41.11</u>	Project monthly and annual business income for the first year of operation <u>and prepare an Income Statement</u> .
<del>35.12</del> <u>41.12</u>	Estimate monthly and annual cash flow projections for the first year of operation.
<del>35.13</del> <u>41.13</u>	Calculate <u>the</u> sales volume required for the first year of operation to be profitable.
<del>35.14</del> <u>41.14</u>	Prepare a statement of opening assets, liabilities, and net worth (balance sheet). (Optional)
<del>35.15</del> <u>41.15</u>	Prepare a five-year financial plan.
<del>35.16</del> <u>41.16</u>	Develop a summary of key points for supporting financial requests.
<del>35.17</del> <u>41.17</u>	Develop alternative payment options such as credit, contactless payments, cryptocurrency, etc.
<del>35.18</del> <u>41.18</u>	Explain the importance of personal finance with <del>regards</del> <u>regard</u> to financing (e.g., credit score, asset/debt ratio, etc.). (Optional)
<del>36.0</del> <u>42.0</u>	Prepare a description of a proposed business organization. The student will be able to:
<del>36.01</del> <u>42.01</u>	Determine the form of ownership best suited <del>to</del> for the proposed business.
<del>36.02</del> <u>42.02</u>	Identify the steps required to establish various types of businesses (e.g., licenses, special permits, bank accounts, etc.).
<del>36.03</del> <u>42.03</u>	Outline steps for the hiring of employees.
<del>36.04</del> <u>42.04</u>	Prepare an organizational chart.
<del>36.05</del> <u>42.05</u>	Compose job descriptions and determine employee benefits for the identified positions.

## CTE Standards and Benchmarks

~~36.06~~42.06 Perform a risk management analysis and determine employee benefits.

43.0 Prepare and explain the importance of building relationships in business and entrepreneurship. The student will be able to:

43.01 Communicate effectively and professionally in a variety of formats (e.g., verbal, written, digital, presentations).

43.02 Explain how networking is vital to business.

43.03 Practice active listening and empathetic communication to understand and respond to diverse perspectives.

43.04 Negotiate and resolve conflicts effectively and ethically.

43.05 Demonstrate cultural awareness and sensitivity in all interactions.

43.06 Explain the different leadership styles and how communication relates to each style of leadership.

~~37.0~~44.0 Prepare a market segment analysis. The student will be able to:

~~37.01~~44.01 Analyze the target market by geographical area, demographics, lifestyles, and product benefits.

~~37.02~~44.02 Explain the importance of market segmentation.

~~37.03~~44.03 Describe customer buying behavior related to the proposed business.

~~37.04~~44.04 Analyze the customer base relative to local market demographics.

~~38.0~~45.0 Prepare an analysis of a potential location ~~and channels of distribution.~~ The student will be able to:

~~38.01~~45.01 Evaluate the availability, costs, traffic patterns, accessibility, and proximity to competition of an appropriate business location.

~~38.02~~45.02 Research cultural, financial, vocational, age, and mobility characteristics of the inhabitants of the potential location.

~~38.03~~45.03 Determine the advantages and disadvantages of different types of business locations.

~~38.04~~45.04 Understand different types of commercial leases and practice the calculations needed to establish rent.

~~38.05~~45.05 Determine the steps involved in selecting a specific business site.

~~39.0~~46.0 Prepare a description of proposed products/services. The student will be able to:

~~39.01~~46.01 Summarize the features, benefits, and advantages of the products and services to be offered.

~~30.01~~ Identify potential suppliers and/or manufacturers for the business's inventory and the operation of the business.

## CTE Standards and Benchmarks

~~39.02~~46.02 Develop an inventory policy, if applicable.

~~39.03~~46.03 Develop a plan for virtual services for the business. (Optional)

~~40.0~~47.0 Prepare a proposed pricing policy. The student will be able to:

~~40.01~~47.01 Identify the elements and reasons for developing ~~of~~ a pricing strategy and how it effects affects the profitability and sustainability of a business.

~~40.02~~47.02 Identify pricing incentive options.

~~40.03~~47.03 Define and compute profit margin.

~~40.04~~47.04 Determine the economics of one unit and the break-even point.

~~41.0~~48.0 Prepare a marketing strategy. The student will be able to:

~~41.01~~48.01 Determine and describe an appropriate business and product branding image. (Optional).

~~41.02~~48.02 Select a promotional mix for the business.

~~41.03~~48.03 Establish promotional objectives for the business.

~~41.04~~48.04 Design and prepare an advertising brochure.

~~41.05~~48.05 Identify methods of promotion to be used by comparing and contrasting costs versus benefits.

~~41.06~~48.06 Explore various advertising mediums and the costs associated with each type.

~~41.07~~48.07 Develop a promotional plan that includes digital marketing and sales promotions.

~~41.08~~48.08 Develop ideas for obtaining publicity for the business, including using a social media campaign, press release, etc.

~~41.09~~48.09 Determine the best publications to use and write a press release.

~~41.10~~48.10 Analyze advertising trends by looking at all forms of marketing media and determine their effectiveness.

~~41.11~~48.11 Identify the role of customer service (e.g., surveying, feedback, customer retention, customer empathy. etc.).

~~41.12~~48.12 Introduce personalized omnichannel and multichannel experiences.

49.0 Identify Ethical marketing and sales techniques. The student will be able to:

49.01 Define and explain emotions in marketing and prepare examples.

CTE Standards and Benchmarks	
<a href="#">49.02</a>	<a href="#">Recognize and understand the role of emotions in consumer decision-making.</a>
<a href="#">49.03</a>	<a href="#">Develop and implement marketing strategies that appeal to customer emotions and values.</a>
<a href="#">49.04</a>	<a href="#">Use emotional intelligence and other soft skills to build rapport and trust with clients.</a>
<a href="#">49.05</a>	<a href="#">Identify and address customer concerns and objections empathetically.</a>
<a href="#">49.06</a>	<a href="#">Communicate with customers in a way that is authentic and builds trust.</a>
<a href="#">49.07</a>	<a href="#">Determine and analyze ethical and unethical marketing and sales techniques.</a>
<a href="#">49.08</a>	<a href="#">Identify and apply ethical principles and legal guidelines related to marketing and sales practices.</a>
<a href="#">49.09</a>	<a href="#">Recognize and avoid deceptive or misleading marketing tactics.</a>
<a href="#">49.10</a>	<a href="#">Understand and comply with consumer protection laws and regulations.</a>
<a href="#">49.11</a>	<a href="#">Maintain confidentiality and protect customer data.</a>
<a href="#">49.12</a>	<a href="#">Act with integrity and honesty in all business dealings.</a>
<del>42.0</del> <a href="#">50.0</a>	Demonstrate the uses of business-related software. The student will be able to:
<del>42.04</del> <a href="#">50.01</a>	<a href="#">Perform data entry procedures.</a>
<del>42.02</del> <a href="#">50.02</a>	<a href="#">Perform merchandising math data entry procedures (e.g., stock turnover, markup, markdown, open to buy, pricing, invoicing).</a>
<del>42.03</del> <a href="#">50.03</a>	<a href="#">Analyze a marketing spreadsheet in a decision-making situation, such as the Return on Investment (ROI), cash flow analysis.</a>
<del>42.04</del> <a href="#">50.04</a>	<a href="#">Discuss the importance of all forms of online media services to a small business.</a>
<del>42.05</del> <a href="#">50.05</a>	<a href="#">Analyze various software options for business operations (e.g., search engines, business software, web services, market searches, etc.).</a>
<a href="#">51.0</a>	<a href="#">Apply basic accounting concepts. The student will be able to:</a>
<a href="#">51.01</a>	<a href="#">Recognize the difference between debits and credits.</a>
<a href="#">51.02</a>	<a href="#">Compare and contrast the two accounting methods (Cash vs. Accrual) to justify the method of choice for the business.</a>
<a href="#">51.03</a>	<a href="#">Categorize various accounts as either accounts payable or accounts receivable and show a clear understanding of these terms.</a>

## CTE Standards and Benchmarks

[51.04](#) Understand the importance of the break-even point in setting realistic financial goals and ensuring profitability.

[51.05](#) Develop an understanding of key financial ratios essential for managing a business's financial health.

[51.06](#) Explore both traditional and modern methods of bookkeeping, including paper-based systems, spreadsheet tools, desktop software, cloud-based platforms, and specialized applications.

~~43.0~~[52.0](#) Apply a career plan ~~to~~for entrepreneurship. The student will be able to:

~~43.01~~[52.01](#) Develop a plan for pursuing a career as an entrepreneur; include training and educational requirements, skills and abilities, and steps for reaching career goals.

~~43.02~~[52.02](#) Demonstrate specific technology applications related to a career plan.

~~43.03~~[52.03](#) Develop a digital career portfolio.

~~43.04~~[52.04](#) Plan for continuous development of skills, keeping licenses current, and any other requirements needed to keep business profitable.

## Additional Information

### Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### Career and Technical Student Organization (CTSO)

~~Florida DECA and Florida Future Business Leaders of America Phi Beta Lambda (FBLA-PBL)~~ CTSOs are the co-curricular career and technical student ~~organization(s)~~ organizations 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. Other CTSOs not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

### 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. 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 course or a modified course. 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 a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. 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**

**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
Course Length	Semester
Teacher Certification	Refer to the <b>Course Structure</b> section.
CTSO	DECA
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

**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, topics related 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.

**Course Structure**

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.

To teach the course(s) listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the course structure:

<b>Course Number</b>	<b>Course Title</b>	<b>Teacher Certification</b>	<b>Length</b>
9309350	Introduction to Marketing, Sales and Service	BUS ED 1 MKTG 1 MKTG MGMT 7G	Semester

## **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 and to participate in hands-on activities.

<b>CTE Standards and Benchmarks</b>	
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 with careers in 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.
02.06	Describe technologies associated with careers in the Professional Sales and Marketing career pathway.

<b>CTE Standards and Benchmarks</b>	
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 with careers in 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 with careers in 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 with careers in the Marketing Information Management and Research career pathway.

<b>CTE Standards and Benchmarks</b>	
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 with careers in 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 with careers in 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 by conducting a demonstration.
08.06	Use a computer to assist in the completion of project related to the Marketing, Sales and Service career cluster.

**CTE Standards and Benchmarks**

09.0	Describe how information technology is used in the Marketing, Sales and Service career cluster. The student will be able to:
09.01	Identify Information Technology (IT) careers in the Marketing, Sales and Service career cluster; include the responsibilities, tasks and skills they require.
09.02	Relate IT project management concepts and terms to careers in the Marketing, Sales and Service career cluster.
09.03	Manage IT 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 Internet and other computer resources typically used in the Marketing, Sales and Service career cluster.
10.02	Use email 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 search engines effectively to locate information relevant to the Marketing, Sales and Service career cluster.

## Additional Information

### Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### Career and Technical Student Organization (CTSO)

~~DECA is the~~ CTSOs are co-curricular career and technical student ~~organization(s)~~ organizations 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. Other CTOS not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

### 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. 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:** 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**

Course Number	9309360
CIP Number	149309360M
Grade Level	6-8
Course Length	Semester
Teacher Certification	Refer to the <b>Course Structure</b> section.
CTSO	DECA
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

**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.

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

**Course Structure**

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.

To teach the course(s) listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the course structure:

<b>Course Number</b>	<b>Course Title</b>	<b>Teacher Certification</b>	<b>Length</b>
9309360	Introduction to Marketing, Sales and Service and Career Planning	BUS ED 1 MKTG 1 MKTG MGMT 7G	Semester

## 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.

Listed below are the standards that Career and Education Planning [these must be met to satisfy the requirements of Section 1003.4156, Florida Statutes: ]

11.0 Explain his or her career interests, skills and values.

~~11.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.~~

~~12.0 Develop skills to locate, evaluate, occupations and interpret career information.~~

~~13.0 Identify and demonstrate processes for making short and long term goals.~~

12.0 Demonstrate employability skills such as working industries in his or her region.

~~14.0 Describe a group, problem solving and organizational skills, and the importance variety of entrepreneurship.~~

~~15.0 Understand the relationship between educational achievement and career choices/postsecondary options.~~

~~16.0~~ 13.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.

~~17.0 Develop a career and education plan that includes short and long term goals, high school program of study, and postsecondary/career goals.~~

~~18.0 Demonstrate knowledge of technology and its application in career fields/clusters.~~

14.0 Create a personalized career and academic plan.

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Introduction to Marketing, Sales and Service and Career Planning  
**Course Number:** 9309360  
**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 and participate in hands-on activities.

<b>CTE Standards and Benchmarks</b>	
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 with careers in 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.
02.06	Describe technologies associated with careers in the Professional Sales and Marketing career pathway.

<b>CTE Standards and Benchmarks</b>	
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 with careers in 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 with careers in 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 with careers in the Marketing Information Management and Research career pathway.

<b>CTE Standards and Benchmarks</b>	
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 with careers in 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 with careers in 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 by conducting a demonstration.
08.06	Use a computer to assist in the completion of project related to the Marketing, Sales and Service career cluster.

CTE Standards and Benchmarks	
09.0	Describe how information technology is used in the Marketing, Sales and Service career cluster. The student will be able to:
09.01	Identify Information Technology (IT) careers in the Marketing, Sales and Service career cluster; include the responsibilities, tasks and skills required.
09.02	Relate IT project management concepts and terms to careers in the Marketing, Sales and Service career cluster.
09.03	Manage IT 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 Internet and other computer resources typically used in the Marketing, Sales and Service career cluster.
10.02	Use email 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.
<p><del>Listed below are the standards that</del> <u>Career and Education Planning</u> [these must be met to satisfy the requirements of Section 1003.4156, Florida Statutes;</p> <p><del>The student will be able to:</del></p> <p><u>1</u></p>	
Standards and Benchmarks	
11.0	<u>Explain his or her career interests, skills and values. The student will be able to:</u>
11.01	<u>Describe his or her career interests based on a career interest assessment, personal experience, career informational interviews, research and/or reflection.</u>
<del>11.01</del> 11.02	<del>Describe the influences that societal, economic, and technological changes have on employment trends and future training.</del> <u>Describe what career-related skills are his or her current strengths or could become strengths in the future with practice and training based on a career skill assessment, personal experience and/or reflection.</u>
<del>11.02</del> 11.03	<del>Develop skills to locate, evaluate, and interpret career information.</del> <u>Describe what lifestyle and workplace values are most important to them to consider during career decision making, such as salary and benefits, work environment, the nature of the work and work/life balance.</u>
11.04	<u>Describe what values that relate to positively impacting others and the world are most important to them to weigh during career decision making.</u>
12.0	<u>Describe occupations and industries in his or her region. The student will be able to:</u>

## CTE Standards and Benchmarks

<a href="#">12.01</a>	<a href="#">Define Career Clusters, industries and occupations.</a>
<a href="#">12.02</a>	<a href="#">Define regional poverty, average and family-sustaining wage thresholds.</a>
<a href="#">12.03</a>	<a href="#">Review local labor market data to identify the top five regional occupations as relates to each of the following: employment, growth and salary.</a>
<a href="#">12.04</a>	<a href="#">List three occupations that align with his or her personal career interests, skills and values.</a>
<a href="#">12.05</a>	<a href="#">List the regional salary, employment and growth of three occupations they are most interested in learning more about.</a>
<a href="#">12.06</a>	<a href="#">Summarize occupational content learned through a career informational interview, career fair, job shadowing, service learning, guest speaker, project-based learning, work-based learning, worksite visit or other firsthand experience.</a>
<a href="#">13.0</a>	<a href="#">Describe a variety of postsecondary pathways. The student will be able to:</a>
<a href="#">13.01</a>	<a href="#">Evaluate the pros and cons of pursuing education, employment, entrepreneurship or enlistment immediately following high school.</a>
<del>11.03</del> <a href="#">13.02</a>	<del>Identify and demonstrate processes for making short and long term goals.</del> <a href="#">Define postsecondary training provider options and their admissions requirements, including apprenticeships, technical colleges, state or community colleges, universities and industry-recognized certification providers.</a>
<a href="#">13.03</a>	<a href="#">Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees</a>
<a href="#">13.04</a>	<a href="#">Explain training options aligned with his or her career assessment results and occupational exploration.</a>
<a href="#">13.05</a>	<a href="#">Review postsecondary training data and list the total cost, average debt after graduation and median earnings and job placement rates of students who completed the student's preferred postsecondary training option.</a>
<a href="#">13.06</a>	<a href="#">Summarize what they learned about his or her preferred postsecondary training provider through online research; virtual or in-person tours; a college fair; and/or interviewing a current student, alumni or staff member.</a>
<a href="#">14.0</a>	<a href="#">Create a personalized career and academic plan. The student will be able to:</a>
<a href="#">14.01</a>	<a href="#">Prioritize an occupation for plan formation using one or more decision making techniques, such as a decision matrix, pros and cons analysis or other means</a>
<a href="#">14.02</a>	<a href="#">Explain the reasoning for choosing to pursue his or her preferred occupation</a>
<del>11.04</del> <a href="#">14.03</a>	<del>Demonstrate</del> <a href="#">Identify which credentials, technical skills, and employability skills such as working in a group, problem-solving and organizational or entrepreneurship skills, are relevant to his or her preferred career pathway.</a>
<a href="#">14.04</a>	<a href="#">Prioritize a recognized postsecondary credential (industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees) aligned with his or her chosen occupation using a decision-making technique, such as a decision matrix and/or pros and cons analysis, etc.</a>
<del>11.05</del> <a href="#">14.05</a>	<del>Understand the relationship between educational achievement and career choices/postsecondary options.</del> <a href="#">Prioritize a postsecondary training provider aligned with his or her recognized postsecondary credential goal using a decision-making technique, such as a decision matrix and/or pros and cons analysis, etc.</a>
<a href="#">14.06</a>	<a href="#">Define means of paying for postsecondary training, including scholarships (must include State scholarships), grants, savings, work, work-study programs, private loans and Federal loans.</a>

## CTE Standards and Benchmarks

- |                  |              |   |
|------------------|--------------|---|
| <del>11.06</del> | <u>14.07</u> | <del>Identify a career cluster and related pathways that match career and education goals.</del> <u>Describe ways of meeting the requirements of Florida's graduation pathways and obtaining accelerated credit, work-based learning experience, career and technical education credit and industry-recognized certifications in high school.</u> |
| <del>11.07</del> | <u>14.08</u> | <del>Develop a career and education plan</del> <u>freshman year course schedule</u> <del>that includes short and long-term goals,</del> <u>meets</u> high school <del>program of study, and postsecondary/</del> <u>graduation requirements</u> and that provides academic and career preparation aligned <u>with the student's</u> career goals. |
| <del>11.08</del> | <u>14.09</u> | <del>Demonstrate knowledge of technology and its application in career fields/clusters.</del> <u>Identify extracurricular activities aligned with his or her occupational and postsecondary training goals.</u>   |

## Additional Information

### Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### Career Planning

**Effective July 1, 2019, per Section 1003.4156, Florida Statutes (F.S.), for students to meet middle grades promotion requirements, a Career and Education Planning course must be completed in either sixth, seventh, or eighth grade.** These courses should be taught integrating the eight career and education planning course standards.

### Career and Technical Student Organization (CTSO)

~~DECA is~~ CTSOs are ~~the~~ co-curricular career and technical student ~~organization(s)~~ organizations 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. Other CTSOs not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

### 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. 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
Course Length	Year
Teacher Certification	Refer to the <b>Course Structure</b> section.
CTSO	DECA
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

**Purpose**

The purpose of this course is to assist students in making informed decisions regarding 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, topics related 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.

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

**Course Structure**

To teach the course(s) listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the course structure:

Course Number	Course Title	Teacher Certification	Length
9380300	Fundamentals of Marketing Occupations	BUS ED 1 MKTG 1 MKTG MGMT 7G	Year

## **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 and participate in hands-on activities.

<b>CTE Standards and Benchmarks</b>	
01.0	Demonstrate an understanding of the e-Marketing career pathway. The student will be able to:
01.01	Define and use the terminology associated with the e-Marketing career pathway.
01.02	Describe the careers available in the e-Marketing career pathway.
01.03	Identify common characteristics of careers in the e-Marketing career pathway.
01.04	Research the history of the e-Marketing career pathway; describe how the associated careers have evolved and impacted society.
01.05	Identify the skills required to successfully enter any career in the e-Marketing career pathway.
01.06	Describe the technologies associated with careers in 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 the terminology associated with the Professional Sales and Marketing career pathway.
02.02	Describe the careers available in the Professional Sales and Marketing career pathway.
02.03	Identify common characteristics of careers in the Professional Sales and Marketing career pathway.
02.04	Research the history of the Professional Sales and Marketing career pathway; describe how the associated careers have evolved and impacted society.
02.05	Identify the skills required to successfully enter any career in the Professional Sales and Marketing career pathway.
02.06	Describe the technologies associated with careers in the Professional Sales and Marketing career pathway.

<b>CTE Standards and Benchmarks</b>	
03.0	Demonstrate an understanding of the Management and Entrepreneurship career pathway. The student will be able to:
03.01	Define and use terminology associated with the Management and Entrepreneurship career pathway.
03.02	Describe the careers available in the Management and Entrepreneurship career pathway.
03.03	Identify common characteristics of 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 the skills required to successfully enter any career in the Management and Entrepreneurship career pathway.
03.06	Describe the technologies associated with careers in 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 the terminology associated with the Distribution and Logistics career pathway.
04.02	Describe the careers available in the Distribution and Logistics career pathway.
04.03	Identify common characteristics of careers in the Distribution and Logistics career pathway.
04.04	Research the history of the Distribution and Logistics career pathway; describe how the associated careers have evolved and impacted society.
04.05	Identify the skills required to successfully enter any career in the Distribution and Logistics career pathway.
04.06	Describe the technologies associated with careers in 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 the terminology associated with the Marketing Information Management and Research career pathway.
05.02	Describe the careers available in the Marketing Information Management and Research career pathway.
05.03	Identify common characteristics of careers in the Marketing Information Management and Research career pathway.
05.04	Research the history of the Marketing Information Management and Research career pathway; describe how the associated careers have evolved and impacted society.
05.05	Identify the skills required to successfully enter any career in the Marketing Information Management and Research career pathway.
05.06	Describe the technologies associated with careers in the Marketing Information Management and Research career pathway.

<b>CTE Standards and Benchmarks</b>	
06.0	Demonstrate an understanding of the Marketing Communications and Promotion career pathway. The student will be able to:
06.01	Define and use the terminology associated with the Marketing Communications and Promotion career pathway.
06.02	Describe the careers available in the Marketing Communications and Promotion career pathway.
06.03	Identify common characteristics of careers in the Marketing Communications and Promotion career pathway.
06.04	Research the history of the Marketing Communications and Promotion career pathway; describe how the associated careers have evolved and impacted society.
06.05	Identify the skills required to successfully enter any career in the Marketing Communications and Promotion career pathway.
06.06	Describe the technologies associated with careers in 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 the terminology associated with the Buying and Merchandising career pathway.
07.02	Describe the careers available in the Buying and Merchandising career pathway.
07.03	Identify common characteristics of careers in the Buying and Merchandising career pathway.
07.04	Research the history of the Buying and Merchandising career pathway; describe how the associated careers have evolved and impacted society.
07.05	Identify the skills required to successfully enter any career in the Buying and Merchandising career pathway.
07.06	Describe the technologies associated with careers in 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 by conducting a demonstration.
08.06	Use a computer to assist in the completion of project related to the Marketing, Sales and Service career cluster.

**CTE Standards and Benchmarks**

09.0 Identify components of network systems. The student will be able to:

09.01 Identify basic hardware and software components.

09.02 Identify and configure user customization features in web browsers; include preferences, caching, and cookies.

09.03 Recognize essential database concepts.

09.04 Define and use 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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### Career and Technical Student Organization (CTSO)

~~DECA is the~~ CTSOs are co-curricular career and technical student ~~organization(s)~~ organizations 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. Other CTOS not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

### 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. 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:** Entrepreneurship  
**Career Cluster:** Marketing, Sales & Service

~~CCC~~ College Credit Certificate

CIP Number	0252070100
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	Collegiate DECA, FBLA-PBL
SOC Codes (all applicable)	<del>For program SOC codes, please see the CIP to SOC Crosswalk located at</del> <a href="#">Program and Course Tables section of the link CTE Program Resources page linked below.</a>
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

### Purpose

This certificate program is part of the Marketing Management AS degree program (1252140101).

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.

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.

**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 12 credit hours.](#)

When developing the course sequence for the local implementation of this program, select courses that:

- Meet the skill development requirements of the standards and benchmarks of this program.
- Where reasonable and practicable, align with programs offered by your institution or other postsecondary institutions in Florida, including:
  - Related AS and AAS degrees.
  - Baccalaureate degrees within the same career pathway and/or Federal CIP code.

Visit FloridaShines' Discover Programs website to identify other institutions that offer similar programs to review their course sequencing. Where appropriate, course alignment between institutions offering related programs can facilitate interagency student articulation.

Visit FloridaShines' Common Prerequisites Manual to identify courses that are prerequisites for admission into an upper division program. When sub-baccalaureate courses are aligned to the course admissions requirements of baccalaureate programs with the same career pathway, students can enter upper division coursework seamlessly.

## Florida's Career Readiness Skills for CTE Programs

<b><u>Employability Skills</u></b>	
<b><u>01.0</u></b>	<b><u>Apply academic skills to workplace scenarios.</u></b>
	<u>01.01 Use reading skills.</u>
	<u>01.02 Use writing skills.</u>
	<u>01.03 Use mathematical strategies and procedures.</u>
	<u>01.04 Use scientific principles and procedures.</u>
<b><u>02.0</u></b>	<b><u>Design a solution to an industry problem.</u></b>
	<u>02.01 Use critical thinking.</u>
	<u>02.02 Use creativity.</u>
	<u>02.03 Make sound decisions.</u>
	<u>02.04 Solve problems.</u>
	<u>02.05 Reason.</u>
	<u>02.06 Plan and organize.</u>
<b><u>03.0</u></b>	<b><u>Manage resources within an industry project</u></b>
	<u>03.01 Manage time.</u>
	<u>03.02 Manage money or resources.</u>
	<u>03.03 Manage materials.</u>
	<u>03.04 Manage personnel.</u>
<b><u>04.0</u></b>	<b><u>Oversee the subcomponents, operations and output of a technical or organizational system.</u></b>
	<u>04.01 Manage systems.</u>
	<u>04.02 Monitor systems.</u>
	<u>04.03 Improve systems.</u>
<b><u>05.0</u></b>	<b><u>Use information for decision making.</u></b>
	<u>05.01 Locate information.</u>
	<u>05.02 Organize information.</u>
	<u>05.03 Use information.</u>

<a href="#">05.04 Analyze information.</a>
<a href="#">05.05 Communicate information.</a>
<a href="#">06.0 Apply relevant technology to workplace scenarios to aid productivity.</a>
<a href="#">06.01 Use technology.</a>
<a href="#">07.0 Interpret and express interpersonal communication.</a>
<a href="#">07.01 Communicate verbally.</a>
<a href="#">07.02 Listen actively.</a>
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<a href="#">08.0 Interact with others to accomplish workplace goals.</a>
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<a href="#">08.02 Respond to customer needs.</a>
<a href="#">08.03 Exercise leadership.</a>
<a href="#">08.04 Negotiate to resolve conflict.</a>
<a href="#">08.05 Respect others.</a>
<a href="#">09.0 Manage personal behavior to maximize productivity and professional growth.</a>
<a href="#">09.01 Demonstrate responsibility and self-discipline.</a>
<a href="#">09.02 Adapt and show flexibility.</a>
<a href="#">09.03 Work independently.</a>
<a href="#">09.04 Demonstrate a willingness to learn.</a>
<a href="#">09.05 Demonstrate integrity.</a>
<a href="#">09.06 Demonstrate professionalism.</a>
<a href="#">09.07 Take initiative.</a>
<a href="#">09.08 Display positive attitude.</a>
<a href="#">09.09 Take responsibility for professional growth.</a>

**Job Attainment**

10.0 Find, assess and apply to job opportunities.

10.01 Identify online job posts relevant to his or her career aspirations.

10.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.

10.03 Define what information, documentation and writing prompts are required for the positions.

11.0 Communicate personal competence, character and fit for a job opportunity.

11.01 Develop a resume.

11.02 Write a cover letter.

11.03 Curate a professional portfolio that includes work products.

11.04 Prepare for and experience a mock job interview.

12.0 Cultivate and leverage relationships to professionally advance.

12.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.

12.02 Develop a plan to cultivate a professional digital footprint.

12.03 Develop a networking plan for a specific industry of interest.

## **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 and entrepreneurship 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 roles of the manager and the entrepreneur.
- 05.0 Develop a business plan.
- 06.0 Understand when, where and how to obtain technical assistance. (Optional)
- 07.0 Build a marketing plan and strategy.
- 08.0 Finance a new business. (Optional)
- 09.0 Identify and manage potential legal issues. (Optional)
- 10.0 Comply with government regulations. (Optional)
- 11.0 Manage the business.
- 12.0 Maintain business records. (Optional)
- 13.0 Manage finances. (Optional)

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Entrepreneurship  
**CIP Number:** 0252070100  
**Program Length:** 12 credit hours

**This certificate program is part of the Marketing Management AS degree program (1252140101). At the completion of this program, the student will be able to:**

01.0	Demonstrate the human relations skills necessary for success in marketing and entrepreneurship 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 and a better understanding of oneself.
01.03	Exhibit the ability to collaborate with others.
01.04	Develop and demonstrate the unique human relations skills needed for successful entry and progress in the marketing or entrepreneurship occupation selected by the student as a career path.
02.0	Demonstrate the ability to communicate skillfully. The student will be able to:
02.01	Demonstrate proficiency in the effective use of speech and vocabulary.
02.02	Demonstrate the importance of good listening skills.
02.03	Discuss the role communication plays in marketing and entrepreneurship.
02.04	Demonstrate the components of the communication process.
02.05	Demonstrate effective written communication skills.
02.06	Demonstrate oral communication skills.
02.07	Understand how to plan and conduct an in-person meeting using invitations, agenda, follow-up, action items, and minutes. (Optional)
02.08	Demonstrate knowledge of proper methods and understand the tools needed for conducting online meetings.
03.0	Plan sales promotion techniques and procedures for the marketing of products and services. The student will be able to:
03.01	List the purposes of advertising, displays, and public relations.
03.02	Explain the importance of sales promotion.

03.03	Identify various forms of advertising media channels, including social media.
03.04	Demonstrate an understanding of design principles and elements.
03.05	Identify the parts of an advertisement.
03.06	Develop and explain the promotional mix.
03.07	Understand the various types of merchandising concepts, including the sales funnel, and identify the promotional tactics for each phase.
03.08	Prepare an ad layout.
03.09	Evaluate the effectiveness of an ad.
03.10	Apply design principles to analyze and/or create a display.
03.11	Prepare a promotional plan.
04.0	Understand the role of the manager and the entrepreneur. The student will be able to:
04.01	Consider the emotional intelligence and personal qualifications and abilities needed to manage a business.
04.02	Evaluate personal style for decision making, problem solving, and creativity.
04.03	Determine personal style for management, planning, operations, personnel, and public relations.
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 the appropriate organization of a business plan.
05.03	Identify and utilize the steps for developing a business plan.
05.04	Describe the basics of entrepreneurship, envisioning a business, planning, start-up, on-going operations, small business marketing, and growth strategies.
05.05	Understand the idea formation phase of business start-up and the options for owning a business (e.g., acquisition, start-ups, franchises, etc.).
05.06	Understand the basics of small business management, choosing a structure and distribution channels, and 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 for a new or existing business.

06.0	Understand when, where and how to obtain technical assistance. (Optional) The student will be able to:
06.01	Understand when there is a need to obtain internal technical assistance and the procedures for doing so.
06.02	Understand when there is a need to obtain assistance from an outside technical consultant.
07.0	Build a marketing plan and strategy. The student will be able to:
07.01	Demonstrate an understanding of the role of sales in a small business and the 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 the marketing mix for a business.
07.05	Use decision-making tools that aid in evaluating marketing activities.
07.06	Evaluate marketing operations to improve decision-making pertaining to marketing strategy.
07.07	Identify target markets.
08.0	Finance a new business. (Optional) The student will be able to:
08.01	Describe the sources of information available to estimate 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 new business.
08.04	Research and discuss the important elements of loan application packages from multiple funding sources.
08.05	Identify and obtain alternative sources for financing (e.g., angel investors, loans, grants, crowdfunding, etc.).
09.0	Identify and manage potential ethical and legal issues. (Optional) The student will be able to:
09.01	Understand the ethical and legal concerns of marketing, and when to seek legal assistance.
09.02	Identify the desirable and undesirable provisions in leasing vs. owning. (Optional)
09.03	Identify the requirements of a sales contract.
09.04	Identify the components of a contract.

09.05	Determine the needs for the protection of ideas and inventions.
10.0	Comply with government regulations. (Optional) 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 government rules and regulations.
10.04	Identify the regulations that may apply to a business at the local, state, and federal levels.
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 challenges that confront small businesses and ways to address those challenges.
11.05	Describe the various tools and options that support 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 control of the organization.
11.08	Understand the unique aspects 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; focus on understanding core competencies and how to credibly address opportunities with minimal or limited resources.
12.0	Maintain business records. (Optional) The student will be able to:
12.01	Determine who will manage business records; identify how these records will be maintained.
12.02	Describe double-entry bookkeeping.
12.03	Identify the types of accounting management reports and software that will be used in the business.
12.04	Identify the types of software used to document sales, cash receipts, cash disbursements, accounts receivable, accounts payable, payroll, petty cash, inventory, budgets, and other items.
12.05	Evaluate business records for profitability, efficiency, etc.

13.0	Manage finances. (Optional) The student will be able to:
13.01	Understand the importance of financial literacy, budgeting and 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 computer software for financial management.
14.0	Protect the business. (Optional) The student will be able to:
14.01	Prepare policies for a business that will help minimize losses due to theft.
14.02	Determine the <del>possible</del> types, amounts/coverages, and cost of insurance needed by the business.
14.03	Establish control measures to protect the assets of the company.

## Additional Information

### Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Career and Technical Student Organization (CTSO)

~~Florida Collegiate DECA and Florida Future Business Leaders of America Phi Beta Lambda (FBLA-PBL)~~ [CTSOs](#) are ~~the~~ co-curricular career and technical student ~~organization(s)~~ [organizations](#) 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. [-Other CTOS not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.](#)

### Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

**Florida Department of Education  
Curriculum Framework**

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

**CCC College Credit Certificate**

CIP Number	0252140111
Program Type	College Credit Certificate (CCC)
Program Length	30 credit hours
CTSO	Collegiate DECA, PBL
SOC Codes (all applicable)	<a href="#">For program SOC codes</a> , please see the <del>CIP to SOC Crosswalk located at</del> <a href="#">Program and Course Tables section of the link CTE Program Resources page linked</a> below.
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

### **Purpose**

This certificate program is part of the Marketing Management AS degree program (1252140101).

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.

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

**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 30 credit hours.](#)

When developing the course sequence for the local implementation of this program, select courses that:

- Meet the skill development requirements of the standards and benchmarks of this program.
- Where reasonable and practicable, align with programs offered by your institution or other postsecondary institutions in Florida, including:
  - Related AS and AAS degrees.
  - Baccalaureate degrees within the same career pathway and/or Federal CIP code.

Visit FloridaShines' Discover Programs website to identify other institutions that offer similar programs to review their course sequencing. Where appropriate, course alignment between institutions offering related programs can facilitate interagency student articulation.

Visit FloridaShines' Common Prerequisites Manual to identify courses that are prerequisites for admission into an upper division program. When sub-baccalaureate courses are aligned to the course admissions requirements of baccalaureate programs with the same career pathway, students can enter upper division coursework seamlessly.

## Florida's Career Readiness Skills for CTE Programs

<b><u>Employability Skills</u></b>	
<b><u>01.0</u></b>	<b><u>Apply academic skills to workplace scenarios.</u></b>
	<u>01.01 Use reading skills.</u>
	<u>01.02 Use writing skills.</u>
	<u>01.03 Use mathematical strategies and procedures.</u>
	<u>01.04 Use scientific principles and procedures.</u>
<b><u>02.0</u></b>	<b><u>Design a solution to an industry problem.</u></b>
	<u>02.01 Use critical thinking.</u>
	<u>02.02 Use creativity.</u>
	<u>02.03 Make sound decisions.</u>
	<u>02.04 Solve problems.</u>
	<u>02.05 Reason.</u>
	<u>02.06 Plan and organize.</u>
<b><u>03.0</u></b>	<b><u>Manage resources within an industry project</u></b>
	<u>03.01 Manage time.</u>
	<u>03.02 Manage money or resources.</u>
	<u>03.03 Manage materials.</u>
	<u>03.04 Manage personnel.</u>
<b><u>04.0</u></b>	<b><u>Oversee the subcomponents, operations and output of a technical or organizational system.</u></b>
	<u>04.01 Manage systems.</u>
	<u>04.02 Monitor systems.</u>
	<u>04.03 Improve systems.</u>
<b><u>05.0</u></b>	<b><u>Use information for decision making.</u></b>
	<u>05.01 Locate information.</u>
	<u>05.02 Organize information.</u>
	<u>05.03 Use information.</u>

<a href="#">05.04 Analyze information.</a>
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<a href="#">09.07 Take initiative.</a>
<a href="#">09.08 Display positive attitude.</a>
<a href="#">09.09 Take responsibility for professional growth.</a>

**Job Attainment**

10.0 Find, assess and apply to job opportunities.

10.01 Identify online job posts relevant to his or her career aspirations.

10.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.

10.03 Define what information, documentation and writing prompts are required for the positions.

11.0 Communicate personal competence, character and fit for a job opportunity.

11.01 Develop a resume.

11.02 Write a cover letter.

11.03 Curate a professional portfolio that includes work products.

11.04 Prepare for and experience a mock job interview.

12.0 Cultivate and leverage relationships to professionally advance.

12.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.

12.02 Develop a plan to cultivate a professional digital footprint.

12.03 Develop a networking plan for a specific industry of interest.

## **Standards**

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

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

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Marketing Operations  
**CIP Numbers:** 0252140111  
**Program Length:** 30 credit hours

**This certificate program is part of the Marketing Management AS degree program (1252140101). At the completion of this program, the student will be able to:**

01.0 Demonstrate the ability to communicate skillfully. The student will be able to:

01.01 Demonstrate proficiency in the effective use of speech and vocabulary.

01.02 Demonstrate the importance of good listening skills.

01.03 Discuss the role communication plays in marketing and entrepreneurship.

01.04 Demonstrate the components of the communication process.

01.05 Demonstrate effective written communication skills.

01.06 Demonstrate oral communication skills.

01.07 Understand how to plan and conduct an in-person meeting using invitations, agenda, follow-up, action items, and minutes.  
(Optional)

01.08 Demonstrate knowledge of proper methods and understand the tools needed for conducting online meetings.

02.0 Perform merchandising math calculations specific to products and services marketing. The student will be able to:

02.01 Understand basic merchandising math operations and complete problems using various calculations.

02.02 Demonstrate correct procedures for handling basic types of customer sales transactions (e.g., cash, charge, discount, layaway, COD returns).

02.03 Describe the importance and purpose of the POS (Point of Sale) computerized systems in the retail environment.

02.04 Calculate turnover.

02.05 Calculate stock-to-sales ratio.

02.06 Calculate an inventory turnover ratio.

02.07 Demonstrate knowledge of Return On Investment (ROI), churn, etc.

02.08	Calculate markup as a percentage of retail.
02.09	Calculate markdowns on merchandise.
02.10	Calculate open-to-buy.
02.11	Complete an invoice and a purchase order.
02.12	Calculate discount rate, due date, and the amount of payment on an invoice.
02.13	Calculate the amount of merchandise to be recorded utilizing model stocks.
02.14	Calculate minimum stock, maximum stock, and reorder quantities on strong sellers.
03.0	Demonstrate a knowledge of basic economic principles. The student will be able to:
03.01	Explain the impact of marketing in a free enterprise system and the barriers to entering a market.
03.02	List and compare the three major types of economic systems and how they relate to launching a product/brand.
03.03	Identify and discuss economic resources.
03.04	Discuss the role of the consumer in a free enterprise system.
03.05	Define the concept of “supply and demand”.
03.06	Identify current trends, benchmarks, competitors, etc.-that have developed in retailing using business analytical tools (STEEP, SWOT, etc.).
03.07	List the major components of the Gross Domestic Product (GDP).
03.08	Describe the role of prices and their relationship to scarcity.
03.09	Identify the different types of market competition and what it means to be a “price taker” versus a “price maker.”
03.10	Describe the role of costs in production decisions.
03.11	Describe inflation and how it is measured.
04.0	Protect the business. The student will be able to:
04.01	Prepare policies for a business that will help minimize losses due to theft.
04.02	Determine the possible types, amounts/coverages, and cost of insurance needed by the business.
04.03	Establish control measures to protect the assets of the company.

05.0	Demonstrate the human relations skills necessary for success in promotions. The student will be able to:
05.01	Discuss the importance of such interpersonal skills as punctuality, initiative, courtesy, loyalty, and honesty.
05.02	Discuss the importance of being able to work cooperatively with others.
05.03	Discuss the role of networking in marketing.
05.04	Explain the importance of good human relations skills.
05.05	Outline the steps in effective problem-solving and decision-making.
06.0	Demonstrate knowledge of the principles of promotion. The student will be able to:
06.01	Define promotion.
06.02	State the purposes of promotion.
06.03	Explain the importance of promotion in a free enterprise system.
06.04	Explain the role of promotion in marketing.
06.05	List and define the elements of the promotional mix.
06.06	List factors that can affect the promotional mix.
06.07	List the purposes of sales promotion.
06.08	Discuss the limitations of sales promotion.
07.0	Demonstrate knowledge of advertising. The student will be able to:
07.01	Explain the role of advertising in the promotional mix.
07.02	Describe how advertising creates demand.
07.03	Discuss the importance of identifying the "market".
07.04	Recall the market classifications of advertising.
07.05	Identify the parts of a written advertisement.
07.06	Prepare a written ad layout.
07.07	Identify various forms of advertising media.

07.08	Evaluate and select the proper channels for the advertising message.
07.09	Evaluate marketing operations to improve decision-making pertaining to marketing and sales strategy. (Optional)
08.0	Demonstrate knowledge of display design. The student will be able to:
08.01	Identify and describe the elements of display design.
08.02	Name and describe the principles of display design.
08.03	Identify various sources of display options. (Optional)
08.04	Explain the ways color affects customer buying decisions.
08.05	Name the "appeals" that should be considered when selecting merchandise for display.
08.06	List the objectives of display.
08.07	List the steps involved in planning and setting up a display. (Optional)
08.08	Define: display requisition, display planning calendar, display planning budget, functional prop, and decorative prop.
08.09	List the factors to consider when evaluating a completed display.
08.10	Explain the difference between promotional displays and institutional displays.
09.0	Demonstrate knowledge of public relations. The student will be able to:
09.01	Define public relations.
09.02	List the objective of public relations.
09.03	Identify the groups that a public relations campaign is designed to reach.
10.0	Demonstrate knowledge of personal selling. The student will be able to:
10.01	State the importance of personal selling skills as a retail function.
10.02	Define and state the essentials of a sales presentation.
10.03	Identify the steps of the selling process.
10.04	Explain the purpose of the pre-approach.
10.05	List and explain the various approach categories.

10.06	Explain how listening, questioning, and observation skills can help the salesperson determine wants and needs.
10.07	Explain the importance of the demonstration.
10.08	Analyze the major types of customer objections; identify the techniques to overcome each type of objection.
10.09	Identify the natural process involved in closing a sale.
10.10	Explain various techniques for closing a sale.
10.11	Define and explain suggestive selling.
10.12	Demonstrate an understanding of the role of sales in a small business and the tools and options to maximize the impact of personal selling.
11.0	Demonstrate knowledge of management functions. The student will be able to:
11.01	Explain the importance of good human relations skills in managing personnel.
11.02	Identify the qualities of a good leader.
11.03	Understand the functions of management.
11.04	Describe how the work of a manager differs from that of other employees.
11.05	Identify the basic elements to be considered in organizing work.
11.06	Describe the importance of assigning duties, delegating authority, and evaluating the completed work.
12.0	Demonstrate an understanding of entrepreneurship. The student will be able to:
12.01	Define entrepreneurship.
12.02	Describe the importance of entrepreneurship to the American economy.
12.03	List the advantages and disadvantages of business ownership.
12.04	Identify the risks involved in business ownership.
12.05	Identify the necessary personal characteristics of a successful entrepreneur.
12.06	Identify the business skills needed to operate a small business efficiently and effectively.
12.07	Utilize innovation to create and develop new products and services.
13.0	Demonstrate knowledge of business-to-business marketing. The student will be able to:

13.01 Investigate the activities involved in selling goods and services to a business.

13.02 Understand the process of selling goods and services to a business.

## Additional Information

### Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Career and Technical Student Organization (CTSO)

~~Collegiate DECA and Phi Beta Lambda (PBL)~~ CTSOs are ~~the~~ co-curricular career and technical student ~~organization(s)~~ organizations 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. -Other CTOS not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

### Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Florida Department of Education  
Curriculum Framework

**Program Title:** Digital Marketing Management  
**Career Cluster:** Marketing, Sales and Service

**CCC College Credit Certificate**

CIP Number	0252140112
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	Collegiate DECA, PBL
SOC Codes (all applicable)	<del>For program SOC codes, please see the CIP to SOC Crosswalk located at</del> <a href="#">Program and Course Tables section of the link CTE Program Resources page linked</a> below.
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

### Purpose

This certificate program is part of the Marketing Management AS degree program (1252140101).

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.

### Program Structure

This program is a planned sequence of instruction consisting of 12 credit hours.

When developing the course sequence for the local implementation of this program, select courses that:

- Meet the skill development requirements of the standards and benchmarks of this program.
- Where reasonable and practicable, align with programs offered by your institution or other postsecondary institutions in Florida, including:

- Related AS and AAS degrees.
- Baccalaureate degrees within the same career pathway and/or Federal CIP code.

Visit FloridaShines' Discover Programs website to identify other institutions that offer similar programs to review their course sequencing. Where appropriate, course alignment between institutions offering related programs can facilitate interagency student articulation.

Visit FloridaShines' Common Prerequisites Manual to identify courses that are prerequisites for admission into an upper division program. When sub-baccalaureate courses are aligned to the course admissions requirements of baccalaureate programs with the same career pathway, students can enter upper division coursework seamlessly.

## Florida's Career Readiness Skills for CTE Programs

<b><u>Employability Skills</u></b>	
<b><u>01.0</u></b>	<b><u>Apply academic skills to workplace scenarios.</u></b>
	<u>01.01 Use reading skills.</u>
	<u>01.02 Use writing skills.</u>
	<u>01.03 Use mathematical strategies and procedures.</u>
	<u>01.04 Use scientific principles and procedures.</u>
<b><u>02.0</u></b>	<b><u>Design a solution to an industry problem.</u></b>
	<u>02.01 Use critical thinking.</u>
	<u>02.02 Use creativity.</u>
	<u>02.03 Make sound decisions.</u>
	<u>02.04 Solve problems.</u>
	<u>02.05 Reason.</u>
	<u>02.06 Plan and organize.</u>
<b><u>03.0</u></b>	<b><u>Manage resources within an industry project</u></b>
	<u>03.01 Manage time.</u>
	<u>03.02 Manage money or resources.</u>
	<u>03.03 Manage materials.</u>
	<u>03.04 Manage personnel.</u>
<b><u>04.0</u></b>	<b><u>Oversee the subcomponents, operations and output of a technical or organizational system.</u></b>
	<u>04.01 Manage systems.</u>
	<u>04.02 Monitor systems.</u>
	<u>04.03 Improve systems.</u>
<b><u>05.0</u></b>	<b><u>Use information for decision making.</u></b>
	<u>05.01 Locate information.</u>
	<u>05.02 Organize information.</u>
	<u>05.03 Use information.</u>

<a href="#">05.04 Analyze information.</a>
<a href="#">05.05 Communicate information.</a>
<a href="#">06.0 Apply relevant technology to workplace scenarios to aid productivity.</a>
<a href="#">06.01 Use technology.</a>
<a href="#">07.0 Interpret and express interpersonal communication.</a>
<a href="#">07.01 Communicate verbally.</a>
<a href="#">07.02 Listen actively.</a>
<a href="#">07.03 Comprehend written material.</a>
<a href="#">07.04 Convey information in writing.</a>
<a href="#">07.05 Communicate nonverbally.</a>
<a href="#">07.06 Interpret nonverbal communication.</a>
<a href="#">08.0 Interact with others to accomplish workplace goals.</a>
<a href="#">08.01 Collaborate with others in a team.</a>
<a href="#">08.02 Respond to customer needs.</a>
<a href="#">08.03 Exercise leadership.</a>
<a href="#">08.04 Negotiate to resolve conflict.</a>
<a href="#">08.05 Respect others.</a>
<a href="#">09.0 Manage personal behavior to maximize productivity and professional growth.</a>
<a href="#">09.01 Demonstrate responsibility and self-discipline.</a>
<a href="#">09.02 Adapt and show flexibility.</a>
<a href="#">09.03 Work independently.</a>
<a href="#">09.04 Demonstrate a willingness to learn.</a>
<a href="#">09.05 Demonstrate integrity.</a>
<a href="#">09.06 Demonstrate professionalism.</a>
<a href="#">09.07 Take initiative.</a>
<a href="#">09.08 Display positive attitude.</a>
<a href="#">09.09 Take responsibility for professional growth.</a>

**Job Attainment**

10.0 Find, assess and apply to job opportunities.

10.01 Identify online job posts relevant to his or her career aspirations.

10.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.

10.03 Define what information, documentation and writing prompts are required for the positions.

11.0 Communicate personal competence, character and fit for a job opportunity.

11.01 Develop a resume.

11.02 Write a cover letter.

11.03 Curate a professional portfolio that includes work products.

11.04 Prepare for and experience a mock job interview.

12.0 Cultivate and leverage relationships to professionally advance.

12.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.

12.02 Develop a plan to cultivate a professional digital footprint.

12.03 Develop a networking plan for a specific industry of interest.

## **Standards**

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

- 01.0 Utilize effective selling techniques and procedures for the marketing of products and services.
- 02.0 Demonstrate the ability to communicate skillfully.
- 03.0 Build a marketing plan and strategy.
- 04.0 Demonstrate proficiency in the utilization of software appropriate to marketing.
- 05.0 Identify the uses of technology in marketing.
- 06.0 Manage a digital marketing campaign.
- 07.0 Demonstrate knowledge of the principles of promotion.
- 08.0 Demonstrate knowledge of advertising.
- 09.0 Demonstrate knowledge of display design.
- 10.0 Utilize digital tools, social networks and a variety of media to create awareness and promote products and services to consumers and businesses.
- 11.0 Determine the global and multicultural aspects of marketing.

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Digital Marketing Management  
**CIP Number:** 0252140112  
**Program Length:** 12 credit hours

**This certificate program is part of the Marketing Management AS degree program (1252140101). At the completion of this program, the student will be able to:**

01.0	Utilize effective selling techniques and procedures for the marketing of products and services. The student will be able to:
01.01	Explain and define personal and non-personal selling.
01.02	Consider the ethical and legal aspects of personal selling.
01.03	Conduct a case study analysis.
01.04	Demonstrate the steps of a sale.
01.05	Recognize consumer buying motives.
01.06	Identify the types of consumer behavior.
01.07	Identify various types of customer approaches (e.g., greeting, merchandise, service, etc.).
01.08	Identify techniques for handling different customer types (e.g., the casual looker, the loyal customer, the discount customer, the undecided customer, etc.).
01.09	Develop a written feature-benefit review sheet for a product, as part of a competitive analysis.
01.10	Develop an effective sales presentation.
01.11	Observe, evaluate, and critique a sales demonstration.
01.12	Understand the basic personality types of buyers/consumers and of business owners/decision-makers.
02.0	Demonstrate the ability to communicate skillfully. The student will be able to:
02.01	Demonstrate proficiency in the effective use of speech and vocabulary.
02.02	Demonstrate the importance of good listening skills.
02.03	Discuss the role communication plays in marketing and entrepreneurship.

02.04	Demonstrate the components of the communication process.
02.05	Demonstrate effective written communication skills.
02.06	Demonstrate oral communication skills.
02.07	Understand how to plan and conduct an in-person meeting using invitations, agenda, follow-up, action items, and minutes. (Optional)
02.08	Demonstrate knowledge of proper methods and understand the tools needed for conducting online meetings.
03.0	Build a marketing plan and strategy. The student will be able to:
03.01	Demonstrate an understanding of the role of sales in a small business and the tools and options to maximize the impact of personal selling.
03.02	Understand the role of sales, the pervasive nature of selling activity in a small business, and the steps that comprise the sales process.
03.03	Demonstrate the importance of maintaining and enhancing the customer relationship post-sale.
03.04	Develop and modify the marketing mix for a business.
03.05	Use decision-making tools that aid in evaluating marketing activities.
03.06	Evaluate marketing operations to improve decision-making pertaining to marketing strategy.
03.07	Identify target markets.
04.0	Demonstrate proficiency in the utilization of software appropriate to marketing. The student will be able to:
04.01	Demonstrate proficiency of software being utilized.
04.02	Demonstrate merchandising math/spreadsheet skills (e.g., for stock turnover, mark-up, mark-down, open-to-buy, pricing invoice, etc.).
04.03	Demonstrate marketing spreadsheet data entry and output procedures.
04.04	Demonstrate decision-making skills pertaining to marketing spreadsheet data.
05.0	Identify the uses of technology in marketing. The student will be able to:
05.01	Understand the importance of the Internet and application software for marketing purposes.
05.02	Utilize software to create a career/industry-related document.
05.03	Understand the importance of spreadsheet software to enhance marketing decision-making skills.

05.04	Utilize integrated software applications, including dashboard and visualization programs, to generate marketing reports, provide insights and solve marketing problems.
05.05	Identify technology appropriate for marketing functions and practices.
05.06	Select and use a variety of resources, information services, other applications, etc., to create, revise, and verify marketing information.
06.0	Manage a digital marketing campaign. The student will be able to:
06.01	Research and utilize the best platforms for digital marketing the particular product and/or service.
06.02	Determine methods for promoting a universal resource locator (URL).
06.03	Determine appropriate search engines for listing a URL.
06.04	Determine methods to register with a selected search engine.
06.05	Discuss software tools and strategies for improving visibility in search engines.
06.06	Establish and maintain links with other sites and social media platforms.
06.07	Discuss viability of banner advertising.
06.08	Determine software tools and methods to generate hit analysis data.
06.09	Calculate and analyze site effectiveness.
06.10	Compose updates based on analysis results.
06.11	Publicize digital marketing through traditional (non-Internet) means.
06.12	Understand organic and non-organic searches and SEO.
06.13	Express the importance of establishing customer service guidelines.
06.14	Discuss <i>keywords</i> versus <i>key phrases</i> and the benefits of each type.
06.15	Understand the concept of meta tags and why they are important to the marketing of a website.
06.16	Establish methods to incorporate target market keywords into meta tags.
06.17	Understand and utilize various social media platforms to market a business.
07.0	Demonstrate knowledge of the principles of promotion. The student will be able to:

07.01	Define promotion.
07.02	State the purposes of promotion.
07.03	Explain the importance of promotion in a free enterprise system.
07.04	Explain the role of promotion in marketing.
07.05	List and define the elements of the promotional mix.
07.06	List factors that can affect the promotional mix.
07.07	List the purposes of sales promotion.
08.0	Demonstrate knowledge of advertising. The student will be able to:
08.01	Explain the role of advertising in the promotional mix.
08.02	Describe how advertising creates demand.
08.03	Discuss the importance of identifying the "market".
08.04	Recall the market classifications of advertising.
08.05	Identify the parts of a written advertisement.
08.06	Prepare a written ad layout.
08.07	Identify various forms of advertising media.
08.08	Evaluate and select the proper channels for the advertising message.
08.09	Evaluate marketing operations to improve decision-making pertaining to marketing and sales strategy. (Optional)
09.0	Demonstrate knowledge of display design. The student will be able to:
09.01	Identify and describe the elements of display design.
09.02	Name and describe the principles of display design.
09.03	Identify various sources of display options. (Optional)
09.04	Explain the ways color affects customer buying decisions.
09.05	Name the "appeals" that should be considered when selecting merchandise for display.

09.06	List the objectives of display.
09.07	List the steps involved in planning and setting up a display. (Optional)
09.08	Define: display requisition, display planning calendar, display planning budget, functional prop, and decorative prop.
09.09	List the factors to consider when evaluating a completed display.
09.10	Explain the difference between promotional displays and institutional displays.
10.0	Utilize digital tools, social networks, and a variety of media to create awareness and promote products and services to consumers and businesses. The student will be able to:
10.01	Demonstrate knowledge of the pervasiveness of technology; analyze the technologies that can be used to reach prospects, convert them into customers, and sustain and grow those customer relationships.
10.02	Demonstrate knowledge of how to plan and develop a marketing information system.
10.03	Demonstrate knowledge of how to plan and develop digital promotional strategies and tactics.
10.04	Demonstrate knowledge of marketing processes that leverage the Internet.
10.05	Demonstrate knowledge of the website development process (e.g., the design, needs determination, purpose statement).
10.06	Demonstrate knowledge of the importance of CRM.
10.07	Demonstrate the knowledge required to integrate digital marketing with face-to-face marketing.
11.0	Determine the global and multicultural aspects of marketing. The student will be able to:
11.01	Demonstrate an understanding of global cultures and the impact of culture on marketing strategies.
11.02	Demonstrate knowledge of multicultural marketing.
11.03	Analyze the impact of multicultural marketing.

## Additional Information

### Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Career and Technical Student Organization (CTSO)

~~Collegiate DECA and Phi Beta Lambda (PBL)~~ CTSOs are ~~the~~ co-curricular career and technical student ~~organization(s)~~ organizations 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. Other CTSOs not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

### Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Florida Department of Education  
Curriculum Framework

**Program Title:** Digital Marketing Strategy  
**Career Cluster:** Marketing, Sales & Service

<b>CCC College Credit Certificate</b>	
CIP Number	0252140400
Program Type	College Credit Certificate (CCC)
Program Length	18 credit hours
CTSO	Collegiate DECA, FBLA-PBL
SOC Codes (all applicable)	<del>For program SOC codes, please see the CIP to SOC Crosswalk located at</del> <a href="#">Program and Course Tables section of the link CTE Program Resources page linked</a> below.
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

### Purpose

This certificate program is part of the Marketing Management AS degree program (1252140101).

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.

### Program Structure

This program is a planned sequence of instruction consisting 18 credit hours.

When developing the course sequence for the local implementation of this program, select courses that:

- Meet the skill development requirements of the standards and benchmarks of this program.
- Where reasonable and practicable, align with programs offered by your institution or other postsecondary institutions in Florida, including:

- Related AS and AAS degrees.
- Baccalaureate degrees within the same career pathway and/or Federal CIP code.

Visit FloridaShines' Discover Programs website to identify other institutions that offer similar programs to review their course sequencing. Where appropriate, course alignment between institutions offering related programs can facilitate interagency student articulation.

Visit FloridaShines' Common Prerequisites Manual to identify courses that are prerequisites for admission into an upper division program. When sub-baccalaureate courses are aligned to the course admissions requirements of baccalaureate programs with the same career pathway, students can enter upper division coursework seamlessly.

## Florida's Career Readiness Skills for CTE Programs

<b><u>Employability Skills</u></b>	
<b><u>01.0</u></b>	<b><u>Apply academic skills to workplace scenarios.</u></b>
	<u>01.01 Use reading skills.</u>
	<u>01.02 Use writing skills.</u>
	<u>01.03 Use mathematical strategies and procedures.</u>
	<u>01.04 Use scientific principles and procedures.</u>
<b><u>02.0</u></b>	<b><u>Design a solution to an industry problem.</u></b>
	<u>02.01 Use critical thinking.</u>
	<u>02.02 Use creativity.</u>
	<u>02.03 Make sound decisions.</u>
	<u>02.04 Solve problems.</u>
	<u>02.05 Reason.</u>
	<u>02.06 Plan and organize.</u>
<b><u>03.0</u></b>	<b><u>Manage resources within an industry project</u></b>
	<u>03.01 Manage time.</u>
	<u>03.02 Manage money or resources.</u>
	<u>03.03 Manage materials.</u>
	<u>03.04 Manage personnel.</u>
<b><u>04.0</u></b>	<b><u>Oversee the subcomponents, operations and output of a technical or organizational system.</u></b>
	<u>04.01 Manage systems.</u>
	<u>04.02 Monitor systems.</u>
	<u>04.03 Improve systems.</u>
<b><u>05.0</u></b>	<b><u>Use information for decision making.</u></b>
	<u>05.01 Locate information.</u>
	<u>05.02 Organize information.</u>
	<u>05.03 Use information.</u>

<a href="#">05.04 Analyze information.</a>
<a href="#">05.05 Communicate information.</a>
<a href="#">06.0 Apply relevant technology to workplace scenarios to aid productivity.</a>
<a href="#">06.01 Use technology.</a>
<a href="#">07.0 Interpret and express interpersonal communication.</a>
<a href="#">07.01 Communicate verbally.</a>
<a href="#">07.02 Listen actively.</a>
<a href="#">07.03 Comprehend written material.</a>
<a href="#">07.04 Convey information in writing.</a>
<a href="#">07.05 Communicate nonverbally.</a>
<a href="#">07.06 Interpret nonverbal communication.</a>
<a href="#">08.0 Interact with others to accomplish workplace goals.</a>
<a href="#">08.01 Collaborate with others in a team.</a>
<a href="#">08.02 Respond to customer needs.</a>
<a href="#">08.03 Exercise leadership.</a>
<a href="#">08.04 Negotiate to resolve conflict.</a>
<a href="#">08.05 Respect others.</a>
<a href="#">09.0 Manage personal behavior to maximize productivity and professional growth.</a>
<a href="#">09.01 Demonstrate responsibility and self-discipline.</a>
<a href="#">09.02 Adapt and show flexibility.</a>
<a href="#">09.03 Work independently.</a>
<a href="#">09.04 Demonstrate a willingness to learn.</a>
<a href="#">09.05 Demonstrate integrity.</a>
<a href="#">09.06 Demonstrate professionalism.</a>
<a href="#">09.07 Take initiative.</a>
<a href="#">09.08 Display positive attitude.</a>
<a href="#">09.09 Take responsibility for professional growth.</a>

**Job Attainment**

10.0 Find, assess and apply to job opportunities.

10.01 Identify online job posts relevant to his or her career aspirations.

10.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.

10.03 Define what information, documentation and writing prompts are required for the positions.

11.0 Communicate personal competence, character and fit for a job opportunity.

11.01 Develop a resume.

11.02 Write a cover letter.

11.03 Curate a professional portfolio that includes work products.

11.04 Prepare for and experience a mock job interview.

12.0 Cultivate and leverage relationships to professionally advance.

12.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.

12.02 Develop a plan to cultivate a professional digital footprint.

12.03 Develop a networking plan for a specific industry of interest.

## **Standards**

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

- 01.0 Demonstrate the ability to communicate skillfully.
- 02.0 Utilize effective selling techniques and procedures for the marketing of products and services.
- 03.0 Plan sales promotion techniques and procedures for the marketing of products and services.
- 04.0 Demonstrate knowledge and application of product and service technology.
- 05.0 Build a marketing plan and strategy.
- 06.0 Identify and manage potential ethical and legal issues.
- 07.0 Promote the business.
- 08.0 Manage sales.
- 09.0 Identify the uses of technology in marketing.
- 10.0 Understand how to design a marketing-oriented website.
- 11.0 Identify and implement marketing support activities.
- 12.0 Manage a digital marketing campaign.
- 13.0 Demonstrate knowledge of the principles of promotion.
- 14.0 Demonstrate knowledge of advertising.
- 15.0 Demonstrate knowledge of public relations.
- 16.0 Demonstrate knowledge of personal selling.
- 17.0 Utilize digital tools, social networks and a variety of media to create awareness and promote products and services to consumers and businesses.
- 18.0 Determine the global and multicultural aspects of marketing.
- 19.0 Demonstrate knowledge of business-to-business marketing.

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Digital Marketing Strategy  
**CIP Number:** 0252140400  
**Program Length:** 18 credit hours

**This certificate program is part of the Marketing Management AS degree program (1252140101). At the completion of this program, the student will be able to:**

01.0 Demonstrate the ability to communicate skillfully. The student will be able to:

01.01 Demonstrate proficiency in the effective use of speech and vocabulary.

01.02 Demonstrate the importance of good listening skills.

01.03 Discuss the role communication plays in marketing and entrepreneurship.

01.04 Demonstrate the components of the communication process.

01.05 Demonstrate effective written communication skills.

01.06 Demonstrate oral communication skills.

01.07 Understand how to plan and conduct an in-person meeting using invitations, agenda, follow-up, action items, and minutes.  
(Optional)

01.08 Demonstrate knowledge of proper methods and understand the tools needed for conducting online meetings.

02.0 Utilize effective selling techniques and procedures for the marketing of products and services. The student will be able to:

02.01 Explain the difference between personal and non-personal selling.

02.02 Consider the ethical and legal aspects of personal selling.

02.03 Conduct a case study analysis.

02.04 Demonstrate the steps of a sale.

02.05 Recognize consumer-buying motives.

02.06 Identify the types of consumer behavior.

02.07 Identify various types of customer approaches (e.g., greeting, merchandise, service, etc.).

02.08	Identify techniques for handling different customer types (e.g., the casual looker, the loyal customer, the discount customer, the undecided customer, etc.).
03.0	Plan sales promotion techniques and procedures for the marketing of products and services. The student will be able to:
03.01	List the purposes of advertising, displays, and public relations.
03.02	Explain the importance of sales promotion.
03.03	Identify various forms of advertising media channels, including social media.
03.04	Demonstrate an understanding of design principles and elements.
03.05	Identify the parts of an advertisement.
03.06	Develop and explain the promotional mix.
03.07	Understand the various types of merchandising concepts, including the sales funnel, and identify the promotional tactics for each phase.
03.08	Prepare an ad layout.
03.09	Evaluate the effectiveness of an ad.
03.10	Apply design principles to analyze and/or create a display.
03.11	Prepare a promotional plan.
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.
05.0	Build a marketing plan and strategy. The student will be able to:
05.01	Demonstrate an understanding of the role of sales in a business and the tools and options to maximize the impact of personal selling.
05.02	Understand the role of sales, the pervasive nature of selling activity in a small business, and the steps that comprise the sales process.
05.03	Demonstrate the importance of maintaining and enhancing the customer relationship post-sale.
05.04	Develop and modify the marketing mix for a business.
05.05	Use decision-making tools that aid in evaluating marketing activities.

05.06	Evaluate marketing operations to improve decision-making pertaining to marketing strategy.
05.07	Identify target markets.
06.0	Identify and manage potential ethical and legal issues. The student will be able to:
06.01	Understand the ethical and legal concerns of marketing, and when to seek legal assistance.
06.02	Determine the needs for the protection of ideas and inventions.
07.0	Promote the business. The student will be able to:
07.01	Create a promotional plan.
07.02	Describe the techniques used to prepare advertising and promotion.
07.03	Analyze competitive promotional activities.
07.04	Evaluate promotional effectiveness.
08.0	Manage sales. The student will be able to:
08.01	Develop a sales plan for the business.
08.02	Develop policies and procedures for serving customers.
09.0	Identify the uses of technology in marketing. The student will be able to:
09.01	Understand the importance of the Internet and application software for marketing purposes.
09.02	Utilize software to create career/industry-related documents.
09.03	Understand the importance of spreadsheet software to enhance marketing decision-making skills.
09.04	Utilize integrated software applications, including dashboard and visualization programs, to generate marketing reports, provide insights and solve marketing problems.
09.05	Select and use a variety of resources, information services, other applications, etc., to create, revise, and verify marketing information.
10.0	Understand how to design a marketing-oriented website. The student will be able to:
10.01	Develop and test-market a storyboard for the message.
10.02	Design text and corresponding multimedia elements required by a storyboard.

10.03	Understand how to create engaging website content.
10.04	Analyze and understand various digital solutions [e.g., shopping cart, order entry systems, smart cards, secure credit card services, establishing Customer Relationship Management (CRM), implementing security, etc.], what the best options might be and the steps to implement them.
11.0	Identify and implement marketing support activities. The student will be able to:
11.01	Identify the role of websites in the marketing mix.
11.02	Develop a potential customer database.
11.03	Identify products or services appropriate for push technology advertising.
11.04	Create a linking strategy, identify sites to include in the strategy, and determine associated costs.
11.05	Identify processes to improve SEO (search engine optimization).
11.06	Establish the means to identify the customer base and marketing profile.
12.0	Manage a digital marketing campaign. The student will be able to:
12.01	Research and utilize the best platforms for digital marketing the particular product and/or service.
12.02	Determine methods for promoting a universal resource locator (URL).
12.03	Determine appropriate search engines for listing a URL.
12.04	Determine methods to register with a selected search engine.
12.05	Discuss software tools and strategies for improving visibility in search engines.
12.06	Establish and maintain links with other sites and social media platforms.
12.07	Discuss viability of banner advertising.
12.08	Determine software tools and methods to generate hit analysis data.
12.09	Calculate and analyze site effectiveness.
12.10	Compose updates based on analysis results.
12.11	Publicize digital marketing through traditional (non-Internet) means.
12.12	Understand organic and non-organic searches and SEO.

12.13	Express the importance of establishing customer service guidelines.
12.14	Discuss <i>keywords</i> versus <i>key phrases</i> and the benefits of each type.
12.15	Understand the concept of meta tags and why they are important to the marketing of a website.
12.16	Establish methods to incorporate target market keywords into meta tags.
12.17	Understand and utilize various social media platforms to market a business.
13.0	Demonstrate knowledge of the principles of promotion. The student will be able to:
13.01	Define promotion.
13.02	State the purposes of promotion.
13.03	Explain the importance of promotion in a free enterprise system.
13.04	Explain the role of promotion in marketing.
13.05	List and define the elements of the promotional mix.
13.06	List factors that can affect the promotional mix.
13.07	List the purposes of sales promotion.
13.08	Discuss the limitations of sales promotion.
14.0	Demonstrate knowledge of advertising. The student will be able to:
14.01	Explain the role of advertising in the promotional mix.
14.02	Describe how advertising creates demand.
14.03	Discuss the importance of identifying the "market".
14.04	Recall the market classifications of advertising.
14.05	Identify the parts of a written advertisement.
14.06	Prepare a written ad layout.
14.07	Identify various forms of advertising media.
14.08	Evaluate and select the proper channels for the advertising message.

14.09	Evaluate marketing operations to improve decision-making pertaining to marketing and sales strategy. (Optional)
15.0	Demonstrate knowledge of public relations. The student will be able to:
15.01	Define public relations.
15.02	List the objective of public relations.
15.03	Identify the groups that a public relations campaign is designed to reach.
16.0	Demonstrate knowledge of personal selling. The student will be able to:
16.01	State the importance of personal selling skills as a retail function.
16.02	Define and state the essentials of a sales presentation.
16.03	Identify the steps of the selling process.
16.04	List and explain the various approach categories.
16.05	Explain how listening, questioning, and observation skills can help the salesperson determine wants and needs.
16.06	Explain the importance of the demonstration.
16.07	Analyze the major types of customer objections; identify the techniques to overcome each type of objection.
16.08	Identify the natural process involved in closing a sale.
16.09	Explain various techniques for closing a sale.
16.10	Define and explain suggestive selling.
16.11	Demonstrate an understanding of the role of sales in a small business and the tools and options to maximize the impact of personal selling.
17.0	Utilize digital tools, social networks, and a variety of media to create awareness and promote products and services to consumers and businesses. The student will be able to:
17.01	Demonstrate knowledge of the pervasiveness of technology; analyze the technologies that can be used to reach prospects, convert them into customers, and sustain and grow those customer relationships.
17.02	Demonstrate knowledge of how to plan and develop digital promotional strategies and tactics.
17.03	Demonstrate knowledge of marketing processes that leverage the Internet.
17.04	Demonstrate knowledge of the website development process (e.g., the design, needs determination, purpose statement).

17.05	Demonstrate knowledge of the importance of CRM.
17.06	Demonstrate the knowledge required to integrate digital marketing with face-to-face marketing.
18.0	Determine the global and multicultural aspects of marketing. The student will be able to:
18.01	Demonstrate an understanding of global cultures and the impact of culture on marketing strategies.
18.02	Demonstrate knowledge of multicultural marketing.
18.03	Analyze the impact of multicultural marketing.
19.0	Demonstrate knowledge of business-to-business marketing. The student will be able to:
19.01	Investigate the activities involved in selling goods and services to a business.
19.02	Understand the process of selling goods and services to a business.

## Additional Information

### Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Career and Technical Student Organization (CTSO)

~~Florida Collegiate DECA and Florida Future Business Leaders of America Phi Beta Lambda (FBLA-PBL)~~ [CTSOs](#) are ~~the~~ co-curricular career and technical student ~~organization(s)~~ [organizations](#) 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. [Other CTOS not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.](#)

### Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Florida Department of Education  
Curriculum Framework

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

**CCC College Credit Certificate**

CIP Number	0252180400
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	Collegiate DECA, PBL
SOC Codes (all applicable)	<del>For program SOC codes, please see the CIP to SOC Crosswalk located at</del> <a href="#">Program and Course Tables section of the link CTE Program Resources page linked</a> below.
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

### Purpose

This certificate program is part of the Marketing Management AS degree program (1252140101).

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 & 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 content includes but is not limited to the fundamental knowledge of Customer Relationship Management (CRM) software, effective selling foundations (understanding and initiating buyer/customer relationships/prospecting), and expectations in sales environments.

**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 12 credit hours.

When developing the course sequence for the local implementation of this program, select courses that:

- Meet the skill development requirements of the standards and benchmarks of this program.
- Where reasonable and practicable, align with programs offered by your institution or other postsecondary institutions in Florida, including:
  - Related AS and AAS degrees.
  - Baccalaureate degrees within the same career pathway and/or Federal CIP code.

Visit FloridaShines' Discover Programs website to identify other institutions that offer similar programs to review their course sequencing. Where appropriate, course alignment between institutions offering related programs can facilitate interagency student articulation.

Visit FloridaShines' Common Prerequisites Manual to identify courses that are prerequisites for admission into an upper division program. When sub-baccalaureate courses are aligned to the course admissions requirements of baccalaureate programs with the same career pathway, students can enter upper division coursework seamlessly.

## Florida's Career Readiness Skills for CTE Programs

<b><u>Employability Skills</u></b>	
<b><u>01.0</u></b>	<b><u>Apply academic skills to workplace scenarios.</u></b>
	<u>01.01 Use reading skills.</u>
	<u>01.02 Use writing skills.</u>
	<u>01.03 Use mathematical strategies and procedures.</u>
	<u>01.04 Use scientific principles and procedures.</u>
<b><u>02.0</u></b>	<b><u>Design a solution to an industry problem.</u></b>
	<u>02.01 Use critical thinking.</u>
	<u>02.02 Use creativity.</u>
	<u>02.03 Make sound decisions.</u>
	<u>02.04 Solve problems.</u>
	<u>02.05 Reason.</u>
	<u>02.06 Plan and organize.</u>
<b><u>03.0</u></b>	<b><u>Manage resources within an industry project</u></b>
	<u>03.01 Manage time.</u>
	<u>03.02 Manage money or resources.</u>
	<u>03.03 Manage materials.</u>
	<u>03.04 Manage personnel.</u>
<b><u>04.0</u></b>	<b><u>Oversee the subcomponents, operations and output of a technical or organizational system.</u></b>
	<u>04.01 Manage systems.</u>
	<u>04.02 Monitor systems.</u>
	<u>04.03 Improve systems.</u>
<b><u>05.0</u></b>	<b><u>Use information for decision making.</u></b>
	<u>05.01 Locate information.</u>
	<u>05.02 Organize information.</u>
	<u>05.03 Use information.</u>

<a href="#">05.04 Analyze information.</a>
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<a href="#">09.03 Work independently.</a>
<a href="#">09.04 Demonstrate a willingness to learn.</a>
<a href="#">09.05 Demonstrate integrity.</a>
<a href="#">09.06 Demonstrate professionalism.</a>
<a href="#">09.07 Take initiative.</a>
<a href="#">09.08 Display positive attitude.</a>
<a href="#">09.09 Take responsibility for professional growth.</a>

**Job Attainment**

10.0 Find, assess and apply to job opportunities.

10.01 Identify online job posts relevant to his or her career aspirations.

10.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.

10.03 Define what information, documentation and writing prompts are required for the positions.

11.0 Communicate personal competence, character and fit for a job opportunity.

11.01 Develop a resume.

11.02 Write a cover letter.

11.03 Curate a professional portfolio that includes work products.

11.04 Prepare for and experience a mock job interview.

12.0 Cultivate and leverage relationships to professionally advance.

12.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.

12.02 Develop a plan to cultivate a professional digital footprint.

12.03 Develop a networking plan for a specific industry of interest.

## **Standards**

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

- 01.0 Demonstrate the ability to communicate skillfully.
- 02.0 Utilize effective selling techniques and procedures for the marketing of products and services.
- 03.0 Demonstrate knowledge of personal selling.
- 04.0 Utilize digital tools, social networks, and a variety of media to create awareness and promote products and services to consumers and businesses.
- 05.0 Demonstrate knowledge of business-to-business marketing.

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Sales and Customer Management  
**CIP Number:** 0252180400  
**Program Length:** 12 credit hours

**This certificate program is part of the Marketing Management AS degree program (1252140101). At the completion of this program, the student will be able to:**

01.0 Demonstrate the ability to communicate skillfully. The student will be able to:

01.01 Demonstrate proficiency in the effective use of speech and vocabulary.

01.02 Demonstrate the importance of good listening skills.

01.03 Discuss the role communication plays in marketing and entrepreneurship.

01.04 Demonstrate the components of the communication process.

01.05 Demonstrate effective written communication skills.

01.06 Demonstrate oral communication skills.

01.07 Understand how to plan and conduct an in-person meeting using invitations, agenda, follow-up, action items, and minutes. (Optional)

01.08 Demonstrate knowledge of proper methods and understand the tools needed for conducting online meetings.

02.0 Utilize effective selling techniques and procedures for the marketing of products and services. The student will be able to:

02.01 Explain and define personal and non-personal selling.

02.02 Consider the ethical and legal aspects of personal selling.

02.03 Conduct a case study analysis.

02.04 Demonstrate the steps of a sale.

02.05 Recognize consumer buying motives.

02.06 Identify the types of consumer behavior.

02.07 Identify various types of customer approaches (e.g., greeting, merchandise, service, etc.).

02.08	Identify techniques for handling different customer types (e.g., the casual looker, the loyal customer, the discount customer, the undecided customer, etc.).
02.09	Develop a written feature-benefit review sheet for a product, as part of a competitive analysis.
02.10	Develop an effective sales presentation.
02.11	Observe, evaluate, and critique a sales demonstration.
02.12	Understand the basic personality types of buyers/consumers and of business owners/decision-makers.
03.0	Demonstrate knowledge of personal selling. The student will be able to:
03.01	State the importance of personal selling skills as a retail function.
03.02	Define and state the essentials of a sales presentation.
03.03	Identify the steps of the selling process.
03.04	Explain the purpose of the pre-approach.
03.05	List and explain the various approach categories.
03.06	Explain how listening, questioning, and observation skills can help the salesperson determine wants and needs.
03.07	Explain the importance of the demonstration.
03.08	Analyze the major types of customer objections; identify the techniques to overcome each type of objection.
03.09	Identify the natural process involved in closing a sale.
03.10	Explain various techniques for closing a sale.
03.11	Define and explain suggestive selling.
03.12	Demonstrate an understanding of the role of sales in a small business and the tools and options to maximize the impact of personal selling.
04.0	Utilize digital tools, social networks, and a variety of media to create awareness and promote products and services to consumers and businesses. The student will be able to:
04.01	Demonstrate knowledge of the pervasiveness of technology; analyze the technologies that can be used to reach prospects, convert them into customers, and sustain and grow those customer relationships.
04.02	Demonstrate knowledge of how to plan and develop a marketing information system.
04.03	Demonstrate knowledge of how to plan and develop digital promotional strategies and tactics.

04.04	Demonstrate knowledge of marketing processes that leverage the Internet.
04.05	Demonstrate knowledge of the website development process (e.g., the design, needs determination, purpose statement).
04.06	Demonstrate knowledge of the importance of CRM.
04.07	Demonstrate the knowledge required to integrate digital marketing with face-to-face marketing.
05.0	Demonstrate knowledge of business-to-business marketing. The student will be able to:
05.01	Investigate the activities involved in selling goods and services to a business.
05.02	Understand the process of selling goods and services to a business.

## Additional Information

### Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Career and Technical Student Organization (CTSO)

~~Collegiate DECA and Phi Beta Lambda (PBL)~~ CTSOs are ~~the~~ co-curricular career and technical student ~~organization(s)~~ organizations 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. Other CTSOs not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

### Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

**Florida Department of Education  
Curriculum Framework**

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

**AS**Associate in Science

CIP Number	1252140101
Program Type	College Credit
Program Length	60 credit hours
CTSO	Collegiate DECA, PBL
SOC Codes (all applicable)	<del>For program SOC codes, please see the CIP to SOC Crosswalk located at</del> <a href="#">Program and Course Tables section of the link CTE Program Resources page linked</a> below.
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and the 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-profit or not-for-profit) as marketing managers, advertising managers, and public relations managers, or to provide supplemental training for persons previously or current employed in these activities.

The content includes the management of sales, merchandising, 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 60 credit hours.

When developing the course sequence for the local implementation of this program, select courses that:

- Meet the skill development requirements of the standards and benchmarks of this program.
- Meet the general education core course requirements of Rule 6A-14.0303, Florida Administrative Code.
- Where reasonable and practicable, align with programs offered by your institution or other postsecondary institutions in Florida, including:
  - Related CCC and ATD credentials.
  - Baccalaureate degrees within the same career pathway and/or Federal CIP code.

Visit FloridaShines' Discover Programs website to identify other institutions that offer similar programs to review their course sequencing. Where appropriate, course alignment between institutions offering related programs can facilitate interagency student articulation.

Visit FloridaShines' Common Prerequisites Manual to identify courses that are prerequisites for admission into an upper division program. When sub-baccalaureate courses are aligned to the course admissions requirements of baccalaureate programs with the same career pathway, students can enter upper division coursework seamlessly.

## Florida's Career Readiness Skills for CTE Programs

<b><u>Employability Skills</u></b>	
<b><u>01.0</u></b>	<b><u>Apply academic skills to workplace scenarios.</u></b>
	<u>01.01 Use reading skills.</u>
	<u>01.02 Use writing skills.</u>
	<u>01.03 Use mathematical strategies and procedures.</u>
	<u>01.04 Use scientific principles and procedures.</u>
<b><u>02.0</u></b>	<b><u>Design a solution to an industry problem.</u></b>
	<u>02.01 Use critical thinking.</u>
	<u>02.02 Use creativity.</u>
	<u>02.03 Make sound decisions.</u>
	<u>02.04 Solve problems.</u>
	<u>02.05 Reason.</u>
	<u>02.06 Plan and organize.</u>
<b><u>03.0</u></b>	<b><u>Manage resources within an industry project</u></b>
	<u>03.01 Manage time.</u>
	<u>03.02 Manage money or resources.</u>
	<u>03.03 Manage materials.</u>
	<u>03.04 Manage personnel.</u>
<b><u>04.0</u></b>	<b><u>Oversee the subcomponents, operations and output of a technical or organizational system.</u></b>
	<u>04.01 Manage systems.</u>
	<u>04.02 Monitor systems.</u>
	<u>04.03 Improve systems.</u>
<b><u>05.0</u></b>	<b><u>Use information for decision making.</u></b>
	<u>05.01 Locate information.</u>
	<u>05.02 Organize information.</u>
	<u>05.03 Use information.</u>

<a href="#"><u>05.04 Analyze information.</u></a>
<a href="#"><u>05.05 Communicate information.</u></a>
<a href="#"><u>06.0 Apply relevant technology to workplace scenarios to aid productivity.</u></a>
<a href="#"><u>06.01 Use technology.</u></a>
<a href="#"><u>07.0 Interpret and express interpersonal communication.</u></a>
<a href="#"><u>07.01 Communicate verbally.</u></a>
<a href="#"><u>07.02 Listen actively.</u></a>
<a href="#"><u>07.03 Comprehend written material.</u></a>
<a href="#"><u>07.04 Convey information in writing.</u></a>
<a href="#"><u>07.05 Communicate nonverbally.</u></a>
<a href="#"><u>07.06 Interpret nonverbal communication.</u></a>
<a href="#"><u>08.0 Interact with others to accomplish workplace goals.</u></a>
<a href="#"><u>08.01 Collaborate with others in a team.</u></a>
<a href="#"><u>08.02 Respond to customer needs.</u></a>
<a href="#"><u>08.03 Exercise leadership.</u></a>
<a href="#"><u>08.04 Negotiate to resolve conflict.</u></a>
<a href="#"><u>08.05 Respect others.</u></a>
<a href="#"><u>09.0 Manage personal behavior to maximize productivity and professional growth.</u></a>
<a href="#"><u>09.01 Demonstrate responsibility and self-discipline.</u></a>
<a href="#"><u>09.02 Adapt and show flexibility.</u></a>
<a href="#"><u>09.03 Work independently.</u></a>
<a href="#"><u>09.04 Demonstrate a willingness to learn.</u></a>
<a href="#"><u>09.05 Demonstrate integrity.</u></a>
<a href="#"><u>09.06 Demonstrate professionalism.</u></a>
<a href="#"><u>09.07 Take initiative.</u></a>
<a href="#"><u>09.08 Display positive attitude.</u></a>
<a href="#"><u>09.09 Take responsibility for professional growth.</u></a>

**Job Attainment**

10.0 Find, assess and apply to job opportunities.

10.01 Identify online job posts relevant to his or her career aspirations.

10.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.

10.03 Define what information, documentation and writing prompts are required for the positions.

11.0 Communicate personal competence, character and fit for a job opportunity.

11.01 Develop a resume.

11.02 Write a cover letter.

11.03 Curate a professional portfolio that includes work products.

11.04 Prepare for and experience a mock job interview.

12.0 Cultivate and leverage relationships to professionally advance.

12.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.

12.02 Develop a plan to cultivate a professional digital footprint.

12.03 Develop a networking plan for a specific industry of interest.

## 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 and entrepreneurship occupations.
- 02.0 Demonstrate the ability to communicate skillfully.
- 03.0 Utilize effective selling techniques and procedures for the marketing of products and services.
- 04.0 Plan sales promotion techniques and procedures for the marketing of products and services.
- 05.0 Demonstrate knowledge of merchandising activities.
- 06.0 Perform merchandising math calculations specific to products and services 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 roles of the manager and the entrepreneur.
- 12.0 Develop a business plan.
- 13.0 Understand when, where and how to obtain technical assistance. (Optional)
- 14.0 Build a marketing plan and strategy.
- 15.0 Locate the business. (Optional)
- 16.0 Finance a new business. (Optional)
- 17.0 Identify and manage potential ethical and legal issues.
- 18.0 Comply with government regulations.
- 19.0 Manage the business.
- 20.0 Manage human resources.
- 21.0 Promote the business.
- 22.0 Manage sales.
- 23.0 Maintain 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 Demonstrate proficiency in the utilization of software appropriate to marketing.
- 29.0 Identify the uses of technology in marketing.
- 30.0 Understand how to design a marketing-oriented website.
- 31.0 Identify and implement marketing support activities.
- 32.0 Manage a digital marketing campaign.
- 33.0 Demonstrate the human relations skills necessary for success in promotions.
- 34.0 Demonstrate knowledge of the principles of promotion.
- 35.0 Demonstrate knowledge of advertising.
- 36.0 Demonstrate knowledge of display design.

- 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.
- 41.0 Utilize digital tools, social networks, and a variety of media to create awareness and promote products and services to consumers and businesses.
- 42.0 Determine the global and multicultural aspects of marketing.
- 43.0 Demonstrate knowledge of business-to-business marketing.

Florida Department of Education  
Student Performance Standards

Program Title:       Marketing Management  
CIP Numbers:        1252140101  
Program Length:    60 credit hours

At the completion of this program, the student will be able to:	
01.0	Demonstrate the human relations skills necessary for success in marketing and entrepreneurship 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 and a better understanding of oneself.
01.03	Exhibit the ability to collaborate with others.
01.04	Understand the five levels of management, particularly servant leadership and discuss the importance of human relations, focusing on value, compassion and empathy for self and others.
01.05	Develop and demonstrate the unique human relations skills needed for successful entry and progress in the marketing or entrepreneurship occupation selected by the student as a career path.
02.0	Demonstrate the ability to communicate skillfully. The student will be able to:
02.01	Demonstrate proficiency in the effective use of speech and vocabulary.
02.02	Demonstrate the importance of good listening skills.
02.03	Discuss the role communication plays in marketing and entrepreneurship.
02.04	Demonstrate the components of the communication process.
02.05	Demonstrate effective written communication skills.
02.06	Demonstrate oral communication skills.
02.07	Understand how to plan and conduct an in-person meeting using invitations, agenda, follow-up, action items, and minutes. (Optional)
02.08	Demonstrate knowledge of proper methods and understand the tools needed for conducting online meetings.
03.0	Utilize effective selling techniques and procedures for the marketing of products and services. The student will be able to:
03.01	Explain and define personal and non-personal selling.
03.02	Consider the ethical and legal aspects of personal selling.

03.03	Conduct a case study analysis.
03.04	Demonstrate the steps of a sale.
03.05	Recognize consumer buying motives.
03.06	Identify the types of consumer behavior.
03.07	Identify various types of customer approaches (e.g., greeting, merchandise, service, etc.).
03.08	Identify techniques for handling different customer types (e.g., the casual looker, the loyal customer, the discount customer, the undecided customer, etc.).
03.09	Develop a written feature-benefit review sheet for a product, as part of a competitive analysis.
03.10	Develop an effective sales presentation.
03.11	Observe, evaluate, and critique a sales demonstration.
03.12	Understand the basic personality types of buyers/consumers and of business owners/decision-makers.
04.0	Plan sales promotion techniques and procedures for the marketing of products and services. The student will be able to:
04.01	List the purposes of advertising, displays, and public relations.
04.02	Explain the importance of sales promotion.
04.03	Identify various forms of advertising media channels, including social media.
04.04	Demonstrate an understanding of design principles and elements.
04.05	Identify the parts of an advertisement.
04.06	Develop and explain the promotional mix.
04.07	Understand the various types of merchandising concepts, including the sales funnel, and identify the promotional tactics for each phase.
04.08	Prepare an ad layout.
04.09	Evaluate the effectiveness of an ad.
04.10	Apply design principles to analyze and/or create a display.
04.11	Prepare a promotional plan.

05.0	Demonstrate 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 calculations specific to products and services marketing. The student will be able to:
06.01	Understand basic merchandising math operations and complete problems using various calculations.
06.02	Demonstrate correct procedures for handling basic types of customer sales transactions (e.g., cash, charge, discount, layaway, COD returns).
06.03	Describe the importance and purpose of the POS (Point of Sale) computerized systems in the retail environment.
06.04	Calculate turnover.
06.05	Calculate stock-to-sales ratio.
06.06	Calculate an inventory turnover ratio.
06.07	Demonstrate knowledge of Return On Investment (ROI), churn, etc.
06.08	Calculate markup as a percentage of retail.
06.09	Calculate markdowns on merchandise.
06.10	Calculate open-to-buy.
06.11	Complete an invoice and a purchase order.
06.12	Calculate discount rate, due date, and the amount of payment on an invoice.
06.13	Calculate the amount of merchandise to be recorded utilizing model stocks.
06.14	Calculate minimum stock, maximum stock, and reorder quantities on strong sellers.
07.0	Demonstrate knowledge of basic economic principles. The student will be able to:
07.01	Explain the impact of marketing in a free enterprise system and the barriers to entering a market.
07.02	List and compare the three major types of economic systems and how they relate to launching a product/brand.
07.03	Identify and discuss economic resources.
07.04	Discuss the role of the consumer in a free enterprise system.

07.05	Define the concept of “supply and demand.”
07.06	Identify current trends, benchmarks, competitors, etc.-that have developed in retailing using business analytical tools (STEEP, SWOT, etc.).
07.07	List the major components of the Gross Domestic Product (GDP).
07.08	Describe the role of prices and their relationship to scarcity.
07.09	Identify the different types of market competition and what it means to be a “price taker” versus a “price maker.”
07.10	Describe the role of costs in production decisions.
07.11	Describe inflation and how it is measured.
08.0	Understand the importance of marketing operations. The student will be able to:
08.01	Explain the importance of receiving, checking, and marking operations.
08.02	Demonstrate an understanding of the movement of goods in the distribution channel.
08.03	Describe the channels of distribution.
08.04	Understand logistics as a function of marketing.
08.05	Identify and define the functions of marketing.
08.06	Identify and define the four components of the utility marketing model (i.e., time, place, possession, and form).
08.07	Identify and explain the elements of the marketing mix, including calculating markup as a percentage of cost.
08.08	Differentiate between the various categories of consumer goods.
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.
10.0	Demonstrate employability skills. The student will be able to:
10.01	Create an online professional profile and conduct a job search using online websites.
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 an employer, a supervisor, coworkers, and/or customers.
10.07	Understand acceptable work habits, including career appropriate and/or professional attire along with proper grooming and conduct.
10.08	Demonstrate knowledge of how to make job changes appropriately.
11.0	Understand the roles of the manager and the entrepreneur. The student will be able to:
11.01	Consider the emotional intelligence and personal qualifications and abilities needed to manage a business.
11.02	Evaluate personal style for decision making, problem solving, and creativity.
11.03	Determine personal style 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 the appropriate organization of a business plan.
12.03	Identify and utilize the steps for developing a business plan.
12.04	Describe the basics of entrepreneurship, envisioning a business, planning, start-up, on-going operations, small business marketing, and growth strategies.
12.05	Understand the idea formation phase of business start-up and the options for owning a business (e.g., acquisition, start-ups, franchises, etc.).
12.06	Understand the basics of small business management, choosing a structure and distribution channels, and 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 for a new or existing business.
13.0	Understand when, where and how to obtain technical assistance. (Optional) The student will be able to:
13.01	Understand when there is a need to obtain internal technical assistance and the procedures for doing so.
13.02	Understand when there is a need to obtain assistance from an outside technical consultant.
14.0	Build a marketing plan and strategy. The student will be able to:

14.01	Demonstrate an understanding of the role of sales in a small business and the 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 the marketing mix for a business.
14.05	Use decision-making tools that aid in evaluating marketing activities.
14.06	Evaluate marketing operations to improve decision-making pertaining to marketing strategy.
14.07	Identify target markets.
15.0	Locate the business. (Optional) The student will be able to:
15.01	Analyze customer transportation, access, parking, and other factors relative to alternative site locations.
15.02	Complete a location feasibility study.
15.03	Identify the importance of competition in a feasibility study.
16.0	Finance a new business. (Optional) The student will be able to:
16.01	Describe the sources of information available to estimate 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, balance sheet and a projected cash flow statement for a new business.
16.04	Research and discuss the important elements of loan application packages from multiple funding sources.
16.05	Identify and obtain alternative sources for financing (e.g., angel investors, loans, grants, crowdfunding, etc.).
17.0	Identify and manage potential ethical and legal issues. The student will be able to:
17.01	Understand the ethical and legal concerns of marketing, and when to seek legal assistance.
17.02	Identify the desirable and undesirable provisions in leasing vs. owning (Optional).
17.03	Identify the requirements of a sales contract.
17.04	Identify the components of a contract.

17.05	Determine the needs for the 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 government rules and regulations.
18.04	Identify the regulations that may apply to a business at the local, state, and federal levels.
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 challenges that confront small businesses and ways to address those challenges.
19.05	Describe the various tools and options that support 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 control of the organization.
19.08	Understand the unique aspects 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; focus on understanding core competencies and how to credibly address 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 the business.
20.02	Develop a training program outline for employees, which includes diversity and inclusion in the workplace.
20.03	Develop a list of personnel policies for employees.
20.04	Develop an employee evaluation system.
20.05	Plan a corrective interview with an employee concerning a selected problem.

20.06	Develop a performance improvement plan to delineate areas of concern and gaps in the performance of an employee.
20.07	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.
21.05	Evaluate and create strategic Integrated Marketing Communication (IMC) for a brand.
21.06	Develop a unique selling proposition (USP) as a part of a strategy designed to increase brand equity in a given target market.
22.0	Manage sales. The student will be able to:
22.01	Develop a sales plan for the business.
22.02	Develop policies and procedures for serving customers.
22.03	Develop a plan for motivating and evaluating salespeople.
23.0	Maintain business records. The student will be able to:
23.01	Determine who will manage business records; identify how these records will be maintained.
23.02	Describe double-entry bookkeeping.
23.03	Identify the types of accounting management reports and software that will be used in the business.
23.04	Identify the types of software used to document sales, cash receipts, cash disbursements, accounts receivable, accounts payable, payroll, petty cash, inventory, budgets, and other items.
23.05	Evaluate business records for profitability, efficiency, etc.
24.0	Understand the importance of management information systems. The student will be able to:
24.01	Identify relevant management information based on existing records for the needs of the business.
25.0	Manage finances. The student will be able to:
25.01	Understand the importance of financial literacy, budgeting and 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 computer software 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 minimize losses due to theft.
27.02	Determine the types, <del>amount</del> amounts/coverages, and cost of insurance needed by the business.
27.03	Establish control measures to protect the assets of the company.
28.0	Demonstrate proficiency in the utilization of software appropriate to marketing. The student will be able to:
28.01	Demonstrate proficiency of software being utilized.
28.02	Demonstrate merchandising math/spreadsheet skills (e.g., for 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 decision-making skills pertaining to marketing spreadsheet data.
29.0	Identify the uses of technology in marketing. The student will be able to:

29.01	Understand the importance of the Internet and application software for marketing purposes.
29.02	Utilize software to create a career/industry-related document.
29.03	Understand the importance of spreadsheet software to enhance marketing decision-making skills.
29.04	Utilize integrated software applications, including dashboard and visualization programs, to generate marketing reports, provide insights and solve marketing problems.
29.05	Identify technology appropriate for marketing functions and practices.
29.06	Select and use a variety of resources, information services, other applications, etc., to create, revise, and verify marketing information.
30.0	Understand how to design a marketing-oriented website. The student will be able to:
30.01	Research and analyze website hosting requirements.
30.02	Develop and test-market a storyboard for the message.
30.03	Design text and corresponding multimedia elements required by a storyboard.
30.04	Understand how to create engaging website content.
30.05	Get familiar with how to establish security measures (e.g., firewalls, backups, virus protection, etc.).
30.06	Analyze and understand various digital solutions [e.g., shopping cart, order entry systems, smart cards, secure credit card services, establishing Customer Relationship Management (CRM), implementing security, etc.], what the best options might be and the steps to implement them.
31.0	Identify and implement marketing support activities. The student will be able to:
31.01	Identify the role of websites in the marketing mix.
31.02	Develop a potential customer database.
31.03	Identify products or services appropriate for push technology advertising.
31.04	Create a linking strategy, identify sites to include in the strategy, and determine associated costs.
31.05	Identify processes to improve SEO (search engine optimization).
31.06	Establish the means to identify the customer base and marketing profile.
32.0	Manage a digital marketing campaign. The student will be able to:
32.01	Research and utilize the best platforms for digital marketing the particular product and/or service.

32.02	Determine methods for promoting a universal resource locator (URL).
32.03	Determine appropriate search engines for listing a URL.
32.04	Determine methods to register with a selected search engine.
32.05	Discuss software tools and strategies for improving visibility in search engines.
32.06	Establish and maintain links with other sites and social media platforms.
32.07	Discuss viability of banner advertising.
32.08	Determine software tools and methods to generate hit analysis data.
32.09	Calculate and analyze site effectiveness.
32.10	Compose updates based on analysis results.
32.11	Publicize digital marketing through traditional (non-Internet) means.
32.12	Understand organic and non-organic searches and SEO.
32.13	Express the importance of establishing customer service guidelines.
32.14	Discuss <i>keywords</i> versus <i>key phrases</i> and the benefits of each type.
32.15	Understand the concept of meta tags and why they are important to the marketing of a website.
32.16	Establish methods to incorporate target market keywords into meta tags.
32.17	Understand and utilize various social media platforms to market a business.
33.0	Demonstrate the human relations skills necessary for success in promotions. 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	Discuss the role of networking in marketing.
33.04	Explain the importance of good human relations skills.
33.05	Outline the steps in effective problem-solving and decision-making.
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 that can affect the promotional mix.
34.07	List the purposes of sales promotion.
34.08	Discuss the limitations of sales 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 a written advertisement.
35.06	Prepare a written ad layout.
35.07	Identify various forms of advertising media.
35.08	Evaluate and select the proper channels for the advertising message.
35.09	Evaluate marketing operations to improve decision-making pertaining to marketing and sales strategy. (Optional)
36.0	Demonstrate knowledge of display design. 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	Identify various sources of display options. (Optional)
36.04	Explain the ways color affects 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. (Optional)
36.08	Define: display requisition, display planning calendar, display planning budget, functional prop, and decorative prop.
36.09	List the factors to consider 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	Analyze the major types of customer objections; identify the techniques to overcome each type of objection.
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 suggestive selling.
38.12	Demonstrate an understanding of the role of sales in a small business and the tools and options to maximize the impact of personal 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 a manager differs 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 business ownership.
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.
40.07	Utilize innovation to create and develop new products and services.
41.0	Utilize digital tools, social networks, and a variety of media to create awareness and promote products and services to consumers and businesses. The student will be able to:
41.01	Demonstrate knowledge of the pervasiveness of technology; analyze the technologies that can be used to reach prospects, convert them into customers, and sustain and grow those customer relationships.
41.02	Demonstrate knowledge of how to plan and develop a marketing information system.
41.03	Demonstrate knowledge of how to plan and develop digital promotional strategies and tactics.
41.04	Demonstrate knowledge of marketing processes that leverage the Internet.
41.05	Demonstrate knowledge of the website development process (e.g., the design, needs determination, purpose statement).
41.06	Demonstrate knowledge of the importance of CRM.

41.07	Demonstrate the knowledge required to integrate digital marketing with face-to-face marketing.
42.0	Determine the global and multicultural aspects of marketing. The student will be able to:
42.01	Demonstrate an understanding of global cultures and the impact of culture on marketing strategies.
42.02	Demonstrate knowledge of multicultural marketing.
42.03	Analyze the impact of multicultural marketing.
43.0	Demonstrate knowledge of business-to-business marketing. The student will be able to:
43.01	Investigate the activities involved in selling goods and services to a business.
43.02	Understand the process of selling goods and services to a business.

## Additional Information

### Laboratory Activities

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- Communication.
- Humanities.
- Mathematics.
- Natural Sciences.
- Social Sciences.

### Career and Technical Student Organization (CTSO)

~~Collegiate DECA and Phi Beta Lambda (PBL)~~CTSOs are ~~the~~ co-curricular career and technical student ~~organization(s)~~organizations 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. -Other CTOS not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

### Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

### **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:

Digital Marketing Management (0252140112) – 12 credit hours

Digital Marketing Strategy (0252140400) – 18 credit hours

Entrepreneurship (0252070100) – 12 credit hours

Marketing Operations (0252140111) – 30 credit hours

Sales and Customer Management (pending) – 12 credit hours

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

Florida Department of Education  
Curriculum Framework

**Program Title:** Fashion Merchandising  
**Career Cluster:** Marketing, Sales & Service

<b>AS <u>Associate in Science</u></b>	
CIP Number	1252190200
Program Type	College Credit
Program Length	60 credit hours
CTSO	Collegiate DECA, PBL
SOC Codes (all applicable)	<del>For program SOC codes, please see the CIP to SOC Crosswalk located at</del> <a href="#">Program and Course Tables section of the link CTE Program Resources page linked</a> below.
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</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 content includes but is not limited to the management of the selling, buying, transporting, storing, advertising, displaying and financing of 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 60 credit hours.

When developing the course sequence for the local implementation of this program, select courses that:

- Meet the skill development requirements of the standards and benchmarks of this program.
- Meet the general education core course requirements of Rule 6A-14.0303, Florida Administrative Code.
- Where reasonable and practicable, align with programs offered by your institution or other postsecondary institutions in Florida, including:
  - Related CCC and ATD credentials.

- Baccalaureate degrees within the same career pathway and/or Federal CIP code.

Visit FloridaShines' Discover Programs website to identify other institutions that offer similar programs to review their course sequencing. Where appropriate, course alignment between institutions offering related programs can facilitate interagency student articulation.

Visit FloridaShines' Common Prerequisites Manual to identify courses that are prerequisites for admission into an upper division program. When sub-baccalaureate courses are aligned to the course admissions requirements of baccalaureate programs with the same career pathway, students can enter upper division coursework seamlessly.

## Florida's Career Readiness Skills for CTE Programs

<b><u>Employability Skills</u></b>	
<b><u>01.0</u></b>	<b><u>Apply academic skills to workplace scenarios.</u></b>
	<u>01.01 Use reading skills.</u>
	<u>01.02 Use writing skills.</u>
	<u>01.03 Use mathematical strategies and procedures.</u>
	<u>01.04 Use scientific principles and procedures.</u>
<b><u>02.0</u></b>	<b><u>Design a solution to an industry problem.</u></b>
	<u>02.01 Use critical thinking.</u>
	<u>02.02 Use creativity.</u>
	<u>02.03 Make sound decisions.</u>
	<u>02.04 Solve problems.</u>
	<u>02.05 Reason.</u>
	<u>02.06 Plan and organize.</u>
<b><u>03.0</u></b>	<b><u>Manage resources within an industry project</u></b>
	<u>03.01 Manage time.</u>
	<u>03.02 Manage money or resources.</u>
	<u>03.03 Manage materials.</u>
	<u>03.04 Manage personnel.</u>
<b><u>04.0</u></b>	<b><u>Oversee the subcomponents, operations and output of a technical or organizational system.</u></b>
	<u>04.01 Manage systems.</u>
	<u>04.02 Monitor systems.</u>
	<u>04.03 Improve systems.</u>
<b><u>05.0</u></b>	<b><u>Use information for decision making.</u></b>
	<u>05.01 Locate information.</u>
	<u>05.02 Organize information.</u>
	<u>05.03 Use information.</u>

<a href="#"><u>05.04 Analyze information.</u></a>
<a href="#"><u>05.05 Communicate information.</u></a>
<a href="#"><u>06.0 Apply relevant technology to workplace scenarios to aid productivity.</u></a>
<a href="#"><u>06.01 Use technology.</u></a>
<a href="#"><u>07.0 Interpret and express interpersonal communication.</u></a>
<a href="#"><u>07.01 Communicate verbally.</u></a>
<a href="#"><u>07.02 Listen actively.</u></a>
<a href="#"><u>07.03 Comprehend written material.</u></a>
<a href="#"><u>07.04 Convey information in writing.</u></a>
<a href="#"><u>07.05 Communicate nonverbally.</u></a>
<a href="#"><u>07.06 Interpret nonverbal communication.</u></a>
<a href="#"><u>08.0 Interact with others to accomplish workplace goals.</u></a>
<a href="#"><u>08.01 Collaborate with others in a team.</u></a>
<a href="#"><u>08.02 Respond to customer needs.</u></a>
<a href="#"><u>08.03 Exercise leadership.</u></a>
<a href="#"><u>08.04 Negotiate to resolve conflict.</u></a>
<a href="#"><u>08.05 Respect others.</u></a>
<a href="#"><u>09.0 Manage personal behavior to maximize productivity and professional growth.</u></a>
<a href="#"><u>09.01 Demonstrate responsibility and self-discipline.</u></a>
<a href="#"><u>09.02 Adapt and show flexibility.</u></a>
<a href="#"><u>09.03 Work independently.</u></a>
<a href="#"><u>09.04 Demonstrate a willingness to learn.</u></a>
<a href="#"><u>09.05 Demonstrate integrity.</u></a>
<a href="#"><u>09.06 Demonstrate professionalism.</u></a>
<a href="#"><u>09.07 Take initiative.</u></a>
<a href="#"><u>09.08 Display positive attitude.</u></a>
<a href="#"><u>09.09 Take responsibility for professional growth.</u></a>

**Job Attainment**

10.0 Find, assess and apply to job opportunities.

10.01 Identify online job posts relevant to his or her career aspirations.

10.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.

10.03 Define what information, documentation and writing prompts are required for the positions.

11.0 Communicate personal competence, character and fit for a job opportunity.

11.01 Develop a resume.

11.02 Write a cover letter.

11.03 Curate a professional portfolio that includes work products.

11.04 Prepare for and experience a mock job interview.

12.0 Cultivate and leverage relationships to professionally advance.

12.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.

12.02 Develop a plan to cultivate a professional digital footprint.

12.03 Develop a networking plan for a specific industry of interest.

## **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 promotions techniques and procedures to the marketing of fashion products.
- 05.0 Demonstrate knowledge of merchandising activities.
- 06.0 Perform merchandising math operations specific to fashion marketing.
- 07.0 Demonstrate knowledge of basic economic principles.
- 08.0 Understand the importance of marketing operations.
- 09.0 Demonstrate knowledge of and applications for product and service technology.
- 10.0 Demonstrate employability skills.
- 11.0 Understand the roles of a manager and an entrepreneur.
- 12.0 Develop a business plan.
- 13.0 Obtain technical assistance.
- 14.0 Plan a 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 Protect the business.
- 24.0 Operate computers and utilize software applications appropriate to marketing.

Florida Department of Education  
Student Performance Standards

Program Title: Fashion Merchandising  
CIP Number: 1252190200  
Program Length: 60 credit hours

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 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 communication skills.
02.07	Demonstrate effective oral communication 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 (e.g., greetings, merchandise, services).
03.06	Determine the proper time to approach a customer to open a sale.
03.07	Identify techniques for handling different customer types (e.g., the casual looker, the decided customer, the 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 different types 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 a display.
04.10	Identify the major purposes of a fashion show.
04.11	Identify and classify the types of fashion shows.
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 to analyze and/or create 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 specific 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; include 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-to-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 price.
06.10	Calculate markdowns on merchandise.
06.11	Calculate open-to-buy.
06.12	Complete an 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 a 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 a free enterprise system.
07.06	Define the concept of "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 of the marketing mix (e.g., price, product, promotion, and place).
07.10	Differentiate between the three basic categories of consumer goods (e.g., convenience goods, shopping goods, specialty goods).
07.11	Name current trends in retailing.
07.12	List the major components of the 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 in the work environment.
08.02	Recognize basic safety hazards.
08.03	Practice accident prevention.
08.04	Explain the importance of receiving/checking/marketing 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 of and applications for 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 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 an employer, supervisor, or others.
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 roles of a manager and an entrepreneur. The student will be able to:
11.01	Consider the personal qualifications and abilities needed to manage a business.
11.02	Evaluate one's potential for decision making, problem solving, and creativity.
11.03	Determine one's 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 a business plan helps the entrepreneur.
12.02	Recognize how a business plan should be organized.
12.03	Identify and use the mechanics for the development of a business plan.
13.0	Obtain technical assistance. The student will be able to:
13.01	Prepare for the use of technical assistance.
13.02	Select professional consultants.
13.03	Work effectively with consultants.
14.0	Plan a 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, etc., relative to alternative site locations.
15.02	Complete a location feasibility study.
15.03	Determine the costs of renovating or improving a site.
15.04	Prepare an occupancy contract.

16.0	Finance the business. The student will be able to:
16.01	Describe the sources of information available to estimate the financing needed to start the new business.
16.02	Determine the financing necessary to start the new business.
16.03	Prepare a projected profit and loss statement and a projected cash flow statement for the 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 for a lease.
17.03	Prepare sales contracts (i.e., credit sales or long-term sales) appropriate for the business.
17.04	Evaluate contracts.
17.05	Determine the need for protection of ideas and inventions.
18.0	Comply with government regulations. The student will be able to:
18.01	Appraise the effects of government regulations on business operations.
18.02	Acquire the information necessary to comply with the rules and regulations affecting the business.
18.03	Develop policies 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 the business.
19.02	Diagram the organizational structure for the business.
19.03	Establish control practices and procedures for the business.
20.0	Manage human resources. The student will be able to:
20.01	Write a job description for a position in the business.
20.02	Develop a training program outline for employees.
20.03	Develop a list of personnel policies for employees.

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 promotions.
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.
22.02	Develop policies and procedures for serving customers.
22.03	Develop a plan for training and motivating salespeople.
23.0	Protect the business. The student will be able to:
23.01	Prepare policies that will help minimize losses due to employee theft, vendor theft, bad checks, shoplifting, robbery, injury, and product liability.
23.02	Determine the types, amounts, and costs of insurance needed by the business.
24.0	Operate computers and utilize software applications appropriate to marketing. The student will be able to:
24.01	Demonstrate data entry procedures.
24.02	Demonstrate merchandising math data entry procedures (e.g., stock turnover, mark-up, mark-down, open-to buy, pricing invoice).
24.03	Demonstrate marketing spreadsheet data entry and output procedures.
24.04	Demonstrate marketing spreadsheet data decision making skills.
24.05	Demonstrate applications of marketing via the Internet and social media.

## Additional Information

### Laboratory Activities

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- Communication.
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~~Collegiate DECA and Phi Beta Lambda (PBL)~~ CTSOs are ~~the~~ co-curricular career and technical student ~~organization(s)~~ organizations 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. [Other CTSOs not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.](#)

### Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Florida Department of Education  
Curriculum Framework

**Program Title:** Real Estate Sales Associate Post Licensing  
**Program Type:** Career Preparatory  
**Career Cluster:** Marketing, Sales & Service

**Career Certificate Program**

Program Number	M200100
CIP Number	0252150101
Grade Level	30,31
Program Length	45 hours
Teacher Certification	Refer to the <b>Program Structure</b> section.
CTSO	BPA
SOC Codes (all applicable)	<del>For program SOC codes, please see the CIP to SOC Crosswalk located at</del> <a href="#">Program and Course Tables section of the link CTE Program Resources page linked</a> below.
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>
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.

To teach the course listed below, instructors must hold the teacher certification indicated for the course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length
A	REE0089	Real Estate Sales Associate Post Licensing	Florida Licensed Real Estate Instructor	45 hours

**Common Florida's Career Technical Core – Career Ready Practices** Readiness Skills for CTE Programs

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.

<b><u>Employability Skills</u></b>	
<b>01.0</b>	<u>Apply academic skills to workplace scenarios.</u>
	<u>01.01 Use reading skills.</u>
	<u>01.02 Use writing skills.</u>
	<u>01.03 Use mathematical strategies and procedures.</u>
	<u>01.04 Use scientific principles and procedures.</u>
<b>02.0</b>	<u>Design a solution to an industry problem.</u>

<a href="#">02.01 Use critical thinking.</a>
<a href="#">02.02 Use creativity.</a>
<a href="#">02.03 Make sound decisions.</a>
<a href="#">02.04 Solve problems.</a>
<a href="#">02.05 Reason.</a>
<a href="#">02.06 Plan and organize.</a>
<a href="#">03.0 Manage resources within an industry project</a>
<a href="#">03.01 Manage time.</a>
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<a href="#">03.04 Manage personnel.</a>
<a href="#">04.0 Oversee the subcomponents, operations and output of a technical or organizational system.</a>
<a href="#">04.01 Manage systems.</a>
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<a href="#">04.03 Improve systems.</a>
<a href="#">05.0 Use information for decision making.</a>
<a href="#">05.01 Locate information.</a>
<a href="#">05.02 Organize information.</a>
<a href="#">05.03 Use information.</a>
<a href="#">05.04 Analyze information.</a>
<a href="#">05.05 Communicate information.</a>
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<a href="#">07.01 Communicate verbally.</a>
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<b><u>Job Attainment</u></b>
<a href="#">10.0 Find, assess and apply to job opportunities.</a>
<a href="#">10.01 Identify online job posts relevant to his or her career aspirations.</a>
<a href="#">10.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</a>
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<a href="#">11.01 Develop a resume.</a>
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<a href="#"><u>12.02 Develop a plan to cultivate a professional digital footprint.</u></a>
<a href="#"><u>12.03 Develop a networking plan for a specific industry of interest.</u></a>

## **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 Act 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 a property to sell.
- 06.0 Demonstrate an understanding of making a 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 an offer.
- 11.0 Demonstrate an understanding of mortgage alternatives.
- 12.0 Demonstrate an understanding of acquiring financing for a 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  
Career Certificate Program Number: M200100

<b>Course Number: REE0089</b>	
<b>Occupational Completion Point: A</b>	
<b>Real Estate Sales Associate Post Licensing – 45 Hours</b>	
01.0	Demonstrate an understanding of legal issues and risk management. The student will be able to:
01.01	Describe the required education for 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 “principal” and “customer.”
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 Act and the Americans with Disabilities Act. The student will be able to:
02.01	List the categories of people 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 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 among 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 a For Sale by Owner (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 main reason that listings expire.
04.07	List the five categories in a leads database.
05.0	Demonstrate an understanding of pricing a 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 a 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 Comparative Market Analysis (CMA).
06.04	List two visual aids for a CMA presentation.

06.05	List the three major sections in a Seller's Estimate of 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 Estimate of Net Proceeds Form.
06.08	Explain the reasons for rounding all figures used in the Seller's Estimate of Net Proceeds form.
06.09	Prepare a Seller's Estimate of Net Proceeds form.
06.10	Describe the problems a FSBO potentially faces 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 open listings, exclusive agency listings, and exclusive-right-of-sale listings.
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 a specific market area.
07.10	Design a listing service program for the student's 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 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 on a mortgage loan using PITI (Principal, Interest, Taxes, Insurance).
08.08	Qualify a buyer using a do-it-yourself prequalification form.
08.09	List two benefits of 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 an 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 to 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.
11.08	Determine when a reverse mortgage might be a viable mortgage tool.
12.0	Demonstrate an understanding of acquiring financing for a 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 pre-closing 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 mediums 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.
14.10	Calculate the Return on Investment (ROI) for a specific investment property.

## Additional Information

### Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Career and Technical Student Organization (CTSO)

~~Business Professionals of America (BPA) is the~~ CTSOs are co-curricular career and technical student ~~organization(s)~~ organizations 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. -Other CTSOs not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

### 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 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.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Florida Department of Education  
Curriculum Framework

**Program Title:** Marketing, Management and Entrepreneurial Principles  
**Program Type:** Career Preparatory  
**Career Cluster:** Marketing, Sales & Service

**Career Certificate Program**

Program Number	M200500	
CIP Number	0252140104	
Grade Level	30, 31	
Program Length	600 hours	
Teacher Certification	Refer to the <b>Program Structure</b> section.	
CTSO	Collegiate DECA, PBL	
SOC Codes (all applicable)	For program SOC codes, please see the <del>CIP to SOC Crosswalk located at</del> <a href="#">Program and Course Tables section of the link CTE Program Resources page linked</a> below.	
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>	
Basic Skills Level	Computation (Mathematics): 9	Communications (Reading and Language Arts): 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.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length
A	MKA0432	Salesperson, Retail	ADVR PROM 7 G BUS ED 1@2	300 hours
B	MKA0010	Marketing Managers	MKTG 1 MKTG MGMT 7G	150 hours
C	MKA0091	(Entrepreneur) General Manager	RETAILING @7 7G TC COOP ED @7 VOE @7	150 hours

**Common Florida's Career Technical Core – Career Ready Practices Readiness Skills for CTE Programs**

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.

<b><u>Employability Skills</u></b>	
<b>01.0</b>	<b><u>Apply academic skills to workplace scenarios.</u></b>
	<b><u>01.01 Use reading skills.</u></b>
	<b><u>01.02 Use writing skills.</u></b>
	<b><u>01.03 Use mathematical strategies and procedures.</u></b>
	<b><u>01.04 Use scientific principles and procedures.</u></b>
<b>02.0</b>	<b><u>Design a solution to an industry problem.</u></b>

<a href="#">02.01 Use critical thinking.</a>
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<a href="#"><u>12.03 Develop a networking plan for a specific industry of interest.</u></a>

## 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 in business.
- 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 channel management (distribution) for the selected marketing industry.
- 09.0 Explain the concepts of financing for the selected marketing industry.
- 10.0 Demonstrate product/service planning for the selected marketing industry.
- 11.0 Demonstrate marketing information management for 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 for the selected marketing industry.
- 15.0 Demonstrate applications of safety and risk management for the selected marketing industry.
- 16.0 Demonstrate selling techniques within 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 of business 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 specific to marketing.
- 24.0 Apply promotional planning techniques and procedures to product and service 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 Identify the components of a business plan, their role to investors and explain how such a plan contributes to the success of a small business.
- 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(s)/service(s).
- 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  
**Career Certificate Program Number:** M200500

<b>Course Number: MKA0432 Occupational Completion Point: A Salesperson, Retail – 300 Hours</b>	
01.0	Demonstrate human relations skills necessary for success in marketing occupations. The student will be able to:
01.01	Demonstrate the ability to collaborate effectively with team members or partnerships, leadership, and with peers from socio-cultural and socio-economical backgrounds, genders, disabilities and ages.
01.02	Demonstrate interpersonal skills (e.g., courtesy, loyalty, being a team player, adaptability, empathy, etc.).
01.03	Demonstrate personality traits important to business (e.g., interest, enthusiasm, honesty, responsibility, flexibility, integrity, credibility, reliability, and perseverance, etc.).
01.04	Demonstrate the ability to use creative problem solving, decision-making, and critical thinking strategies.
01.05	Demonstrate self-management, initiative, multitasking, team management techniques and organizational skills. (Optionally, demonstrate the ability to utilize team management software.)
01.06	Explain the concepts of self-knowledge, self-esteem, and self-image.
01.07	Demonstrate professional behavior, etiquette and acceptance of feedback.
01.08	Demonstrate respect for the opinions, cultural diversity, customs, and individual differences of others.
01.09	Set personal and career goals and develop a plan of action to achieve those goals, including searching and optionally, applying for jobs.
01.10	Develop and demonstrate the human relations skills needed for successful entry and progress in the 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 (i.e., verbal, nonverbal, written and electronic).
02.02	Demonstrate the ability to communicate effectively amongst all stakeholders (e.g., customers/clients, co-workers, supervisors, vendors, etc.) using appropriate grammar and terminology.
02.03	Discuss the importance of developing networking skills to expand business contacts and optionally, how to utilize various online networking platforms.
02.04	Prepare and deliver a business-related presentation.

02.05	Demonstrate active listening strategies that improve understanding and performance.
02.06	Describe positive customer relations, including conflict and dispute resolution.
02.07	Interpret business policies to customers/clients.
02.08	Discuss the importance of providing clear directions, descriptions, and explanations.
02.09	Demonstrate the ability to locate, understand, and interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams and electronic media resources.
02.10	Identify and explain how electronic media, technological advances and application software programs continue to shape the field of marketing and increase business productivity.
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 the marketing industry.
03.02	Understand problem-solving techniques to sales-related transactions (i.e., cash, checks, debit cards, credit cards, discounts, layaway, credit on delivery (COD), returns, gift certificates, invoices, and automatic fee withdrawals).
03.03	Interpret quantitative information from tables, charts, and graphs as related to the workplace.
03.04	Demonstrate the ability to make change correctly.
03.05	Calculate tax, gratuity, commission, and miscellaneous charges.
03.06	Demonstrate the ability to collect, organize and interpret data.
03.07	Understand the importance of stock turnover and stock-to-sales ratio in the industry.
03.08	Apply standard industry formulas to determine markup and markdown on merchandise.
03.09	Understand the difference between income (credit) and expense (debit). (Optional)
04.0	Identify economic principles in business. The student will be able to:
04.01	Explain the concepts of economics and determine economic activities and the types of economic indicators used to measure the economy.
04.02	Explain the concept of economic goods and services.
04.03	Explain the concept of economic resources and the scarcity of resources.
04.04	Explain the concept of utility (i.e., form, place, time, possession and information).
04.05	Understand the concept of "supply and demand".

04.06	Understand the differences between major types of economic systems.
04.07	Explain the relationship between government and business.
04.08	Explain the concept of free enterprise and business ownership.
04.09	Explain the concept of price and its role in profit motive.
04.10	Explain the concept of risk.
04.11	Explain the concept of competition and recognize the government regulations monitoring competition, including monopolies.
04.12	Understand the concept of productivity and the factors of production needed to produce goods and services.
04.13	Identify components of the Gross National Product (GNP) and the Gross Domestic Product (GDP).
05.0	Identify marketing and business fundamentals. The student will be able to:
05.01	Define marketing and its benefits.
05.02	Explain the purpose and scope of marketing in a free enterprise system.
05.03	Identify and explain each marketing function.
05.04	Explain how each component of the marketing mix contributes to marketing.
05.05	Compare and contrast consumer and industrial markets.
05.06	Understand the relationship of marketing to business and the economy (i.e., SWOT analysis – strength, weakness, opportunity and threat).
05.07	Describe how marketers use consumer research and knowledge of the market to sell products.
05.08	Discuss major fields of business activity (e.g., manufacturing, wholesaling, retailing, services, cottage industries, urban street sales, e-Commerce, etc.).
05.09	Explain marketing strategies and marketing concepts.
05.10	Differentiate between mass marketing and market segmentation.
05.11	Explain the importance and techniques of offering the right merchandising blend.
05.12	Explain the nature and evolution of channel management (distribution).
05.13	Explain the elements that allow development of a marketing plan (e.g., research, advertising, public relations, direct and indirect marketing, promotions, merchandising, branding, feedback, revision, channel management, etc.).

05.14	Explain the “4 P’s” of marketing: price, place, promotion, and product.
05.15	Define and analyze a target market as it applies to product development, promotion and channel management (distribution).
05.16	Discuss the roles e-Commerce and social networking play in the marketing of goods and services.
05.17	Understand network marketing (multilevel marketing) and how it differs from a pyramid scheme. (Optional)
05.18	Identify the role of federal regulatory agencies [i.e., 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)].
05.19	Identify the advantages and disadvantages of different types of business ownership (e.g., Private Corporation, Sole Proprietorship, Partnership, Limited Liability Corporation (LLC), Shareholder Corporation, etc.).
06.0	Identify effective selling techniques and procedures. The student will be able to:
06.01	Explain the purpose, principles, and importance of selling and how it relates to the marketing concept.
06.02	Identify qualities of a professional sales associate and the responsibilities of sales management.
06.03	Identify an effective sales presentation for a target market (e.g., 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, suggestion and substitution selling, etc.).
06.04	Understand different customer types and how customers make buying decisions.
06.05	Discuss the importance of meeting specialized sales needs and describe legal and ethical sales issues.
06.06	Describe the importance of analyzing sales trends and the use of current technologies.
06.07	Analyze the use of websites, social media, email, and customer loyalty programs to establish and maintain a customer database.
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.
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 the duties, responsibilities, required skills and knowledge for a particular career in the marketing industry.
07.05	Identify the advantages and disadvantages of a particular career in marketing.
07.06	Complete self-assessments and an analysis of lifestyle goals and career aspirations.

07.07	Develop an individualized education and career plan related to a major marketing field, including the development of a resume.
07.08	Write a job description for a selected marketing occupation.
08.0	Demonstrate applications of channel management (distribution) for 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 the concepts of physical channel management (distribution) and transportation systems related to the industry.
08.03	Develop appropriate plans utilizing channel management for the specific industry.
08.04	Explain the relationship between customer service and distribution.
08.05	Explain network marketing (multilevel marketing) and how it differs from a pyramid scheme.
09.0	Explain the concepts of financing for the selected marketing industry. The student will be able to:
09.01	Explain the financial concepts used in making business decisions.
09.02	Explain the concept of financial administration.
09.03	Explain the difference between income (credit) and expense (debit).
09.04	Identify various types of credit policies and procedures.
09.05	Explain the purposes and importance of credit.
09.06	Identify the positive and negative impacts of using credit in marketing situations and understand the regulations affecting credit. (Optional)
09.07	Compare and contrast the use of different credit applications, types of credit accounts, and the differences between debit and credit cards.
09.08	Analyze industry concepts of price, profit, competition, and productivity.
10.0	Demonstrate product/service planning for the selected marketing industry. The student will be able to:
10.01	Explain the steps involved in decision-making (e.g., assessment, planning, implementation design, evaluation, etc.).
10.02	Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
10.03	Explain product and service quality as applicable to grades and industry standards.
10.04	Discuss product-liability risks.

10.05	Explain warranties and guarantees.
10.06	Develop a product/service plan.
10.07	Describe factors used by marketers to position products/business.
10.08	Identify the stages and impact of product life cycle.
11.0	Demonstrate marketing information management for 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 process of marketing information management.
11.03	Explain the nature and scope of marketing operations.
11.04	Demonstrate knowledge of inventory control systems and shipping and receiving procedures.
11.05	Identify procedures for the use of marketing information management to gather and manage information.
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, branding, and/or ideas to achieve a desired outcome.
13.02	Identify types of promotion used in the industry.
13.03	Discuss the importance of advertising media and the role of digital and social media in advertising.
13.04	Explain the purposes and elements of advertising and display.

13.05	Use advertising guidelines and/or regulations to design appropriate media sample ads (e.g. print, radio, television, electronic media, etc.).
13.06	Use design principles to prepare such merchandise/service displays (e.g., windows, endcaps, kiosks, point of sale activity, etc.).
13.07	Write a promotional message to appeal to a target market.
13.08	Develop a sales promotion plan for a marketing organization.
13.09	Demonstrate public relations techniques as used in the marketing industry.
13.10	Evaluate effective website designs.
14.0	Demonstrate purchasing applications for the selected marketing industry. The student will be able to:
14.01	Explain different types of purchasing situations.
14.02	Demonstrate techniques used to obtain the best terms when negotiating a purchase.
15.0	Demonstrate applications of safety and risk management for the selected marketing industry. The student will be able to:
15.01	Explain the nature and scope of risk management.
15.02	Identify various types of business risks.
15.03	Describe ways businesses can manage risks, including purchasing insurance.
16.0	Demonstrate selling techniques within the selected marketing industry. The student will be able to:
16.01	Explain the purpose and goal of the selling function and how it relates to the marketing concept.
16.02	Explain the steps in a sale and how to handle objections.
16.03	Create a sales presentation using presentation/media software.
17.0	Demonstrate an understanding of entrepreneurship. The student will be able to:
17.01	Define entrepreneurship.
17.02	Identify, explain, compare and contrast the different types of business ownership (e.g., sole-proprietorship, partnership, corporation, franchise, licensing, etc.).
17.03	Discuss the role of the entrepreneur/ small business in the domestic and global economy.
17.04	Discuss entrepreneurship as a career choice (e.g., characteristics, aptitudes, skills necessary to be a successful entrepreneur, etc.).

17.05	Discuss the four parts of a business (i.e., production, finance, marketing and customer service).
17.06	Analyze current entrepreneurial trends in the marketplace.
17.07	Discuss the importance of ethics and social responsibility in business.
17.08	Identify the strategies and methods for generating a business plan (e.g., business model canvas, boiler plate, etc.).
17.09	Identify the types and sources of government regulations and taxation that may affect a business.
17.10	Describe the advantages and risks of entrepreneurship.
18.0	Identify the uses of technology in marketing. The student will be able to:
18.01	Explain the importance and uses of technology within the realm of marketing.
18.02	Utilize application software (e.g., word processing, spreadsheets, presentation/media software, etc.) to create career/industry-related materials.
18.03	Identify technology appropriate for marketing functions and practices related to a selected marketing career field.
18.04	Select and use a variety of technology (e.g., electronic media, information services, desktop-publishing software programs, etc.) to create, revise and verify marketing media.

**Course Number: MKA0010**  
**Occupational Completion Point: B**  
**Marketing Managers – 150 Hours**

19.0	Apply economic principles of business to marketing. The student will be able to:
19.01	Explain economic trends related to marketing and its global impact.
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 (e.g., pricing, risk, productivity, competition, cycles, etc.).
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	Identify and explain basic stock-keeping techniques (e.g., sorting by color, size, classification, etc.) and the maintenance of merchandise fixtures.
21.02	Explain initiatives in maintaining stock (e.g., rehangng merchandise, studying hang tags, restocking merchandise, etc.).
21.03	Demonstrate the sales promotion technique of locating advertised merchandise on the selling floor.
21.04	Demonstrate techniques to perform a merchandise inventory.
21.05	Explain the importance of merchandise displays by demonstrating knowledge of design principles and elements (e.g., patterns of arrangement, color principles, appropriate displays for specific types of merchandise, etc.).
21.06	Plan a promotional campaign for a product or line (e.g., types of media, promotional mix, evaluation of effectiveness, etc.).
21.07	Create a floor plan and a planogram and describe their importance.
22.0	Implement marketing operational techniques. The student will be able to:
22.01	Define and explain accident prevention techniques in work situations.
22.02	Demonstrate receiving and checking techniques.
22.03	Identify techniques to prevent security issues, including correct procedures for recognizing and monitoring potential shoplifters, vandalism and other unlawful behaviors.
22.04	Identify procedures relative to the employee's role in preventing internal losses.
22.05	Identify guidelines that address concerns and issues related to the operation of a business; include safety practices.
22.06	Understand the process of new employee orientation.
23.0	Demonstrate proficiency in applying higher level mathematical skills specific to marketing. The student will be able to:
23.01	Apply standard industry formulas to determine markup and markdown on merchandise or service.
23.02	Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice.
23.03	Determine amount of merchandise to be reordered utilizing model stock by collecting, organizing, representing, and interpreting data and predicting outcomes.
23.04	Complete pricing problems involving fixed or variable pricing, odd-cent pricing, and loss leader pricing.

23.05	Calculate sales productivity.
23.06	Calculate sales per hour.
23.07	Calculate average items and average dollars per transaction.
24.0	Apply promotional planning techniques and procedures to product and service marketing. The student will be able to:
24.01	Analyze role of promotion in marketing and merchandising.
24.02	Identify the markets for and develop a promotion plan for a given product, service or event.
24.03	Develop a promotional mix for a product or service.
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	Create 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	Develop a marketing 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 an 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.
26.08	Examine the four phases of the business cycle (i.e., peak, contraction/recession, trough and expansion/recovery).
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 electronic media in facilitating global marketing.
28.0	Demonstrate applications of technology to marketing. the student will be able to:
28.01	Demonstrate mastery of software applications and technology currently used in marketing.
28.02	Identify use of virtual means of communication.
28.03	Demonstrate use of electronic media 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 (e.g., training and educational requirements, required skills and abilities, steps for reaching career goals in the chosen career, etc.).
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 (e.g., resume, coursework samples, etc.).

**Course Number: MKA0091**  
**Occupational Completion Point: C**  
**(Entrepreneur) General Manager – 150 Hours**

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, etc.).
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) on 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 procedures for buying an existing business or franchise.
32.02	Analyze and explain the functions of management.
32.03	Prepare an organizational 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 between government (i.e., federal, state, and local) and small businesses.
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	Identify the components of a business plan, their role to investors and explain how such a plan contributes to the success of a small business. 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, Planned Financing, Objectives, etc.).
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 a business plan.
33.04	Utilize current technology for research and communication in developing the business plan.
34.0	Prepare an introduction for a business plan. The student will be able to:
34.01	Identify and describe the type of business.
34.02	Analyze how current or changing economic situations create an unfulfilled consumer demand for the 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 the business.
35.02	Outline personal development in business field; include 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 effects 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 geographical area, demographics, lifestyle and product benefits.
37.02	Explain importance of market segmentation.
37.03	Describe customer buying behavior related to the 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 the potential location.
38.03	Describe market trends affecting the 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 the business situation.
39.02	Identify steps in starting to form business.
39.03	Outline steps in hiring of employees.
39.04	Prepare an organizational chart.
39.05	Compose job descriptions of identified positions.
40.0	Prepare a description of proposed product(s)/service(s). 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.
41.08	Differentiate between price and non-price competition; explain how firms engage in price and non-price competition.
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 website 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 a 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.
43.12	Explain how employer benefit programs create incentives/disincentives for people to save; explain how the employee's decision to save can depend on the alternatives offered by the employer.
43.13	Explain the basic functions and characteristics of money; describe the composition of the money supply in the United States.
43.14	Analyze the impact of capital investments on productivity and economic growth.
43.15	Explain how employer benefit programs create incentives and disincentives for people to save; identify how an employee's decision to save relates to the alternatives offered by the employer.
44.0	Demonstrate uses of marketing-related software. The student will be able to:
44.01	Perform merchandising math data entry procedures (e.g., stock turnover, markup, markdown, open to buy, pricing, invoicing).
44.02	Perform marketing spreadsheet data entry and output procedures.
44.03	Analyze a marketing spreadsheet in a decision-making situation.
44.04	Design and prepare an advertising brochure.

44.05	Discuss the importance of online services 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 (e.g., training and educational requirements, required skills and abilities, steps for reaching career goals, etc.).
45.02	Demonstrate specific technology applications related to a career plan.
45.03	Develop forms of documentation for inclusion in a career portfolio.

## Additional Information

### Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Career and Technical Student Organization (CTSO)

~~Collegiate DECA and Phi Beta Lambda (PBL)~~ CTSOs are ~~the~~ co-curricular career and technical student ~~organization(s)~~ organizations 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. -Other CTSOs not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

### 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

In Career Certificate 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: Computation (Mathematics) and Communications (Reading and Language Arts). 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, 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, F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College System Institution must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91, F.S.

### Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Real Estate Sales Agent  
**Program Type:** Career Preparatory  
**Career Cluster:** Marketing, Sales & Service

**Career Certificate Program**

Program Number	M807010
CIP Number	0252150107
Grade Level	30, 31
Program Length	63 hours
Teacher Certification	Refer to the <b>Program Structure</b> section.
CTSO	Collegiate DECA, PBL
SOC Codes (all applicable)	<a href="#">For program SOC codes,</a> please see the <del>CIP to SOC Crosswalk located at</del> <a href="#">Program and Course Tables section of the <del>link</del> CTE Program Resources page linked</a> below.
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>
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 real estate sales agents, or to provide supplemental training for people 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 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.

To teach the course listed below, instructors must hold the teacher certification indicated for the course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length
A	REE0047	Real Estate Sales Agent	Florida Licensed Real Estate Instructor	63 hours

Common Florida’s Career Technical Core—Career Ready Practices Readiness Skills for CTE Programs

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.

<u>Employability Skills</u>	
01.0	<u>Apply academic skills to workplace scenarios.</u>
01.01	<u>Use reading skills.</u>
01.02	<u>Use writing skills.</u>
01.03	<u>Use mathematical strategies and procedures.</u>
01.04	<u>Use scientific principles and procedures.</u>
02.0	<u>Design a solution to an industry problem.</u>

<a href="#">02.01 Use critical thinking.</a>
<a href="#">02.02 Use creativity.</a>
<a href="#">02.03 Make sound decisions.</a>
<a href="#">02.04 Solve problems.</a>
<a href="#">02.05 Reason.</a>
<a href="#">02.06 Plan and organize.</a>
<a href="#">03.0 Manage resources within an industry project</a>
<a href="#">03.01 Manage time.</a>
<a href="#">03.02 Manage money or resources.</a>
<a href="#">03.03 Manage materials.</a>
<a href="#">03.04 Manage personnel.</a>
<a href="#">04.0 Oversee the subcomponents, operations and output of a technical or organizational system.</a>
<a href="#">04.01 Manage systems.</a>
<a href="#">04.02 Monitor systems.</a>
<a href="#">04.03 Improve systems.</a>
<a href="#">05.0 Use information for decision making.</a>
<a href="#">05.01 Locate information.</a>
<a href="#">05.02 Organize information.</a>
<a href="#">05.03 Use information.</a>
<a href="#">05.04 Analyze information.</a>
<a href="#">05.05 Communicate information.</a>
<a href="#">06.0 Apply relevant technology to workplace scenarios to aid productivity.</a>
<a href="#">06.01 Use technology.</a>
<a href="#">07.0 Interpret and express interpersonal communication.</a>
<a href="#">07.01 Communicate verbally.</a>
<a href="#">07.02 Listen actively.</a>
<a href="#">07.03 Comprehend written material.</a>

<a href="#">07.04 Convey information in writing.</a>
<a href="#">07.05 Communicate nonverbally.</a>
<a href="#">07.06 Interpret nonverbal communication.</a>
<a href="#">08.0 Interact with others to accomplish workplace goals.</a>
<a href="#">08.01 Collaborate with others in a team.</a>
<a href="#">08.02 Respond to customer needs.</a>
<a href="#">08.03 Exercise leadership.</a>
<a href="#">08.04 Negotiate to resolve conflict.</a>
<a href="#">08.05 Respect others.</a>
<a href="#">09.0 Manage personal behavior to maximize productivity and professional growth.</a>
<a href="#">09.01 Demonstrate responsibility and self-discipline.</a>
<a href="#">09.02 Adapt and show flexibility.</a>
<a href="#">09.03 Work independently.</a>
<a href="#">09.04 Demonstrate a willingness to learn.</a>
<a href="#">09.05 Demonstrate integrity.</a>
<a href="#">09.06 Demonstrate professionalism.</a>
<a href="#">09.07 Take initiative.</a>
<a href="#">09.08 Display positive attitude.</a>
<a href="#">09.09 Take responsibility for professional growth.</a>
<b><u>Job Attainment</u></b>
<a href="#">10.0 Find, assess and apply to job opportunities.</a>
<a href="#">10.01 Identify online job posts relevant to his or her career aspirations.</a>
<a href="#">10.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</a>
<a href="#">10.03 Define what information, documentation and writing prompts are required for the positions.</a>
<a href="#">11.0 Communicate personal competence, character and fit for a job opportunity.</a>
<a href="#">11.01 Develop a resume.</a>
<a href="#">11.02 Write a cover letter.</a>

<a href="#"><u>11.03 Curate a professional portfolio that includes work products.</u></a>
<a href="#"><u>11.04 Prepare for and experience a mock job interview.</u></a>
<a href="#"><u>12.0 Cultivate and leverage relationships to professionally advance.</u></a>
<a href="#"><u>12.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u></a>
<a href="#"><u>12.02 Develop a plan to cultivate a professional digital footprint.</u></a>
<a href="#"><u>12.03 Develop a networking plan for a specific industry of interest.</u></a>

## **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 licensing laws and qualifications for licensure.
- 03.0 Demonstrate an understanding of licensing laws and administration.
- 04.0 Demonstrate an understanding of brokerage relationships and ethics.
- 05.0 Demonstrate an understanding of 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  
Career Certificate Program Number: M807010

<b>Course Number: REE0047</b>	
<b>Occupational Completion Point: A</b>	
<b>Real Estate Sales Agent – 63 Hours</b>	
01.0	Demonstrate an understanding of the real estate business. The student will be able to:
01.01	Define “farm area.”
01.02	Distinguish among 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 licensing laws 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 licensing laws and administration. The student will be able to:
03.01	Describe the composition of and member qualifications for the Florida Real Estate Commission.

03.02	Explain how members of the Florida Real Estate Commission are appointed.
03.03	Distinguish between active license status 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 of 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 provisions 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 “dual agent.”
04.06	Describe the purpose and requirements of the Florida No Brokerage Relationship Notice.
04.07	List the real estate licensee’s duties in a no-brokerage relationship.
04.08	Describe the process of transitioning from a single agent to a transaction broker.
04.09	Identify actions that will lead to the termination of an agency.
04.10	Recognize activities that would constitute fraud.
05.0	Demonstrate an understanding of 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 the negotiation of rentals.

05.08	Describe the obligations placed on a sales associate who changes employers.
05.09	Contrast the features of various types of business organizations.
05.10	Explain real estate operations in a Limited Liability Corporation (LLC) and as a Professional Association (PA).
05.11	Describe the benefits of various types of technology in real estate.
05.12	Explain using electronic forms in real estate transactions and electronic signature “Do’s and Don’ts”.
05.13	Explain which forms are required versus recommended in a real estate transaction (e.g., Lead-based Paint, Homeowners Association Riders, FHA, VA, etc.).
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 timeshares.
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 the 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 a breach of contract.
11.07	Describe the effects 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 federal government uses to control the supply of money in circulation.
13.06	Describe the functions 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 a buyer's market and a 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 purposes 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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Career and Technical Student Organization (CTSO)

~~Collegiate DECA and Phi Beta Lambda (PBL)~~ CTSOs are ~~the~~ co-curricular career and technical student ~~organization(s)~~ organizations 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. -Other CTSOs not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

### 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 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.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Florida Department of Education  
Curriculum Framework

**Program Title:** Distribution and Logistics Management  
**Program Type:** Career Preparatory  
**Career Cluster:** Marketing, Sales & Service

**Career Certificate Program**

Program Number	M812040	
CIP Number	0252040900	
Grade Level	30, 31	
Program Length	900 hours	
Teacher Certification	Refer to the <b>Program Structure</b> section.	
CTSO	Collegiate DECA, PBL	
SOC Codes (all applicable)	For program SOC codes, please see the <del>CIP to SOC Crosswalk located at</del> <a href="#">Program and Course Tables section of the link CTE Program Resources page linked</a> below.	
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>	
Basic Skills Level	Computation (Mathematics): 9	Communications (Reading and Language Arts): 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 purpose of this program is to prepare students for employment in the industrial distribution and manufacturing industries. Industrial distribution includes electrical, wholesale, plumbing, plastic, HVAC and other product distribution.

The content includes, but is not limited to, distribution operations procedures, sales techniques, computer programs, business math, business writing, inventory control operations, negotiating techniques, marketing and economics, human relations and industrial shop distribution applications.

**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.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length
A	MNA0088	Customer Service Specialist	MARKETING 1 MKTG MGMT 7G RETAILING @7 7G	225 hours
B	MKA0631	Billing Clerk		225 hours
C	MKA0632	Stock Clerk		150 hours
D	MKA0633	Sales Representatives, Wholesale and Manufacturing		300 hours

Common Florida's Career Technical Core—Career Ready Practices Readiness Skills for CTE Programs

~~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.~~

<u>Employability Skills</u>	
<u>01.0</u>	<u>Apply academic skills to workplace scenarios.</u>
<u>01.01</u>	<u>Use reading skills.</u>
<u>01.02</u>	<u>Use writing skills.</u>
<u>01.03</u>	<u>Use mathematical strategies and procedures.</u>
<u>01.04</u>	<u>Use scientific principles and procedures.</u>
<u>02.0</u>	<u>Design a solution to an industry problem.</u>

<a href="#">02.01 Use critical thinking.</a>
<a href="#">02.02 Use creativity.</a>
<a href="#">02.03 Make sound decisions.</a>
<a href="#">02.04 Solve problems.</a>
<a href="#">02.05 Reason.</a>
<a href="#">02.06 Plan and organize.</a>
<a href="#">03.0 Manage resources within an industry project</a>
<a href="#">03.01 Manage time.</a>
<a href="#">03.02 Manage money or resources.</a>
<a href="#">03.03 Manage materials.</a>
<a href="#">03.04 Manage personnel.</a>
<a href="#">04.0 Oversee the subcomponents, operations and output of a technical or organizational system.</a>
<a href="#">04.01 Manage systems.</a>
<a href="#">04.02 Monitor systems.</a>
<a href="#">04.03 Improve systems.</a>
<a href="#">05.0 Use information for decision making.</a>
<a href="#">05.01 Locate information.</a>
<a href="#">05.02 Organize information.</a>
<a href="#">05.03 Use information.</a>
<a href="#">05.04 Analyze information.</a>
<a href="#">05.05 Communicate information.</a>
<a href="#">06.0 Apply relevant technology to workplace scenarios to aid productivity.</a>
<a href="#">06.01 Use technology.</a>
<a href="#">07.0 Interpret and express interpersonal communication.</a>
<a href="#">07.01 Communicate verbally.</a>
<a href="#">07.02 Listen actively.</a>
<a href="#">07.03 Comprehend written material.</a>

<a href="#">07.04 Convey information in writing.</a>
<a href="#">07.05 Communicate nonverbally.</a>
<a href="#">07.06 Interpret nonverbal communication.</a>
<a href="#">08.0 Interact with others to accomplish workplace goals.</a>
<a href="#">08.01 Collaborate with others in a team.</a>
<a href="#">08.02 Respond to customer needs.</a>
<a href="#">08.03 Exercise leadership.</a>
<a href="#">08.04 Negotiate to resolve conflict.</a>
<a href="#">08.05 Respect others.</a>
<a href="#">09.0 Manage personal behavior to maximize productivity and professional growth.</a>
<a href="#">09.01 Demonstrate responsibility and self-discipline.</a>
<a href="#">09.02 Adapt and show flexibility.</a>
<a href="#">09.03 Work independently.</a>
<a href="#">09.04 Demonstrate a willingness to learn.</a>
<a href="#">09.05 Demonstrate integrity.</a>
<a href="#">09.06 Demonstrate professionalism.</a>
<a href="#">09.07 Take initiative.</a>
<a href="#">09.08 Display positive attitude.</a>
<a href="#">09.09 Take responsibility for professional growth.</a>
<b><u>Job Attainment</u></b>
<a href="#">10.0 Find, assess and apply to job opportunities.</a>
<a href="#">10.01 Identify online job posts relevant to his or her career aspirations.</a>
<a href="#">10.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</a>
<a href="#">10.03 Define what information, documentation and writing prompts are required for the positions.</a>
<a href="#">11.0 Communicate personal competence, character and fit for a job opportunity.</a>
<a href="#">11.01 Develop a resume.</a>
<a href="#">11.02 Write a cover letter.</a>

<a href="#"><u>11.03 Curate a professional portfolio that includes work products.</u></a>
<a href="#"><u>11.04 Prepare for and experience a mock job interview.</u></a>
<a href="#"><u>12.0 Cultivate and leverage relationships to professionally advance.</u></a>
<a href="#"><u>12.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u></a>
<a href="#"><u>12.02 Develop a plan to cultivate a professional digital footprint.</u></a>
<a href="#"><u>12.03 Develop a networking plan for a specific industry of interest.</u></a>

## **Standards**

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

- 01.0 Understand the purpose of Distribution and Logistics Management.
- 02.0 Demonstrate an understanding of basic marketing and economics concepts.
- 03.0 Identify and understand human relations principles.
- 04.0 Demonstrate effective communication skills.
- 05.0 Demonstrate an understanding of logistics and supply chain management.
- 06.0 Demonstrate an understanding of transportation systems.
- 07.0 Understand and apply computer fundamentals.
- 08.0 Exhibit business writing and math skills.
- 09.0 Demonstrate an understanding of warehousing and materials handling.
- 10.0 Demonstrate an understanding of packaging.
- 11.0 Perform inventory control operations skills.
- 12.0 Demonstrate knowledge of packaging and storage.
- 13.0 Demonstrate an understanding of inventory and supply planning.
- 14.0 Use oral and written communication skills to create, express, and interpret information and ideas.
- 15.0 Perform industrial distribution applications.
- 16.0 Demonstrate the leadership and teamwork skills necessary to accomplish goals and objectives.
- 17.0 Demonstrate an understanding of production.
- 18.0 Demonstrate an understanding of appropriate finance skills.
- 19.0 Demonstrate an understanding of demand planning.

Florida Department of Education  
Student Performance Standards

Program Title:       Distribution and Logistics Management  
Career Certificate Program Number:       M812040

<b>Course Number: MNA0088</b>	
<b>Occupational Completion Point: A</b>	
<b>Customer Service Specialist – 225 Hours</b>	
01.0	Understand the purpose of Distribution and Logistics Management. The student will be able to:
01.01	Complete school orientation.
01.02	Complete course orientation.
01.03	Identify career opportunities.
01.04	Apply risk management skills.
02.0	Demonstrate an understanding of basic marketing and economics concepts. 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.
03.0	Identify and understand 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 voicemail 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	Demonstrate effective communication skills. The student will be able to:

04.01	Identify need for effective communication.
04.02	Describe factors that obstruct effective communication.
04.03	Apply effective interpersonal communication skills.
04.04	Give and follow directions.
04.05	Apply oral communications techniques.
04.06	Apply negotiation techniques.
05.0	Demonstrate an understanding of logistics and supply chain management. The student will be able to:
05.01	Define and characterize supply chain management and logistics.
05.02	Describe the role of other business-related functional areas in supply chain management.
06.0	Demonstrate an understanding of transportation systems. The student will be able to:
06.01	Assess the importance of the transportation system.
06.02	Explain the scope of the domestic and global transportation systems.
06.03	Describe various services in the transportation industry and how these services are coordinated.
06.04	Explain the infrastructure and equipment used by the various modes of transportation.
06.05	Explain the channels of distribution.

**Course Number: MKA0631**  
**Occupational Completion Point: B**  
**Billing Clerk – 225 Hours**

07.0	Understand and apply computer fundamentals. The student will be able to:
07.01	Apply keyboarding techniques.
07.02	Navigate email applications and Personal Information Manager (PIM) applications.
07.03	Demonstrate email etiquette.
07.04	Create, receive and attach an email.

07.05	Organize and prioritize email.
07.06	Maintain calendar and meeting schedules.
07.07	Navigate word processing software.
07.08	Create and modify computerized documents.
07.09	Conduct an Internet-based research project.
07.10	Create a computerized advertisement.
07.11	Apply basic computer systems operations.
08.0	Exhibit business writing and math skills. The student will be able to:
08.01	Solve marketing problems using a calculator.
08.02	Solve math problems involving addition, subtraction, multiplication, division, percentage, ratio and decimals.
08.03	Navigate spreadsheet application software.
08.04	Perform spreadsheet application functions.
08.05	Navigate pivot tables.
08.06	Create business letters, reports and memos.
09.0	Demonstrate an understanding of warehousing and materials handling. The student will be able to:
09.01	Explain the reasons for maintaining warehousing.
09.02	Explain the functions of warehouses.
09.03	Compare and contrast public and private warehouses.
09.04	Explain common warehouse documents.
09.05	Describe materials handling functions.
09.06	Explain the elements that influence.
10.0	Demonstrate an understanding of packaging. The student will be able to:
10.01	Evaluate different types of packaging.

10.02 Explain the functions of packaging.

10.03 Explain how packaging influences other logistic activities.

**Course Number: MKA0632**  
**Occupational Completion Point: C**  
**Stock Clerk – 150 Hours**

11.0 Perform inventory control operations skills. The student will be able to:

11.01 Describe inventory control operations.

11.02 Receive and inspect merchandise.

11.03 Price and stock merchandise.

11.04 Display and interpret inventory screens.

11.05 Analyze computerized warehouse data.

11.06 Run and analyze inventory reports.

11.07 Apply computerized sequencing procedures.

11.08 Maintain automated inventory file.

11.09 Maintain current pricing information.

11.10 Maintain periodic automated inventory procedures.

12.0 Demonstrate knowledge of packaging and storage. The student will be able to:

12.01 Define the terms related to packaging (e.g., SKU, stacking gram, LES, etc.).

12.02 Identify various labeling and packaging schemes available for securing and tracking the movement of items through a warehouse.

12.03 Explain the concepts involved in determining the best method for storage and the equipment needed to facilitate a cost effective and efficient warehouse.

12.04 Identify and assess different types of packaging.

12.05 Explain the functions of different packaging types.

12.06 Identify how packaging influences other logistic activities.

13.0	Demonstrate an understanding of inventory and supply planning. The student will be able to:
13.01	Explain the importance of inventory.
13.02	Explain how inventory management is measured.
13.03	Analyze the Just-In-Time (JIT) inventory process.
14.0	Use oral and written communication skills to create, express, and interpret information and ideas. The student will be able to:
14.01	Locate, organize, and reference written information from various sources.
14.02	Apply active listening skills to obtain and clarify information.
14.03	Develop and interpret tables and charts to support written and oral communications.
14.04	Exhibit the public relations skills required to achieve customer satisfaction.

**Course Number: MKA0633**  
**Occupational Completion Point: D**  
**Sales Representatives, Wholesale and Manufacturing – 300 Hours**

15.0	Perform industrial distribution applications. The student will be able to:
15.01	Identify industrial safety skills.
15.02	Understand the importance and the cost of physical distribution.
15.03	Identify basic tools and fasteners.
15.04	Read basic blueprints.
15.05	Participate in a five week rotating internship component.
15.06	Navigate customer contact software package.
15.07	Use manual parts catalogs and interchanges.
16.0	Demonstrate the leadership and teamwork skills necessary to accomplish goals and objectives. The student will be able to:
16.01	Employ leadership skills to accomplish goals and objectives.
16.02	Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

16.03	Conduct and participate in meetings (real or simulated) to accomplish work tasks.
16.04	Utilize mentoring skills to inspire and teach others.
17.0	Demonstrate an understanding of production. The student will be able to:
17.01	Explain the relationship between manufacturing, purchasing and logistics.
17.02	Explain the concept of production.
17.03	Plan production.
17.04	Apply best practices to production operations.
17.05	Explain the impact of new production technology for profitability.
18.0	Demonstrate an understanding of appropriate finance skills. The student will be able to:
18.01	Explain how logistic costs impact net profit.
18.02	Utilize various inventory valuation methods.
18.03	Explain how an income statement and a balance sheet are derived.
19.0	Demonstrate an understanding of demand planning. The student will be able to:
19.01	Interpret the general concept of demand planning.
19.02	Explain the seasonal influences on forecasts.
19.03	Contrast balancing supply and demand.
19.04	Forecast demand.

## Additional Information

### Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Career and Technical Student Organization (CTSO)

~~Collegiate DECA and Phi Beta Lambda (PBL)~~ CTSOs are ~~the~~ co-curricular career and technical student ~~organization(s)~~ organizations 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. -Other CTSOs not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

### 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

In Career Certificate 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: Computation (Mathematics) and Communications (Reading and Language Arts). 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, 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, F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College System Institution must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91, F.S.

### Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.