

**PROGRAM CONCENTRATION:** Marketing, Sales & Services  
**COURSE TITLE:** Basic Skills of Marketing – Sixth Grade

**COURSE DESCRIPTION:**

The “Basic Skills of Marketing” is the middle school introductory course to Marketing. This course will insure that students learn the fundamentals about our free enterprise system and how marketing is imperative to our economy. Students will gain knowledge about basic marketing concepts, and they will develop skills that allow them to use the marketing information through project-based instruction. This course will encourage entrepreneurial interests and develop entrepreneurial abilities thereby fostering the idea of self-employment as an income generating option. Students will develop basic personal and social skills through their development of portfolios and their delivery of presentations. Participation in DECA will reinforce the students’ business and marketing skills as well as develop skills in leadership, competition and community service.

**Important Note:** The foundational skills in marketing will build from sixth to eighth grade thus allowing for greater depth of concentration in high school marketing courses. Standards MSMSS6-5, MSMSS6-6 and MSMSS6-7 should be incorporated throughout the course.

**MSMSS6-1: Students will define marketing and show how marketing fits into their daily lives.**

- a. Define the terms marketing and market.
- b. Illustrate the difference between a good/product and a service.
- c. Explain the difference between a target market and a universal market.
- d. Explain the term marketing mix.
- e. Distinguish between a customer and a consumer.
- f. Determine the difference between a need and a want.
- g. List and define the four P’s of marketing.

**SAMPLE TASKS:**

- a. Students will make a list of all the goods and services that their family has purchased in the last month, and they will make the following differentiations: Was the item a good or a service? Was the item targeted to them? Was the item a need or a want? Were they the customers or the consumers?
- b. Students will create a visual presentation to demonstrate how “Marketing Touches Everyone’s Life on a Daily Basis”.
- c. Students will demonstrate their understanding of the 4P’s of marketing. They will choose a company from which they frequently buy (i.e., McDonalds, Nike, etc...). Students will identify that company's target market and marketing mix.

**ACADEMIC STANDARDS:**

*ELA6R2: The student understands and acquires new vocabulary and uses it correctly in reading and writing.*

*ELA6R3: The student reads aloud, accurately, familiar material in a variety of genres, in a way that makes meaning clear to the listeners.*

*ELA6RC3: The student acquires new vocabulary in each content area and uses it correctly.*

*ELA6W2: The student demonstrates competence in a variety of genres.*

*ELA6LSV1: The student participates in student-to-teacher, student to student, and group verbal interactions.*

**NATIONAL STANDARDS:**

*Standard 2: Solve mathematical problems to obtain information for decision making in marketing, sales and service.*

*Standard 3: Apply language arts skills to enhance business opportunities in marketing, sales and service.*

*Standard 4: Use communication skills to facilitate information flow in marketing sales and service.*

**MSMSS6-2: Students will investigate and implement basic economic concepts.**

- a. Define economics.
- b. Explain how economics is foundational to marketing.
- c. Define a free market economy.
- d. Explain marketing's role in a free market economy.
- e. List and explain the three types of businesses.
- f. Explain the concept of supply and demand.
- g. Explain marketing's role in supply and demand.
- h. Explain the effect of supply and demand on price.

**SAMPLE TASKS:**

- a. Using the internet students will locate a local example of each type of business ownership. On a poster, they will show the following: a picture of the business, the location of the business, the hours of operation, a list of goods sold and a list of services offered.
- b. Students write a paper comparing the Free Market Economy in this country to any other economic system in the world. The paper should show at least three positives and three negatives of each economic system.
- c. Students will be given a chart listing 10 products. They will determine how these products are affected by supply and demand by identifying whether supply and demand is high or low and as a result whether the price is high or low. In addition, they will write a brief statement describing how each product is affected by supply and demand.

**ACADEMIC STANDARDS:**

*SS6E1: The student will analyze different economic systems.*

*ELA6RC3: The student will acquire new vocabulary in each content area and uses it correctly.*

*ELA6R2: The student understands and acquires new vocabulary and uses it correctly in reading and writing.*

*M6P4: Students will make connections among mathematical ideas and to other disciplines.*

*M6P3: Students will communicate mathematically.*

*M6P1: Students will solve problems (using appropriate technology).*

*M6P5: Students will represent mathematics in multiple ways.*

**NATIONAL STANDARDS:**

*Standard 2: Solve mathematical problems to obtain information for decision making in marketing, sales and service*

*Standard 3: Apply language arts skills to enhance business opportunities in marketing, sales and service*

*Standard 4: Use communication skills to facilitate information flow in marketing sales and service*

*Standard 6: Apply technological tools in marketing, sales and service to expedite work flow*

**MSMSS6-3: Students will examine the relationship between entrepreneurship and marketing.**

- a. Define the terms entrepreneur and entrepreneurship.
- b. Identify entrepreneurial businesses.
- c. Recognize the value of entrepreneurs to our society/economy.
- d. Explain how our free enterprise system encourages entrepreneurial activities.
- e. List the personality traits and the skills needed by an entrepreneur.
- f. List the benefits and risks involved in being an entrepreneur.
- g. Define start-up capital and determine ways to generate capital to start a business.
- h. Define and explain the profit formula.

**SAMPLE TASKS**

- a. Students will create a visual presentation that shows the characteristics, personality traits and skills needed by an entrepreneur.
- b. Students will interview an entrepreneur in their community. They will prepare a list of questions to ask the entrepreneur. Upon completion, the student will write a brief essay on the entrepreneur.
- c. Students will divide into small groups and develop a product that they can produce in class with a start-up capital of fifty cents per member. The product must be targeted to their classmates. Students will make an oral presentation to a panel of judges to determine which group had the largest profit.

**ACADEMIC STANDARDS:**

- SS6E4: The student will explain personal money management choices in terms of income, spending, credit, saving and investing.*
- SS6E1: The student will analyze different economic systems.*
- ELA6R2: The student understands and acquires new vocabulary and uses it correctly in reading and writing.*
- M6P3: Students will make connections among mathematical ideas and to other disciplines.*
- M6P4: Students will communicate mathematically.*
- M6P5: Students will solve problems (using appropriate technology).*
- M6P6: Students will represent mathematics in multiple ways.*

**NATIONAL STANDARDS:**

- Standard 2: Solve mathematical problems to obtain information for decision making in marketing, sales and service.*
- Standard 3: Apply language arts skills to enhance business opportunities in marketing, sales and service.*
- Standard 4: Use communication skills to facilitate information flow in marketing sales and service.*
- Standard 9: Employ leadership and teamwork skills to facilitate work flow in marketing, sales and service.*

**MSMSS6-4: Students will conduct market research and explain the value of market research to a business.**

- a. Define the term marketing research.
- b. Define data.
- c. Provide examples of primary and secondary data.
- d. Develop a survey using the 4 P's of marketing.
- e. Administer the survey.
- f. Collect and interpret survey results.

- g. Define a test market.
- h. Conduct a test market.
- i. Define a focus group.
- j. Using the data collected, develop a bar graph to show results.
- k. List the three parts of the communication process
- l. Explain the difference between open-ended questions and close-ended questions.
- m. Determine the impact of non-verbal communication.
- n. Defend the need to conduct marketing research.
- o. List the benefits of the marketing research to a company.

### SAMPLE TASKS

- a. Students will develop a survey using closed ended questions to make determinations about their product or service. The survey should be administered to a focus group of their peers. Students will develop a bar graph to demonstrate the results.
- b. Students working from a teacher generated list of emotions (i.e. anger & fear) will create a collage of pictures showing examples of non-verbal forms of communication.
- c. As a class, students will brainstorm to develop a research survey of products they would most like to sell in the school store. The products may include snacks and school supplies. The survey must include specific questions and choices:
  - What products do you like the most? (rank from most liked to least liked)
  - What do you like about your choices? (taste, color, popularity, cost, size, etc.)
  - What do you not like about your choices? (taste, color, cost, size, etc.)
  - What are you willing to pay for your top choice?

### ACADEMIC STANDARDS:

- ELA6R2: The student understands and acquires new vocabulary and uses it correctly in reading and writing.*
- ELA6RC3: The student acquires new vocabulary in each content area and uses it correctly.*
- ELA6W2: The student demonstrates competence in a variety of genres.*
- ELA6LSV1: The student participates in student-to-teacher, student to student, and group verbal interactions.*
- ELA6W3: The student uses research and technology to support writing.*
- ELA6LSV2: The student listens to and views forms of text and media in order to gather and share information, persuade others and express and understand ideas.*
- S6CS8: Students will investigate the characteristics of scientific knowledge and how it is achieved.*
- S6CS9: Students will investigate the features of the process of scientific inquiry.*
- M6D1: Students will pose questions, collect data, represent and analyze the data and interpret the results.*

### NATIONAL STANDARDS:

- Standard 2: Solve mathematical problems to obtain information for decision making in marketing, sales and service.*
- Standard 3: Apply language arts skills to enhance business opportunities in marketing, sales and service.*
- Standard 4: Use communication skills to facilitate information flow in marketing sales and service.*
- Standard 6: Apply technological tools in marketing, sales and service to expedite work flow.*
- Standard 9: Employ leadership and teamwork skills to facilitate work flow in marketing, sales and service.*

**MSMSS6-5: The student will use technology to develop and deliver formal presentations**

- a. Demonstrate skills utilizing available technology.
- b. Determine the steps in making an effective, properly sequenced presentation using available technology
- c. Demonstrate knowledge of and/or skills needed in using current technology

**SAMPLE TASKS:**

- a. Develop and deliver a formal presentation using at least three types of technology.
- b. Research and give a presentation on the most current technology used in marketing.
- c. Exhibit the steps in making a properly sequenced presentation.

**ACADEMIC STANDARDS:**

*ELA6W2: The student demonstrates competence in a variety of genres.*

*ELA6LSV1: The student participates in student-to-teacher, student to student, and group verbal interactions.*

*M6P1: Students will solve problems (using appropriate technology).*

*M6D1: Students will pose questions, collect data, represent and analyze the data and interpret the results.*

**NATIONAL STANDARDS:**

*Standard 4: Use communication skills to facilitate information flow in marketing sales and service.*

*Standard 6: Apply technological tools in marketing, sales and service to expedite work flow.*

*Standard 12: Employ technical skills to understand and perform marketing, sales and service activities.*

**MSMSS6-6: Students will participate in DECA, the professional student organization for marketing students.**

- a. Develop leadership skills by engaging in local chapter meetings and local and state leadership activities/conferences.
- b. Utilize Roberts Rules of Order.
- c. Explain the importance of working cooperatively with others to plan/conduct DECA meetings.
- d. Participate in School Service activities.
- e. Participate in DECA competitions.
- f. Develop a community service campaign and make a formal presentation detailing the plan.

**SAMPLE TASKS:**

- a. Students will film a DECA meeting and then critique any Roberts Rules of Order errors.
- b. Students will develop a DECA school service project and present the project to the administration for approval.
- c. Students will attend or participate in a local/regional DECA competition.
- d. Students will decide on and participate in a community service project. The participants will present the outcome in a power point at a DECA meeting.

**ACADEMIC STANDARDS:**

- ELA6R2: The student understands and acquires new vocabulary and uses it correctly in reading and writing.*
- ELA6R3: The student reads aloud, accurately, familiar material in a variety of genres, in a way that makes meaning clear to the listeners.*
- ELA6RC3: The student acquires new vocabulary in each content area and uses it correctly.*
- ELA6W2: The student demonstrates competence in a variety of genres.*
- ELA6LSV1: The student participates in student-to-teacher, student to student, and group verbal interactions.*

**NATIONAL STANDARDS:**

- Standard 1: Integrate social-studies skills into marketing, sales and service to better understand customers and the economic environment in which they function.*
- Standard 2: Solve mathematical problems to obtain information for decision making in marketing, sales and service.*
- Standard 3: Apply language arts skills to enhance business opportunities in marketing, sales and service.*
- Standard 4: Use communication skills to facilitate information flow in marketing sales and service.*
- Standard 5: Apply problem-solving and critical thinking skills to help grow the business and to resolve workplace conflict.*
- Standard 6: Apply technological tools in marketing, sales and service to expedite work flow.*
- Standard 7: Implement, modify, and improve business and marketing systems to facilitate business activities.*
- Standard 8: Implement safety, health and environmental controls to enhance productivity in marketing, sales and service.*
- Standard 9: Employ leadership and teamwork skills to facilitate work flow in marketing, sales and service.*
- Standard 10: Exhibit ethical behavior in marketing, sales and service to create goodwill and trust.*
- Standard 11: Implement employability and career-development skills to obtain and progress in marketing, sales and service careers.*
- Standard 12: Employ technical skills to understand and perform marketing, sales and service activities.*

**MSMSS6-7: Students will develop a career portfolio.**

- a. Use an online career development program (GCIS, Career Cruising, etc.) to determine interests, abilities and attitudes.
- b. Create a student profile/resume.
- c. Obtain a general letter of recommendation from a teacher and a community leader.
- d. Participate in a dress for success activity and document the importance of appropriate dress in business settings.
- e. Participate in a mock interview.
- f. Define networking and determine its importance in the job-finding process.
- g. Implement the community service event developed in standard 6/element f and document the results.
- h. Assess the personal, social, technical (business and marketing) and leadership skills developed as a result of participating in a DECA leadership event/conference and DECA competitive events.
- i. Assess your interests/abilities and determine if you are suited for a career as an entrepreneur or whether you are more suited for traditional employment (i.e., work for an established company/business).

### SAMPLE TASKS:

Students will create a career portfolio that includes but is not limited to the aforementioned documents:

- Students will complete a personality profile and use the information to create a Poster entitled: **“Marketing Me.”** The poster will include 1- A picture that represents the student in a marketing job that fits the outcome of his profile (i.e. product) 2 A picture of a company that employs individuals in their desired career path (i.e. place) 3- The salary for this career and a picture depicting the lifestyle possible (house, car, etc.) in this salary range (i.e. price) 4- Present the project to the teacher and the class (i.e. promotion).
- Students will divide into small groups and each group will be responsible for recommending one person in the community who is involved in the field of marketing to serve on the marketing advisory committee. Students will make contact and offer the invitation to serve. Each group will develop a profile of their member and present to it the class.
- Students will create a mobile depicting various career choices in marketing and create a career profile for each of the careers. Students will then select the career that interests them most. They will present their mobile to the class and discuss their career choice.

### ACADEMIC STANDARDS:

*ELA 6R1: The student demonstrates comprehension and shows evidence of warranted and responsible explanation of a variety of literary and informational texts.*

*ELA6W3: The student uses research and technology to support writing*

*ELA6LSV2: The student listens to and views forms of text and media in order to gather and share information, persuade others and express and understand ideas*

*SS6E4: The student will explain personal money management choices in terms of income, spending, credit, saving and investing*

### NATIONAL STANDARDS:

*Standard 3: Apply language arts skills to enhance business opportunities in marketing, sales and service.*

*Standard 4: Use communication skills to facilitate information flow in marketing sales and service.*

*Standard 9: Employ leadership and teamwork skills to facilitate work flow in marketing, sales and service.*

*Standard 10: Exhibit ethical behavior in marketing, sales and service to create goodwill and trust.*

*Standard 11: Implement employability and career-development skills to obtain and progress in marketing, sales and service careers.*

*Standard 12: Employ technical skills to understand and perform marketing, sales and service activities.*

### READING STANDARD COMMENT:

After the elementary years, students are seriously engaged in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas *in context*.

Beginning with the middle grade years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics,

history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

**CTAEMRC-1: Students will enhance reading in all curriculum areas by:**

- a. Reading in all curriculum areas.
  - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
  - Read both informational and fictional texts in a variety of genres and modes of discourse.
  - Read technical texts related to various subject areas.
- b. Discussing books.
  - Discuss messages and themes from books in all subject areas.
  - Respond to a variety of texts in multiple modes of discourse.
  - Relate messages and themes from one subject area to messages and themes in another area.
  - Evaluate the merit of texts in every subject discipline.
  - Examine author's purpose in writing.
  - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge.
  - Demonstrate an understanding of contextual vocabulary in various subjects.
  - Use content vocabulary in writing and speaking.
  - Explore understanding of new words found in subject area texts.
- d. Establishing context.
  - Explore life experiences related to subject area content.
  - Discuss in both writing and speaking how certain words are subject area related.
  - Determine strategies for finding content and contextual meaning for unknown words.

**WRITING:**

The student writes clear, coherent text. The writing shows consideration of the audience and purpose. The student progresses through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions).

**CTAEW-1: The student demonstrates competence in a variety of genres.**

The student produces technical writing (business correspondence: memoranda, emails, letters of inquiry, letters of complaint, instructions and procedures, lab reports, slide presentations) that:

- a) Creates or follows an organizing structure appropriate to purpose, audience, and context.
- b) Excludes extraneous and inappropriate information.
- c) Follows an organizational pattern appropriate to the type of composition.
- d) Applies rules of Standard English.

**CTAEW-2: The student uses research and technology to support writing.**

The student:

- a) Identifies topics, asks and evaluates questions, and develops ideas leading to inquiry, investigation, and research.



- b) Uses organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate relevant information.
- c) Includes researched information in different types of products (e.g., compositions, multimedia presentations, graphic organizers, projects, etc.).
- d) Uses appropriate structures to ensure coherence (e.g., transition elements).
- e) Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
- f) Gives credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

**CTAEW-3: The student consistently uses the writing process to develop, revise, and evaluate writing.**

The student:

- a) Plans and drafts independently and resourcefully.
- b) Uses strategies of note taking, outlining, and summarizing to impose structure on composition drafts.
- c) Edits writing to improve word choice after checking the precision of the vocabulary.

**CTAE FOUNDATION SKILLS:**

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U.S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTE), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

**CTAE-FS-1 Technical Skills:** Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

**CTAE-FS-2 Academic Foundations:** Learners achieve state academic standards at or above grade level.

**CTAE-FS-3 Communications:** Learners use various communication skills in expressing and interpreting information.

**CTAE-FS-4 Problem Solving and Critical Thinking:** Learners define and solve problems, and use problem-solving and improvement methods and tools.

**CTAE-FS-5 Information Technology Applications:** Learners use multiple information technology devices to access, organize process, transmit, and communicate information.

**CTAE-FS-6 Systems:** Learners understand a variety of organizational structures and functions.

**CTAE-FS-7 Safety, Health and Environment:** Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

**CTAE-FS-8 Leadership and Teamwork:** Learners apply leadership and teamwork skills in Collaborating with others to accomplish organizational goals and objectives.

**CTAE-FS-9 Ethics and Legal Responsibilities:** Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

**CTAE-FS-10 Career Development:** Learners plan and manage academic-career plans and employment relations.

**CTAE-FS-11 Entrepreneurship:** Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.

**PROGRAM CONCENTRATION:** Marketing, Sales & Services  
**COURSE TITLE:** Exploring Marketing Education – Seventh grade

**COURSE DESCRIPTION:** The seventh grade “Exploring Marketing Education” course connects foundational business and marketing concepts to general business and marketing activities. The course is designed to give students a basic understanding of the marketing concept and the seven functions of marketing. As a result of engaging in the student organization, DECA, students will continue to develop their technical skills in marketing, as well as their leadership and presentation skills. Through the continuation of the career portfolio project, students will examine career opportunities in marketing and management and explore the necessary job skills needed to obtain positions in this field.

**IMPORTANT NOTE:** Standards MSMSS7-3, MSMSS 7-4 AND MSMSS 7-5 should be incorporated throughout the course.

**MSMSS7-1: Review foundational knowledge of business and marketing concepts and apply the concepts to general business and marketing activities.**

- a) Discuss the manner in which marketing affects business, society, and the economy.
- b) Explain the benefits of the free market economy.
- c) Determine the value of entrepreneurs and entrepreneurship in our economy.
- d) Determine the economic factors that impact employment opportunities.

**SAMPLE TASKS:**

- a. Students will construct a chart showing the types of business ownership. Under each type, the student will list three businesses in the local community.
- b. Using file cards, yarn, and a coat hanger have students create a mobile that contains the traits of successful entrepreneurs.
- c. Students will imagine that they have decided to become entrepreneurs. Have them answer the following questions in a written report:
  - a. What kind of product would they sell?
  - b. Would they market the product to consumers or businesses? Why?
  - c. What type of ownership would they choose? Why?
  - d. In their report, they should also include the advantages and disadvantages of being an entrepreneur and the possibilities of success.
- d. Have the student imagine they are in charge of a country. Which type of economy would they choose to run the country? Students should make a chart that describes the type of economy and their reasons for choosing it.

**ACADEMIC STANDARDS:**

*SS7E1: The student will analyze different economic systems.*

*S7CS1: Students will explore the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits on their own efforts to understand how the world works.*

*M7P4: Students will make connections among mathematical ideas and other disciplines.*

**NATIONAL STANDARDS:**

*Standard 1: Integrate social-studies skills into marketing, sales, and service to better understand customers and the environment in which they function.*

**MSMSS7-2: Acquire foundational knowledge of marketing concepts to understand the functions of marketing.**

- a) Develop a graphic which depicts the functions of marketing.
- b) Relate the importance of the financing function to marketing and business.
- c) Identify the activities used to gather marketing information in the information management function.
- d) Discover the methods of distribution used by businesses to provide products and services to their customers.
- e) Illustrate how businesses develop and improve products as part of the product management function.
- f) Discuss the importance of the pricing function to a business.
- g) Demonstrate how the promotion function informs, expresses, and persuades through oral and written communication.
- h) Demonstrate the personal communication techniques used in the selling function (customer service, sales presentations, e-commerce, use of the telephone and product demonstrations).

**SAMPLE TASKS:**

- a. Students will create a spoke shaped graphic organizer for the functions with the title “Marketing Functions” in the center and a function at the end of each spoke. As the functions are discussed, the function will be entered. The purpose is to show how all of the functions are interrelated.
- b. Using old magazines and construction paper, students will create a scrapbook on the marketing functions. They should find pictures which illustrate each function and have a separate page for each of the functions.
- c. Using the classified section in the local newspaper or an on-line job search site, students will find at least one job for each of the seven functions. Using the ads, they will then create a poster about the seven functions. In their poster they will identify which function appears to have the most career opportunities and why they believe this is the case.
- d. Students will choose one of the functions of marketing, find a job in this function and print the job description. They will write a report that describes the job and lists the qualifications. In their report, students need to explain why they would or would not like the job. Students may use the following Web sites to help them locate information about jobs: ([www.monster.com](http://www.monster.com); [www.ajb.dni.us](http://www.ajb.dni.us); <http://www.gcic.peachnet.edu>; [www.careercruising.com](http://www.careercruising.com); [www.careervoyages.gov](http://www.careervoyages.gov); [www.dol.gov](http://www.dol.gov), and <http://www.acinet.org/acinet/>).

**ACADEMIC STANDARDS:**

- M7D1: Students will pose questions, collect data, represent and analyze the data, and interpret results.*
- M7P4: Students will make connections among mathematical ideas and to other disciplines.*
- M7P5: Students will represent mathematics in multiple ways.*
- SS7E4: The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.*
- ELA7R2: The student understands and acquires new vocabulary and uses it correctly in reading and writing.*
- ELA7RC3: The student acquires new vocabulary in each content area and uses it correctly.*
- S7CS3: Students will have the computation and estimation skills necessary for analyzing data*

NATIONAL STANDARDS:

*Standard 7: Implement, modify, and improve business and marketing systems to facilitate business activities.*

**MSMSS7-3: Utilize foundational knowledge of presentation skills to gauge the impact of communication and promotion on products and services in the market place.**

- a) Review the steps in a formal presentation.
- b) Explain how presentations inform, express and persuade.
- c) Explain the important role of presentations in promoting products and services.
- d) Develop a formal presentation which explains/promotes Standards 1, 2 or 4 in this course.
- e) Show mastery of technology in all presentations.

SAMPLE TASKS:

- a) Using available technology, students will develop a presentation, on a marketing career which interests them. If possible, the presentation should use at least one visual special effect and one sound effect.

ACADEMIC STANDARDS:

*ELA7W3: The student uses research and technology to support writing.*

*ELA7LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions*

*ELA7LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.*

*M7P1: Students will solve problems (using appropriate technology).*

*M7P4: Students will make connections among mathematical ideas and to other disciplines.*

NATIONAL STANDARDS:

*Standard 3: Apply language art skills to enhance business opportunities in marketing, sales, and service.*

*Standard 4: Use communications skills to facilitate information flow in marketing, sales and service.*

*Standard 6: Apply technological tools in marketing, sales, and service to expedite workflow.*

**MSMSS7-4: Utilize foundational knowledge of the co-curricular student organization, DECA, to increase technical skills in marketing and business and further develop social skills.**

- a) Determine the personal skills (such as leadership, confidence. etc.), social skills (such as poise, team work, etc.) and educational benefits (related to business and marketing) of DECA to marketing education students.
- b) Define the term co-curricular and explain the benefits of the co-curricular student organization, DECA, to the Marketing Education Program.
- c) Participate in a DECA leadership event/conference or a regional/state DECA competitive event.
- d) Identify effective group interaction strategies.
- e) Develop a community service project to expand leadership, teamwork, and service learning skills.

ACADEMIC STANDARDS:

*ELA7LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions*

*S7CS1: Students will explore the importance of curiosity, honesty, openness, and skepticism and will exhibit these traits in their own efforts to understand how the world works.*

*ELA7RC3: The student acquires new vocabulary in each content area and uses it correctly.*

*M7P1: Students will solve problems (using appropriate technology)*

NATIONAL STANDARDS:

*Standard 9: Employ leadership and teamwork skills to facilitate workflow in marketing, sales, and service activities*

**MSMSS7-5: Utilize foundational knowledge of career portfolios to further develop a career plan.**

- a) Explain how the career decision making process is developmental.
- b) Differentiate between a job and a career (i.e., education and/or training needed, experience required, etc.)
- c) List sources of information on careers and employment trends.
- d) Explain how personal interests and abilities impact lifelong learning.
- e) Develop a career plan including high school programs/courses and postsecondary degrees.
- f) Assess the skills developed and/or enhanced as a result of participating in a DECA leadership conference and a competitive events conference.
- g) Implement a community service project and assess the skills developed and/or enhanced as a result.

SAMPLE TASKS:

- a. Using the school's media center or a computer lab, students will research marketing management positions and develop a career ladder. In the ladder, students should list the educational requirements for each position and the salary range. Stress to the students the importance of continuing education for advancement in responsibility and salary.
- b. Ask the students to visit two different types of businesses and get copies of the businesses' job applications. In class, students should complete the applications. For a class discussion, discuss the similarities and differences in the applications.
- c. For this activity, students will interview two employed adults. For the interview, students should ask the following questions:
  - a. How did they learn of the opening at the current employment site?
  - b. What were the company's requirements for applying for the job?
  - c. Did they submit a resume and cover letter?
  - d. What kinds of questions were they asked during the interview?

ACADEMIC STANDARDS:

*ELA7RC3: The student acquires new vocabulary in each content area and uses it correctly.*

*ELA7W3: The student uses research and technology to support writing.*

*SS7E4: The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.*

NATIONAL STANDARDS:

*Standard 11: Implement employability and career-development skills to obtain and progress in marketing, sales, and service careers.*

**MSMSS7-6: Utilize elements of the marketing functions to develop a new product.**

- a. Develop a new product that can be marketed to peers
- b. Describe the importance of the marketing functions to the development of a new product.

SAMPLE TASKS:

This task is a culmination task and will use all of the standards.

1. Have students form groups. (Try to limit groups to a maximum of five members.) These groups will represent companies. During this part of the activity, students will brainstorm and develop their company name, logo, motto, and mission statement.
2. The class will brainstorm ideas for product categories and the class will determine the best category.
3. Each group decides on a product from the category selected above and writes a product description.
4. In an essay, groups explain how they will use each of the functions in marketing their product.
5. Groups develop product surveys and conduct their survey.
6. Groups observe their target market using the product.
7. Groups write reports on how to use the data from the survey.
8. Graphs are constructed to display survey results visually.
9. Groups work individually to develop a promotion for their products.
10. Groups will present their products to buyers at a trade show.
  - a. The trade show can be held in the classroom, media center, or any facility that can accommodate this activity.
  - b. For this activity, each group will need a table to display their product. A science fair type board is suggested for the promotional display. Group members should be prepared to present the features and benefits of their chosen product to the buyers.
  - c. It is suggested that the buyers be other teachers. Acting as buyers from a large chain store, the buyers will move from booth to booth and listen to the presentations. They will then select three products for possible purchase. For each product they may order up to 500 units.

ACADEMIC STANDARDS:

*ELA7LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.*

*S7CS3: Students will have the computation and estimation skills necessary for analyzing data*

*SSEIN1: The student will explain why individuals, businesses and governments trade goods and services.*

*M7D1: Students will pose questions, collect data, represent and analyze the data, and interpret results.*

**NATIONAL STANDARDS:**

*Standard 2: Solve mathematical problems to obtain information for decision making in marketing, sales, and service.*

*Standard 4: Use communication skills for facilitate information flow in marketing, sales, and service.*

*Standard 9: Employ leadership and teamwork skills to facilitate work flow in marketing, sales, and service.*

*Standard 12: Employ technical skills to understand and perform marketing, sales, and service activities.*

**READING STANDARD COMMENT:**

After the elementary years, students are seriously engaged in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas *in context*.

Beginning with the middle grade years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

**CTAEMRC-1: Students will enhance reading in all curriculum areas by:**

- a. Reading in all curriculum areas.
  - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
  - Read both informational and fictional texts in a variety of genres and modes of discourse.
  - Read technical texts related to various subject areas.
- b. Discussing books.
  - Discuss messages and themes from books in all subject areas.
  - Respond to a variety of texts in multiple modes of discourse.
  - Relate messages and themes from one subject area to messages and themes in another area.
  - Evaluate the merit of texts in every subject discipline.
  - Examine author's purpose in writing.
  - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge.
  - Demonstrate an understanding of contextual vocabulary in various subjects.
  - Use content vocabulary in writing and speaking.
  - Explore understanding of new words found in subject area texts.
- d. Establishing context.
  - Explore life experiences related to subject area content.
  - Discuss in both writing and speaking how certain words are subject area related.
  - Determine strategies for finding content and contextual meaning for unknown words.



**WRITING:**

The student writes clear, coherent text. The writing shows consideration of the audience and purpose. The student progresses through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions).

**CTAEW-1: The student demonstrates competence in a variety of genres.**

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- c. Follows an organizational pattern appropriate to the type of composition.
- d. Applies rules of Standard English.

**CTAEW-2: The student uses research and technology to support writing.**

The student:

- a. Identifies topics, asks and evaluates questions, and develops ideas leading to inquiry, investigation, and research.
- b. Uses organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate relevant information.
- c. Includes researched information in different types of products (e.g., compositions, multimedia presentations, graphic organizers, projects, etc.).
- d. Uses appropriate structures to ensure coherence (e.g., transition elements).
- e. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
- f. Gives credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

**CTAEW-3: The student consistently uses the writing process to develop, revise, and evaluate writing.**

The student:

- a. Plans and drafts independently and resourcefully.
- b. Uses strategies of note taking, outlining, and summarizing to impose structure on composition drafts.
- c. Edits writing to improve word choice after checking the precision of the vocabulary.

**CTAE FOUNDATION SKILLS:**

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U.S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEC), the

foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

**CTAE-FS-1 Technical Skills:** Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

**CTAE-FS-2 Academic Foundations:** Learners achieve state academic standards at or above grade level.

**CTAE-FS-3 Communications:** Learners use various communication skills in expressing and interpreting information.

**CTAE-FS-4 Problem Solving and Critical Thinking:** Learners define and solve problems, and use problem-solving and improvement methods and tools.

**CTAE-FS-5 Information Technology Applications:** Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

**CTAE-FS-6 Systems:** Learners understand a variety of organizational structures and functions.

**CTAE-FS-7 Safety, Health and Environment:** Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

**CTAE-FS-8 Leadership and Teamwork:** Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

**CTAE-FS-9 Ethics and Legal Responsibilities:** Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

**CTAE-FS-10 Career Development:** Learners plan and manage academic-career plans and employment relations.

**CTAE-FS-11 Entrepreneurship:** Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.

**PROGRAM CONCENTRATION:** Marketing, Sales and Services

**COURSE TITLE:** Pathways in Marketing – Eighth Grade

**COURSE DESCRIPTION:**

The eighth grade course, Pathways in Marketing, introduces the five curriculum pathways in Marketing, Sales and Services and leads students to understand the different careers available in each pathway. The project-based tasks require students to differentiate among the various marketing venues. The study of the Career Pathways also provides students with a basic understanding of the terms associated with each pathway. Foundational concepts in marketing are reviewed by asking students to draw conclusions about concepts covered in the sixth and seventh grade courses. Students continue to participate in the student organization, DECA, An Association of Marketing Students.

**Foundational Business and Marketing Concepts**

**MSMSS8-1: Students will review foundational knowledge of business and marketing concepts and apply the concepts to general business and marketing activities.**

- a. Develop a presentation illustrating how marketing affects our businesses, our economy and our overall society.
- b. Promote the benefits of the free market economy in your school.
- c. Develop questions and interview entrepreneurs, using the knowledge gained in sixth and seventh grade concerning entrepreneurship.
- d. Develop a report which details the economic factors that impact employment opportunities.

**SAMPLE TASKS:**

- a. Create a presentation (puppet show, rap, song, poem, skit, etc.) that explains how marketing impacts the economy and present it to the class or another group.

**ACADEMIC STANDARDS:**

*SS6E1: The student will analyze different economic systems.*

*SS8E2: The student will explain the benefits of free trade.*

*SS8E1: The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.*

*SS6CG6: The student will compare and contrast various forms of government.*

*SS6CG1: The student will compare and contrast various forms of government.*

*ELA8C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*

*ELA8RC2: The student participates in discussions related curricular learning in all subject areas.*

**NATIONAL STANDARDS:**

*Standard 1. Integrate social-studies skills into marketing, sales, and service to better understand customers and the environment in which they function.*

*Standard 4: Use communications skills to facilitate information flow in marketing, sales and service.*

*Standard 7: Implement, modify, and improve business and marketing systems to facilitate business activities.*

*Standard 9: Employ leadership and teamwork skills to facilitate workflow in marketing, sales, and service.*

*Standard 12: Employ technical skills to understand and perform marketing, sales, and service activities.*

## Hospitality, Travel, and Tourism Marketing

### **MSMSS8-2: Students will determine the marketing opportunities in Georgia provided through the hospitality industry (travel, lodging and tourism).**

- a. Determine the importance of the hospitality industry (travel, lodging and tourism) to Georgia's economy.
- b. Provide examples that illustrate all parts of the hospitality industry in Georgia.
- c. Differentiate between business and leisure travel.
- d. Compare and contrast the different forms of transportation and the associated costs (bus, airline, boat, public transportation, private vehicle) available for travelers.
- e. Differentiate between the different types of recreational facilities.
- f. Develop a graphic highlighting the job opportunities in the hospitality industry.

### **SAMPLE TASKS:**

- a. Design a travel brochure about a city or venue of interest.
- b. Develop media illustrating Georgia's historical venues.
- c. Create a chart that diagrams the duties of the Georgia Hospitality Association, the Georgia Chamber of Commerce, and /or the Georgia Department of Industry and Trade.
- d. Setup a community forum and invite speakers from the Visitor's Bureau, the Chamber of Commerce and/or the Economic Development Commission in your city to discuss the benefits tourism and trade on the local economy.
- e. Plan a mock business trip to a conference center outside your local area.

### **ACADEMIC STANDARDS:**

*ELA8C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*

*ELA8W3: The student uses research and technology to support writing.*

*M8D1: Students will apply basic concepts of set theory.*

*S8CS6: Students will communicate scientific ideas and activities clearly.*

*SS8E3: The student will evaluate the influence of Georgia's economic growth and development.*

*SS8G2: The student will explain how the Interstate Highway System, Hartsfield-Jackson International Airport, and Georgia's deepwater ports help drive the state's economy.*

*SS8H12: The student will explain the importance of significant social, economic, and political developments in Georgia since 1970.*

*M6D1: Students will pose questions, collect data, represent and analyze the data, and interpret results.*

### **NATIONAL STANDARDS:**

*Standard 3: Apply language art skills to enhance business opportunities in marketing, sales, and service.*

*Standard 4: Use communications skills to facilitate information flow in marketing, sales and service.*

*Standard 7: Implement, modify, and improve business and marketing systems to facilitate business activities.*

*Standard 9: Employ leadership and teamwork skills to facilitate workflow in marketing, sales, and service.*

*Standard 11: Implement employability and career-development skills to obtain and progress in marketing, sales, and service careers.*

*Standard 12: Employ technical skills to understand and perform marketing, sales, and service activities.*

## Sports and Entertainment Marketing

**MSMSS8-3: Students will investigate and determine the role of management and financial planning in the sports and entertainment industries.**

- a. Distinguish between sports marketing and entertainment marketing.
- b. Discuss the importance of the sports and entertainment industries to Georgia's economy.
- c. Compare the governance organizations for sports at the high school, college, and professional levels.
- d. Investigate the financial aspects of a sports marketing and/or entertainment marketing event and calculate the actual dollars needed.
- e. Compare and contrast local entertainment venues.
- f. Develop a graphic highlighting the job opportunities in the sports and entertainment industry.

### SAMPLE TASKS:

- a. Prepare and present a two week promotion plan for a sports or entertainment event.
- b. Research and discuss trends in the sports and entertainment industries.
- c. Create a sports or entertainment activity that can be held at your school.
- d. Illustrate the levels of governance in sports management (Examples NCAA, GHSA, etc).

### ACADEMIC STANDARDS:

*ELA8C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*

*ELA8RC2: The student participates in discussions related to curricular learning in all subject areas.*

*ELA8W3: The student uses research and technology to support writing.*

*M8D1: Students will apply basic concepts of set theory.*

### NATIONAL STANDARDS:

*Standard 3: Apply language art skills to enhance business opportunities in marketing, sales, and service.*

*Standard 4: Use communications skills to facilitate information flow in marketing, sales and service.*

*Standard 7: Implement, modify, and improve business and marketing systems to facilitate business activities.*

*Standard 9: Employ leadership and teamwork skills to facilitate workflow in marketing, sales, and service.*

*Standard 11: Implement employability and career-development skills to obtain and progress in marketing, sales, and service careers.*

*Standard 12: Employ technical skills to understand and perform marketing, sales, and service activities.*

## Fashion Marketing

**MSMSS8-4: Students will interpret marketing opportunities within the fashion industry.**

- a. Distinguish between fashion, mass fashion and high fashion.
- b. Investigate characteristics of a successful designer (Vera Wang, Ralph Lauren, etc.) including their signature style, niche market and tie-in markets.
- c. Outline theories of fashion.
- d. Determine trends in fashion over the past several decades.
- e. Illustrate careers available in the fashion industry.

- f. Identify domestic and international fashion centers.
- g. Distinguish between mark up and mark down and determine their effect on price.

### SAMPLE TASKS:

- a. Create a prototype of a fashion display (free standing shadow box) that centers on a season of the year and a chosen clothing line.
- b. Design a visual that illustrates “what’s hot” and “what’s not” in the fashion industry.
- c. Research a fashion designer and prepare a presentation about the successful marketing strategies used by the designer.
- d. Prepare a game based on fashion careers.
- e. Discuss the effect of mark up and mark down on the price of specified items.

### ACADEMIC STANDARDS:

- ELA8C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*
- ELA8RC2: The student participates in discussions related to curricular learning in all subject areas.*
- ELA8W3: The student uses research and technology to support writing.*
- S8CS6: Students will communicate scientific ideas and activities clearly.*
- SS8G1: The student will describe Georgia with regard to physical features and location.*
- SS8H12: The student will explain the importance of significant social, economic, and political developments in Georgia since 1970.*
- SS8CG5: The student will analyze the role of local governments in the state of Georgia.*
- S8CS3: Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.*
- SS8E2: The student will explain the benefits of free trade.*
- SS8E3: The student will evaluate the influence of Georgia's economic growth and development.*
- M6A2: Students will consider relationships between varying quantities.*

### NATIONAL STANDARDS:

- Standard 2: Solve mathematical problems to obtain information for decision making in marketing, sales, and service.*
- Standard 3: Apply language art skills to enhance business opportunities in marketing, sales, and service.*
- Standard 4: Use communications skills to facilitate information flow in marketing, sales and service.*
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- Standard 12: Employ technical skills to understand and perform marketing, sales, and service activities.*

## **Entrepreneurship**

### **MSMSS8-5: Students will apply their knowledge of entrepreneurship by engaging their classmates in a career exploration project in entrepreneurship.**

- a. Develop a plan for a marketing research project which informs all the students in the school about entrepreneurship as a career option.
- b. Develop and host a focus group involving a cross section of students in the school.
- c. Create and administer a research survey involving a cross section of students in the school.

- d. Interpret the results of a research survey.
- e. Relate the results of the survey to the school.

#### SAMPLE TASKS:

- a. Create a survey on marketing and entrepreneurship careers to determine which ones students in your school are most interested.
- b. Interpret the results of your survey.
- c. Using the results of your survey, invite individuals from identified areas to participate in a forum.
- d. Host a forum and invite community leaders and business owners from the fields of marketing, management, and entrepreneurship to share information about their careers.
- e. Host a forum that includes DECA members from the local high school.

#### ACADEMIC STANDARDS:

- SS8E3: The student will evaluate the influence of Georgia's economic growth and development.*
- ELA8C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*
- ELA8RC2: The student participates in discussions related to curricular learning in all subject areas.*
- M6D1: Students will pose questions, collect data, represent and analyze the data, and interpret results.*

#### NATIONAL STANDARDS:

- Standard 2: Solve mathematical problems to obtain information for decision making in marketing, sales, and service.*
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#### **Marketing Careers**

**MSMSS8-6: Students will utilize knowledge of marketing career areas to conduct research on a chosen marketing occupation and present the findings to the class.**

- a. Identify current employment opportunities and the education needed in various pathways in marketing.

#### SAMPLE TASKS:

- a. Research current employment opportunities in marketing and chosen pathways.

- b. Determine the pathway and career that interests you most and develop a presentation detailing the reasons for your choice.
- c. Conduct an informational interview with a person who works in a field of interest. Prepare a report listing the pros and cons of working in this field as a result of the interview.
- d. Participate in a Dress for Success Day that exemplifies professional dress in the marketing workplace.

#### ACADEMIC STANDARDS:

- ELA8C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*
- ELA8RC2: The student participates in discussions related to curricular learning in all subject areas.*
- ELA8W3: The student uses research and technology to support writing.*
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#### **STUDENT ORGANIZATION: DECA**

##### **MSMSS8-7: Students will explore the opportunities offered by DECA, the co-curricular organization for Marketing students.**

- a. Differentiate among the various leadership opportunities available to DECA members.
- b. Compare and contrast DECA competitive events.
- c. Attend and participate in DECA competitive events and/or a DECA leadership conference
- b. Determine how DECA can help students decide on careers of interest to them.
- c. Explain how DECA helps students set personal and professional goals, build confidence, develop problem-solving skills and learn to work as a contributing member of a team.

#### SAMPLE TASKS:

- a. Create and participate in DECA Week activities.
- b. Hold and participate in a local competitive event. This event can be held as a countywide activity.
- c. Participate in a community service activity sponsored by DECA.
- d. Participate in a DECA function at the high school level.
- e. Design a recruitment brochure about DECA.
- f. Hold a special recruitment activity for students, business leaders, and alumni members.
- e. Prepare an electronic portfolio that includes a resume and cover letter for a marketing job.
- f. Participate in a mock job interview.
- g. Create a visual that compares and contrast proper and improper dress in the workplace.



ACADEMIC STANDARDS:

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- ELA8RC2: The student participates in discussions related to curricular learning in all subject areas.*
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**Presentation Skills****MSMSS8-8 Utilize Foundational Knowledge of Presentation Skills to Gauge the Impact of Communication and Promotion on Products and Services in the Market Place.**

- a. Review the steps in a formal presentation.
- b. Explain how presentations inform, express and persuade.
- c. Explain the important role of presentations in promoting products and services.
- d. Show mastery of technology in all presentations.

SAMPLE TASKS:

- a. Develop a formal presentation that illustrates and promotes the marketing pathways and DECA.

ACADEMIC STANDARDS:

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- b. Discussing books.
  - Discuss messages and themes from books in all subject areas.
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  - Relate messages and themes from one subject area to messages and themes in another area.
  - Evaluate the merit of texts in every subject discipline.
  - Examine author's purpose in writing.
  - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge.
  - Demonstrate an understanding of contextual vocabulary in various subjects.
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- a. Identifies topics, asks and evaluates questions, and develops ideas leading to inquiry, investigation, and research.
- b. Uses organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate relevant information.
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- f. Gives credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

### **CTAEW-3: The student consistently uses the writing process to develop, revise, and evaluate writing.**

The student:

- a. Plans and drafts independently and resourcefully.
- b. Uses strategies of note taking, outlining, and summarizing to impose structure on composition drafts.
- c. Edits writing to improve word choice after checking the precision of the vocabulary.

### **CTAE FOUNDATION SKILLS:**

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career

pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U.S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEC), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

**CTAE-FS-1** Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

**CTAE-FS-2** Academic Foundations: Learners achieve state academic standards at or above grade level.

**CTAE-FS-3** Communications: Learners use various communication skills in expressing and interpreting information.

**CTAE-FS-4** Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

**CTAE-FS-5** Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

**CTAE-FS-6** Systems: Learners understand a variety of organizational structures and functions.

**CTAE-FS-7** Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

**CTAE-FS-8** Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

**CTAE-FS-9** Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

**CTAE-FS-10** Career Development: Learners plan and manage academic-career plans and employment relations.

**CTAE-FS-11** Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.