

Nevada Occupational Skills Standards 2001

MARKETING

WRITING TEAM

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FOREWARD

Marketing has been defined as “the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational goals.”

The mission of Marketing Education in Nevada is to provide the means for students to comprehend and utilize marketing principles that will enhance challenging career opportunities for students in the field of marketing.

The Nevada Marketing Standards were developed with state involvement from local education agencies. Career and Technical Education Directors at the secondary and postsecondary level were mailed nomination forms to recruit writing team members. Member and facilitator selection was based on the nominations received by the Workforce Education Team. Members of the Marketing writing team represent southern and northern Nevada areas as well as diverse teaching assignments.

Draft copies of the Marketing standards have been disseminated to community stakeholders and asked to provide feedback by reviewing the standards at various locations across the state. Based on information gathered during these sessions, standards will be revised if necessary. A final copy of the completed Marketing standards will be presented to the Nevada State Board for Occupational Education for approval and submitted for inclusion into Nevada Administrative Code.

Before beginning to write the Nevada Marketing standards, members of the team reviewed existing Marketing Education Resources (MarkED) course of study, various state Marketing education standards from Utah, Idaho, and South Carolina, and standards from several national models. Based upon review and analysis of the above materials, the writing team chose to develop standards in ten specific content areas. Much of the material used to develop these ten specific content areas was adopted from MarkED Resources, a national model, which addresses most Marketing courses taught at the high school level throughout the United States.

Established in 1971, the Marketing Education Resource Center is a non-profit (501(c)3) organization incorporated in the state of Ohio. MarkED is organized as a consortium of 41 state education departments and other organizations. The mission of the Marketing Education Resource Center is to support education for and about marketing.

The content areas are:

- Employability Skills
- Economics
- Business Management and Entrepreneurship
- Distribution
- Financing
- Information Management
- Pricing
- Product Service Management
- Promotion
- Selling

Each content standard provides a broad description to assist individuals in understanding the content of the area. This standard is designed to provide a general description and overall direction.

Performance standards are directly related to the body of knowledge, skills and practices of the Marketing discipline. The verbs for performance standards are written in an action form.

Performance indicators further define the knowledge, skills and practices of performance standards and provide the basis for measurement criteria. They are composed of action verbs and the contents acted upon.

The Marketing education skill standards are designed to encourage the interaction of academic, employability and marketing standards. Each set of Marketing content standards have been cross-walked with the Nevada Academic Standards for English Language Arts, Math and Science at the performance indicator level.

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MARKETING

Performance Level Descriptors

Content Standard 1.0: ECONOMICS: *Students will demonstrate an understanding of basic economic concepts, economic systems, cost-profit relationships, economic indicators/trends, and international concepts.*

Performance Standard 1.1	
Basic Concepts: Students will demonstrate an understanding of basic concepts of economics.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Distinguish between economic goods and services. ◆ Explain the concept of economic resources. ◆ Describe the nature of economics and economic activities. ◆ Determine forms of economic utility created by marketing activities. ◆ Explain the principles of supply and demand. ◆ Using a specific good or service, students will be able to describe, integrate, and analyze the relationship between forms of economic utility, principles of supply and demand, the nature of economic activities, and the concept of economic resources.
MEETS STANDARDS	<p>1.1.1 Distinguish between economic goods and services.</p> <p>1.1.2 Explain the concept of economic resources.</p> <p>1.1.3 Describe the nature of economics and economic activities.</p> <p>1.1.4 Determine forms of economic utility created by marketing activities.</p> <p>1.1.5 Explain the principles of supply and demand.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ Explain the principles of supply and demand. ◆ Distinguish between goods and services. ◆ Explain the concept of economic resources.

Nevada Academic Standards Correlation:

English: 3.12.2, 11.12.3

Science: 21.12.3

MARKETING

Performance Level Descriptors

Content Standard 1.0: ECONOMICS: *Students will demonstrate an understanding of basic economic concepts, economic systems, cost-profit relationships, economic indicators/trends, and international concepts.*

Performance Standard 1.2	
Economic Systems: Students will demonstrate an understanding of the fundamental systems of economics.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Explain the types of economic systems. ◆ Explain the concept of private enterprise. ◆ Explain the concept of competition. ◆ Determine factors affecting business risk. ◆ Identify factors affecting a business' profit. ◆ Explain the relationship between government and business. ◆ Students will be able to compare and contrast the fundamental economic systems based on the concepts of competition, business risks and profitability, and the relationship between government and business.
MEETS STANDARDS	<p>1.2.1 Explain the types of economic systems.</p> <p>1.2.2 Explain the concept of private enterprise.</p> <p>1.2.3 Explain the concept of competition.</p> <p>1.2.4 Determine factors affecting business risk.</p> <p>1.2.5 Identify factors affecting a business' profit.</p> <p>1.2.6 Explain the relationship between government and business.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ Explain the types of economic systems. ◆ Explain the concept of private enterprise.

Nevada Academic Standards Correlation:
English: 1.12.5

MARKETING

Performance Level Descriptors

Content Standard 1.0: ECONOMICS: *Students will demonstrate an understanding of basic economic concepts, economic systems, cost-profit relationships, economic indicators/trends, and international concepts.*

Performance Standard 1.3	
Cost-profit Relationships: Students will demonstrate an understanding of the basics concepts of cost-profit relationships.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Explain the relationship between organized labor and business. ◆ Analyze the impact of specialization and the division of labor on productivity. ◆ Calculate and analyze a revenue/cost expense business income statement. ◆ Make recommendations and project business profitability based the analysis of a business income statement.
MEETS STANDARDS	<p>1.3.1 Explain the concept of productivity.</p> <p>1.3.2 Understand the basic concept of organized labor and business.</p> <p>1.3.3 Prepare a revenue/cost expense business income statement.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ Identify the basic concept of cost-profit relationships. ◆ Define organized labor. ◆ Identify the components of a basic business income statement.

Nevada Academic Standards Correlation:

Math: 1.12.1

English: 4.12.6

Science: 22.12.2, 23.12.2.

MARKETING

Performance Level Descriptors

Content Standard 1.0: ECONOMICS: *Students will demonstrate an understanding of basic economic concepts, economic systems, cost-profit relationships, economic indicators/trends, and international concepts.*

Performance Standard 1.4	
Economic Indicators and Trends: Students will demonstrate an understanding of basic economic indicators and trends.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Describe the nature of current economic problems. ◆ Explain measures used to analyze economic conditions. ◆ Explain the nature of the Consumer Price Index (CPI). ◆ Explain the concept of Gross Domestic Produce (GDP). ◆ Determine the impact of business cycles on business activities.
MEETS STANDARDS	<p>1.4.1 Define measures used to analyze economic conditions.</p> <p>1.4.2 Define the nature of the Consumer Price Index (CPI).</p> <p>1.4.3 Define the concept of Gross Domestic Product (GDP).</p> <p>1.4.4 Define the terms: Inflation, Recession, Depression, and Prosperity.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ Define the nature of the Consumer Price Index (CPI). ◆ Define the concept of Gross Domestic Product (GDP). ◆ Understand business cycles.

Nevada Academic Standards Correlation:
 English: 1.12.4, 11.12.3.

MARKETING

Performance Level Descriptors

Content Standard 1.0: ECONOMICS: *Students will demonstrate an understanding of basic economic concepts, economic systems, cost-profit relationships, economic indicators/trends, and international concepts.*

Performance Standard 1.5	
International Concepts: Students will demonstrate an understanding of the basic concepts of international trade.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Explain the nature of international trade. ◆ Identify the impact of cultural and social environments on world trade. ◆ Evaluate influences on a nation's ability to trade.
MEETS STANDARDS	<p>1.5.1 Define international trade.</p> <p>1.5.2 Recognize cultural and social environments' affect on world trade.</p> <p>1.5.3 Define import/export.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ Define international trade. ◆ Define import/export.

Nevada Academic Standards Correlation:
 English: 1.12.4

MARKETING

Performance Level Descriptors

Content Standard 2.0: BUSINESS MANAGEMENT AND ENTREPRENEURSHIP: *Students will demonstrate an understanding of business fundamentals, use and application of technology, business risks, and basic management functions.*

Performance Standard 2.1		Students will demonstrate a knowledge of marketing and its major functions.
EXCEEDS STANDARDS		<ul style="list-style-type: none"> ◆ Incorporate and analyze the six (6) functions of Marketing in a product/service presentation. ◆ Incorporate and analyze the four (4) foundations of Marketing in a product/service presentation.
MEETS STANDARDS	<p>2.1.1 Illustrate the six (6) functions of Marketing in a product/service presentation.</p> <p>2.1.2 Relate the four (4) foundations of Marketing to the functions of Marketing.</p> <p>2.1.3 Define and explain Marketing.</p>	
APPROACHES STANDARDS		<ul style="list-style-type: none"> ◆ Define Marketing. ◆ List the six (6) functions of Marketing. ◆ List the four (4) foundations of Marketing.

Nevada Academic Standards Correlation:
English: 4.12.6

MARKETING

Performance Level Descriptors

Content Standard 2.0: BUSINESS MANAGEMENT AND ENTREPRENEURSHIP: *Students will demonstrate an understanding of business fundamentals, use and application of technology, business risks, and basic management functions.*

Performance Standard 2.2	
Students will demonstrate an understanding of basic business fundamentals, basic management functions, and entrepreneurship.	
EXCEEDS2 STANDARDS	<ul style="list-style-type: none"> ◆ Describe current business trends. ◆ Compare and contrast the advantages and disadvantages of the types of business ownership. ◆ Evaluate the impact of governmental and trade regulations affecting business.
MEETS STANDARDS	<p>2.2.1 Explain the types of business ownership.</p> <p>2.2.2 Explain the role of business in society.</p> <p>2.2.3 Describe types of business activities related to: global economy, buying/purchasing, production, accounting, and management.</p> <p>2.2.4 Explain the concept of business management.</p> <p>2.2.5 Understand the governmental and trade regulations affecting business.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ List the three types of business ownership. ◆ Name two governmental regulatory agencies that affect business. ◆ Define types of business activities related to: global economy, buying/purchasing, production, accounting, and management.

Nevada Academic Standards Correlation:

MARKETING

Performance Level Descriptors

Content Standard 2.0: BUSINESS MANAGEMENT AND ENTREPRENEURSHIP: *Students will demonstrate an understanding of business fundamentals, use and application of technology, business risks, and basic management functions.*

Performance Standard 2.3	
Technological Tools: Students will demonstrate competency in basic business computer skills.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Critique ways that technology impacts business. ◆ Utilize intermediate word-processing skills. ◆ Design a presentation using intermediate components of presentation software. ◆ Design a basic database. ◆ Create and analyze a spreadsheet. ◆ Conduct a research project using the Web and interpret the data. ◆ Illustrate proficiency by integrating basic business computer applications.
MEETS STANDARDS	<p>2.3.1 Identify ways that technology impacts business.</p> <p>2.3.2 Utilize basic word-processing skills to create a business document.</p> <p>2.3.3 Create a basic presentation using presentation software.</p> <p>2.3.4 Demonstrate basic database skills.</p> <p>2.3.5 Prepare a basic spreadsheet.</p> <p>2.3.6 Conduct a basic search on the Web.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ Demonstrate basic skills on the Web. ◆ Demonstrate basic word processing skills. ◆ Identify technology used in business. ◆ Demonstrate basic keyboarding skills.

Nevada Academic Standards Correlation:

Math: 5.12.1.

English: 4.12.3, 7.12.2, 9.12.2.

Science: 18.12.5, 22.12.2.

MARKETING

Performance Level Descriptors

Content Standard 2.0: BUSINESS MANAGEMENT AND ENTREPRENEURSHIP: *Students will demonstrate an understanding of business fundamentals, use and application of technology, business risks, and basic management functions.*

Performance Standard 2.4		Business Risks: Students will demonstrate an understanding of how risk management impacts business.
EXCEEDS STANDARDS		<ul style="list-style-type: none"> ◆ Explain the nature of risk management. ◆ Identify speculative business risks. ◆ Develop a plan for managing economic, natural, and human business risk. ◆ Establish safety policy and procedures.
MEETS STANDARDS		<p>2.4.1 Explain types of business risk.</p> <p>2.4.2 Describe the concept of insurance.</p> <p>2.4.3 Describe routine security precautions.</p> <p>2.4.4 Utilize safety precautions.</p> <p>2.4.5 Explain procedures for dealing with workplace threats.</p>
APPROACHES STANDARDS		<ul style="list-style-type: none"> ◆ Follow safety precautions. ◆ Identify routine security precautions. ◆ Identify types of business risk.

Nevada Academic Standards Correlation:
 Science: 22.12.3, 24.12.1.

MARKETING

Performance Level Descriptors

Content Standard 3.0: DISTRIBUTION: *Students will demonstrate an understanding of the basic channels of distribution, warehousing, inventory control, and transportation.*

Performance Standard 3.1	
Students will demonstrate an understanding of the nature and scope of distribution as a function of marketing.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Describe the uses of technology in the distribution function. ◆ Explain the role of business ethics in distribution. ◆ Summarize the legal considerations in the distribution process. ◆ Compare the factors that affect distribution decisions.
MEETS STANDARDS	<p>3.1.1 Explain the nature and scope of distribution.</p> <p>3.1.2 Explain the nature of channels of distribution.</p> <p>3.1.3 Explain the nature of channel members' relationships.</p> <p>3.1.4 Recognize legal considerations for distribution.</p> <p>3.1.5 Explain the ethical considerations in distribution.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ Recognize legal considerations for distribution. ◆ Identify channels of distribution. ◆ Recognize the nature of channel members' relationships. ◆ Name the ethical considerations in the distribution process.

Nevada Academic Standards Correlation:

MARKETING
Performance Level Descriptors

Content Standard 3.0: DISTRIBUTION: *Students will demonstrate an understanding of the basic channels of distribution, warehousing, inventory control, and transportation.*

Performance Standard 3.2	Students will demonstrate an understanding of the basic concepts of fulfilling orders.
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Determine the uses of information systems in the order fulfillment process. ◆ Predict how customer service relationships can affect the distribution process. ◆ Create an invoice to meet a customer’s needs.
MEETS STANDARDS	<p>3.2.1 Explain the relationships between customer service and distribution.</p> <p>3.2.2 Understand how a computer information system is used for order fulfillment.</p> <p>3.2.3 Understand and explain the invoice process.</p> <p>3.2.4 Understand and explain the order process.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ Define customer service. ◆ Recognize an invoice and purchase order. ◆ Recognize the order process.

Nevada Academic Standards Correlation:

MARKETING
Performance Level Descriptors

Content Standard 3.0: DISTRIBUTION: *Students will demonstrate an understanding of the basic channels of distribution, warehousing, inventory control, and transportation.*

Performance Standard 3.3	Students will demonstrate an understanding of basic concepts of warehousing and handling stock.
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Evaluate the functions of the shipping/receiving process in the success of the distribution function. ◆ Describe how technology plays an important role in the warehousing and stock handling process. ◆ Determine the effects of governmental regulations on stock handling techniques and warehousing. ◆ Analyze the affects of storing techniques.
MEETS STANDARDS	<p>3.3.1 Summarize the nature of warehousing.</p> <p>3.3.2 Explain the receiving process.</p> <p>3.3.3 Explain the shipping process.</p> <p>3.3.4 Identify and explain storing considerations.</p> <p>3.3.5 Describe stock handling techniques used in receiving deliveries.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ Describe the shipping process. ◆ Describe the receiving process. ◆ List stock handling techniques used in the receiving process.

Nevada Academic Standards Correlation:
 Science: 24.12.1.

MARKETING
Performance Level Descriptors

Content Standard 3.0: DISTRIBUTION: *Students will demonstrate an understanding of the basic channels of distribution, warehousing, inventory control, and transportation.*

Performance Standard 3.4	
EXCEEDS STANDARDS	<p>Students will demonstrate an understanding of the basic concepts of managing distribution, including, without limitation, control of inventory and the relationship of distribution to other activities of marketing.</p> <ul style="list-style-type: none"> ◆ Evaluate channel members. ◆ Evaluate how distribution relates with other marketing functions. ◆ Explain the role of channel strategies in the distribution process.
MEETS STANDARDS	<p>3.4.1 Explain the nature of channel-member relationships. 3.4.2 Explain the nature of channel strategies. 3.4.3 Select channels of distribution. 3.4.4 Outline the distribution process as it relates to other marketing activities. 3.4.5 Explain the types of inventory control systems. 3.4.6 Explain the nature of inventory control systems.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ Identify channel members. ◆ Recognize inventory control. ◆ Identify the types of inventory control systems. ◆ Recognize the nature of inventory control systems.

Nevada Academic Standards Correlation:
 English: 6.12.4, 6.12.5.

MARKETING

Performance Level Descriptors

Content Standard 4.0: FINANCING: *Students will demonstrate an understanding of the nature and scope of financing and extending and obtaining business credit.*

Performance Standard 4.1	
Students will demonstrate an understanding of the nature and scope of financing and extending and obtaining business credit.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Describe the use of technology in the financing function. ◆ Analyze critical banking relationships. ◆ Identify and analyze the risks associated with obtaining business credit. ◆ Explain loan evaluation criteria used by lending institutions. ◆ Complete business loan application package.
MEETS STANDARDS	<p>4.1.1 Explain the nature and scope of financing.</p> <p>4.1.2 Explain the purpose and importance of business credit.</p> <p>4.1.3 Explain the purpose and importance of obtaining business credit.</p> <p>4.1.4 Describe sources for financing business.</p> <p>4.1.5 Explain the advantages and disadvantages of the use of bank and/or store cards for business transactions.</p> <p>4.1.6 Describe ethics and procurement of financing.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ Describe sources for financing business. ◆ Define the nature and scope of financing. ◆ Define business credit. ◆ Identify the advantages and disadvantages of the use of bank and/or store cards for business transactions.

Nevada Academic Standards Correlation:

MARKETING

Performance Level Descriptors

Content Standard 5.0: MARKETING AND INFORMATION MANAGEMENT: *Students will demonstrate an understanding of various information management techniques, market research and development, information systems management, and planning and processing for business forecasting.*

Performance Standard 5.1	
Students will demonstrate an understanding of the nature and scope of managing marketing information.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Assess marketing-information needs. ◆ Analyze the nature and scope of the marketing-information management function through the use of an example product or service. ◆ Analyze the role of business ethics as it relates to marketing-information management.
MEETS STANDARDS	<p>5.1.1 Determine the need for marketing information.</p> <p>5.1.2 Describe the nature of the marketing-information management function.</p> <p>5.1.3 Explain the use of technology in the marketing-information management function.</p> <p>5.1.4 Describe the role of business ethics in marketing-information management.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ Define marketing information management. ◆ Describe the need for marketing information. ◆ Recognize the use of technology in the marketing-information management function. ◆ Define business ethics.

Nevada Academic Standards Correlation:

MARKETING

Performance Level Descriptors

Content Standard 5.0: MARKETING AND INFORMATION MANAGEMENT: *Students will demonstrate an understanding of various information management techniques, market research and development, information systems management, and planning and processing for business forecasting.*

Performance Standard 5.2		Students will demonstrate an understanding of methods to gather information to determine appropriate markets.
EXCEEDS STANDARDS		<ul style="list-style-type: none"> ◆ Interpret information monitored for marketing decision-making. ◆ Know how to monitor internal records for marketing information. ◆ Demonstrate the ability to collect marketing information from various sources. ◆ Explain the nature of marketing research in a marketing-information management system.
MEETS STANDARDS	5.2.1 Explain the need for marketing research. 5.2.2 Recognize information monitored for marketing decision-making. 5.2.3 Describe four sources of secondary data. 5.2.4 Conduct a web search for marketing information. 5.2.5 Understand sources from which information can be collected.	
APPROACHES STANDARDS		<ul style="list-style-type: none"> ◆ Conduct a web search for marketing information. ◆ Define marketing research. ◆ Define primary data. ◆ Define secondary data.

Nevada Academic Standards Correlation:
 Science: 18.12.2, 18.12.5.

MARKETING

Performance Level Descriptors

Content Standard 5.0: MARKETING AND INFORMATION MANAGEMENT: *Students will demonstrate an understanding of various information management techniques, market research and development, information systems management, and planning and processing for business forecasting.*

Performance Standard 5.3	
EXCEEDS STANDARDS	<p>Students will demonstrate an understanding of the methods to process and present information gathered by applying techniques to manage the marketing of information.</p> <ul style="list-style-type: none"> ◆ Describe techniques for processing marketing information. ◆ Explain the use of databases in organizing marketing data. ◆ Create and utilize a database for information retrieval and analysis.
MEETS STANDARDS	<p>5.3.1 Use data for information analysis. 5.3.2 Prepare a basic marketing report. 5.3.3 Present report findings and make recommendations.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ Recognize data for information analysis. ◆ Review a basic marketing report.

Nevada Academic Standards Correlation:

Math: 3.12.4, 5.12.1, 5.12.5.

English: 4.12.6, 6.12.5, 9.12.2, 11.12.5.

Science: 19.12.1.

MARKETING

Performance Level Descriptors

Content Standard 5.0: MARKETING AND INFORMATION MANAGEMENT: *Students will demonstrate an understanding of various information management techniques, market research and development, information systems management, and planning and processing for business forecasting.*

Performance Standard 5.4	
Students will demonstrate an understanding of plans and strategies for marketing a product or service.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Identify considerations in implementing international marketing strategies. ◆ Explain the nature of marketing plans. ◆ Explain the role of situational analysis in the market planning process. ◆ Develop a marketing plan. ◆ Describe measures used to control marketing planning.
MEETS STANDARDS	<p>5.4.1 Explain the concept of marketing strategies.</p> <p>5.4.2 Explain the concept of market and market identification.</p> <p>5.4.3 Explain the necessity for marketing plans.</p> <p>5.4.4 Explain the nature of sales forecasts.</p> <p>5.4.5 Write a problem statement or statement of research objectives.</p> <p>5.4.6 Identify and select a target market for a given product or service.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ Define the concept of marketing strategies. ◆ Recognize the necessity of marketing plans. ◆ Write a problem statement. ◆ Identify and select a target market for a given product or service.

Nevada Academic Standards Correlation:

Math: 1.12.1, 1.12.3.

English: 1.12.5.

MARKETING
Performance Level Descriptors

Content Standard 6.0: PRICING: *Students will demonstrate an understanding of the process of establishing and communicating the value or cost of goods and services, the nature and scope of pricing concepts, and the strategies and outcomes of pricing.*

Performance Standard 6.1	Students will demonstrate an understanding of the nature and scope of the pricing function, the process for establishing and communicating the value or cost of goods and services, and strategies and outcomes for determining prices.
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Explain the role of business ethics in pricing. ◆ Explain the legal considerations for pricing. ◆ Explain the use of technology in the pricing function. ◆ Explain the factors that affect pricing decisions.
MEETS STANDARDS	<p>6.1.1 Recognize the legal considerations for pricing.</p> <p>6.1.2 Explain the nature and scope of the pricing function.</p> <p>6.1.3 Describe the role of business ethics in pricing.</p> <p>6.1.4 Know the factors that affect price setting.</p> <p>6.1.5 Determine discounts and allowances that can be used to adjust base prices.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ Know the factors that affect price setting. ◆ Recognize the legal considerations for pricing. ◆ Determine discounts and allowances that can be used to adjust base prices.

Nevada Academic Standards Correlation:
 Science: 23.12.2, 23.12.3.
 Math: 1.12.1.

MARKETING
Performance Level Descriptors

Content Standard 7.0: PRODUCT SERVICE MANAGEMENT: *Students will demonstrate an understanding of the nature and scope of the product/service management function, quality assurance, product mix, positioning, and other retail product considerations.*

Performance Standard 7.1	Students will demonstrate an understanding of the nature and scope of the management of products and services.
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Explain the nature and scope of product/service management. ◆ Assess the needs of product/service management. ◆ Evaluate the types of product/service management decisions needed to sell business's products/services, ideas.
MEETS STANDARDS	<p>7.1.1 Explain the nature of product/service management.</p> <p>7.1.2 Explain the need for product/service management.</p> <p>7.1.3 Discuss the types of product/service management decisions needed to sell a business's products/services, ideas.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ Define product/service management. ◆ Recognize the need for product/service management. ◆ Describe the types of product/service management decisions needed to sell a business's products/services, ideas.

Nevada Academic Standards Correlation:
 English: 3.12.4.

MARKETING
Performance Level Descriptors

Content Standard 7.0: PRODUCT SERVICE MANAGEMENT: *Students will demonstrate an understanding of the nature and scope of the product/service management function, quality assurance, product mix, positioning, and other retail product considerations.*

Performance Standard 7.2	Students will demonstrate an understanding of the importance of ensuring quality of products and services.
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Interpret the affect warranties and guarantees have on the promotion of goods and services. ◆ Analyze the types of warranty forms. ◆ Summarize the role of warranties in product planning. ◆ Discuss consumer protection provisions of appropriate agencies.
MEETS STANDARDS	<p>7.2.1 Explain the affect warranties and guarantees have on the promotion of goods and services.</p> <p>7.2.2 Explain the types of warranties in product planning.</p> <p>7.2.3 Identify the role of warranties in product planning.</p> <p>7.2.4 Classify consumer protection provisions of appropriate agencies.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ Describe the effect warranties and guarantees have on the promotion of goods and services. ◆ Identify the two types of warranty forms. ◆ Study the role of warranties in product planning. ◆ List consumer protection provisions of appropriate agencies.

Nevada Academic Standards Correlation:

MARKETING
Performance Level Descriptors

Content Standard 7.0: PRODUCT SERVICE MANAGEMENT: *Students will demonstrate an understanding of the nature and scope of the product/service management function, quality assurance, product mix, positioning, and other retail product considerations.*

Performance Standard 7.3 Students will demonstrate an understanding of the concept of product mix.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Evaluate the importance of product mix. ◆ Prepare a product mix for an business.
MEETS STANDARDS	<p>7.3.1 Explain the concept of product mix.</p> <p>7.3.2 Explain the process of planning a product mix strategy.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ Define the four (4) components of product mix. ◆ Define the concept of product mix strategies.

Nevada Academic Standards Correlation:
 Science: 21.12.3.

MARKETING
Performance Level Descriptors

Content Standard 7.0: PRODUCT SERVICE MANAGEMENT: *Students will demonstrate an understanding of the nature and scope of the product/service management function, quality assurance, product mix, positioning, and other retail product considerations.*

Performance Standard 7.4	
EXCEEDS STANDARDS	<p>Students will demonstrate an understanding of the concept of product and business positioning.</p> <ul style="list-style-type: none"> ◆ Analyze factors used by marketers to position products and businesses. ◆ Evaluate the need for category management of products. ◆ Evaluate effective branding techniques.
MEETS STANDARDS	<p>7.4.1 Classify factors used by marketers to position products and businesses.</p> <p>7.4.2 Describe the need for category management of products.</p> <p>7.4.3 Relate the importance of effective branding techniques.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ Define the factors used by marketers to position products and businesses. ◆ Define the term category management. ◆ Recognize the types of effective branding techniques.

Nevada Academic Standards Correlation:

MARKETING
Performance Level Descriptors

Content Standard 7.0: PRODUCT SERVICE MANAGEMENT: *Students will demonstrate an understanding of the nature and scope of the product/service management function, quality assurance, product mix, positioning, and other retail product considerations.*

Performance Standard 7.5	Students will demonstrate an understanding of other considerations related to the retail of products.
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Describe and determine the process of the purchasing function for the stages of product cycles. ◆ Distinguish between the management techniques for each of the product life cycles. ◆ Analyze the functions of packaging and labeling. ◆ Examine the legal considerations of labeling and the regulatory agencies involved.
MEETS STANDARDS	<p>7.5.1 Explain the process of the purchasing function for the stages of product cycles.</p> <p>7.5.2 Identify the management techniques for each of the product life cycles.</p> <p>7.5.3 Explain the functions of packaging and labeling.</p> <p>7.5.4 Outline the legal considerations of labeling and the regulatory agencies involved.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ Define the purchase function. ◆ Name the stages of product life cycles. ◆ Define the concepts of packaging and labeling. ◆ Name the regulatory agencies involved with labeling.

Nevada Academic Standards Correlation:
 Science: 18.12.7.

MARKETING

Performance Level Descriptors

Content Standard 8.0: PROMOTION: *Students will demonstrate an understanding of product and institutional promotion through: advertising, publicity/public relations, promotional sales, using product, services, and images and ideas to achieve a desired outcome.*

Performance Standard 8.1	
Students will demonstrate an understanding of the nature and scope of promotion in marketing.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Present an argument that supports justifying money spent on advertising. ◆ Categorize publicity as positive or negative and explain the effects on the business. ◆ Compare and Contrast the differences between employee, customer, and community relations.
MEETS STANDARDS	<p>8.1.1 Explain the role of promotion as a marketing function.</p> <p>8.1.2 Identify the elements of the promotions mix.</p> <p>8.1.3 Describe the use of technology in the promotion function.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ Define the four types of promotion. ◆ Define public relations.

Nevada Academic Standards Correlation:

MARKETING

Performance Level Descriptors

Content Standard 8.0: PROMOTION: *Students will demonstrate an understanding of product and institutional promotion through: advertising, publicity/public relations, promotional sales, using product, services, and images and ideas to achieve a desired outcome.*

Performance Standard 8.2	
Students will demonstrate an understanding of the concept and purpose of advertising.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Summarize the effectiveness of different types of media in the presentation of one product. ◆ Evaluate online advertising’s effect on a product. ◆ Compare factors that affect the best selection of promotional media.
MEETS STANDARDS	<p>8.2.1 Explain the types of advertising media.</p> <p>8.2.2 Evaluate the effectiveness of advertising.</p> <p>8.2.3 Calculate media costs.</p> <p>8.2.4 Select appropriate advertising media.</p> <p>8.2.5 Explain the components of advertisements.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ Name the types of advertising. ◆ Name the different types of advertising media.

Nevada Academic Standards Correlation:

Math: 1.12.1.

Science: 23.12.2, 23.12.3.

MARKETING

Performance Level Descriptors

Content Standard 8.0: PROMOTION: *Students will demonstrate an understanding of product and institutional promotion through: advertising, publicity/public relations, promotional sales, using product, services, and images and ideas to achieve a desired outcome.*

Performance Standard 8.3	
Students will demonstrate an understanding of the concept and purpose of publicity and public relations.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Analyze the reasons why a company gives charitable contributions to its local community. ◆ Justify the payment of slotting allowances by manufacturers. ◆ Explain the relationship between public relations specialists and customers, media, and government officials.
MEETS STANDARDS	<p>8.3.1 Develop a public relations plan for a company.</p> <p>8.3.2 Explain the duties/responsibilities of public relations specialists.</p> <p>8.3.3 Prepare a news release for a product and determine the most cost effective way to publicize it.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ Define public relations. ◆ Define publicity. ◆ Define new release. ◆ Define goodwill.

Nevada Academic Standards Correlation:

English: 6.12.2, 6.12.4, 6.12.5, 7.12.5.

Science: 22.12.1.

MARKETING

Performance Level Descriptors

Content Standard 8.0: PROMOTION: *Students will demonstrate an understanding of product and institutional promotion through: advertising, publicity/public relations, promotional sales, using product, services, and images and ideas to achieve a desired outcome.*

Performance Standard 8.4	
EXCEEDS STANDARDS	<p>Students will demonstrate an understanding of the concept and purpose of sales promotion.</p> <ul style="list-style-type: none"> ◆ Research and prepare a report on the use of electronic coupons as promotional devices. ◆ Describe how to display merchandise that incorporates the seasonal trends while blending with a store’s conservative image. ◆ Critique the layout of a local department store in terms of ease of entry, traffic flow, display space, and customer conveniences. ◆ Design a window display based on a holiday theme for an apparel store and an auto parts store.
MEETS STANDARDS	<p>8.4.1 Describe the differences between trade promotions and consumer promotions.</p> <p>8.4.2 Compare the differences between a sweepstakes and a contest.</p> <p>8.4.3 Develop a sales promotion plan.</p> <p>8.4.4 Explain the use of visual merchandising.</p> <p>8.4.5 Illustrate the types of display arrangements.</p> <p>8.4.6 Compare the relationship of merchandising to visual merchandising.</p> <p>8.4.7 Prepare merchandise for display and instructions for its maintenance.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ Define sales promotion. ◆ Define specialty promotion. ◆ Define visual merchandising. ◆ List different types of store displays.

Nevada Academic Standards Correlation:

English: 4.12.6, 6.12.2, 6.12.5.

Science: 21.12.3, 22.12.1.

MARKETING

Performance Level Descriptors

Content Standard 8.0: PROMOTION: *Students will demonstrate an understanding of product and institutional promotion through: advertising, publicity/public relations, promotional sales, using product, services, and images and ideas to achieve a desired outcome.*

Performance Standard 8.5	
Students will demonstrate an understanding of the use of advertising agencies.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Develop 5 advertising layouts that include products and services. ◆ Compare/contrast online banner ads and print advertisement. ◆ Analyze the pros and cons of including the price of a product in an advertisement.
MEETS STANDARDS	<p>8.5.1 Compare a full-service with a limited service advertising agency.</p> <p>8.5.2 Describe the development of advertising campaigns.</p> <p>8.5.3 Write advertising headlines and related copy.</p> <p>8.5.4 Explain the selection of advertising illustrations and the use of signatures.</p> <p>8.5.5 Outline the principles of preparing print advertising layouts.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ Define advertising headline. ◆ Define advertising copy. ◆ Define advertising illustrations. ◆ Define advertisement signature.

Nevada Academic Standards Correlation:

MARKETING

Performance Level Descriptors

Content Standard 9.0: SELLING: *Students will demonstrate an understanding of the nature and scope of the functions associated with personal and business sales strategies, product knowledge, support activities, and management of selling techniques.*

Performance Standard 9.1	
Students will demonstrate an understanding of the nature and scope of the selling function.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Analyze the key factors in building a clientele. ◆ Demonstrate how the selling function can create a clientele. ◆ Create a scenario for effective prospecting. ◆ Analyze an e-commerce business and identify the selling function(s). ◆ Summarize the impact of e-commerce to the selling function.
MEETS STANDARDS	<p>9.1.1 Identify the various sources of prospecting.</p> <p>9.1.2 Explain the nature and scope of the selling function.</p> <p>9.1.3 Describe the key factors in building clientele.</p> <p>9.1.4 Identify the levels of customer decision making.</p> <p>9.1.5 Describe the impact of e-commerce to the selling function.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> ◆ Define selling. ◆ Define prospecting. ◆ List the key factors in building clientele. ◆ Define e-commerce.

Nevada Academic Standards Correlation:

MARKETING
Performance Level Descriptors

Content Standard 9.0: SELLING: *Students will demonstrate an understanding of the nature and scope of the functions associated with personal and business sales strategies, product knowledge, support activities, and management of selling techniques.*

Performance Standard 9.2	Students will demonstrate an understanding of the process and techniques of selling.
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Evaluate how needs vary with different customers. ◆ Analyze customer’s buying motives and decisions. ◆ Distinguish between consumer and organizational buying behavior. ◆ Explain how to sell a good/service/idea to customer/clients. ◆ Evaluate follow-up strategies after a sale. ◆ Role-play a sales presentation using a specific product.
MEETS STANDARDS	<p>9.2.1 Explain follow-up strategies.</p> <p>9.2.2 Determine customer/client needs.</p> <p>9.2.3 Identify the steps of the selling process.</p> <p>9.2.4 Describe an effective client/customer relationship.</p> <p>9.2.5 Match customer needs with a product.</p> <p>9.2.6 Explain customers’ buying motives and decisions.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> ◆ Recognize customer/client needs. ◆ Recommend a specific product. ◆ Define the sales process.

Nevada Academic Standards Correlation:
English: 4.12.6, 6.12.1, 6.12.5.

MARKETING
Performance Level Descriptors

Content Standard 9.0: SELLING: *Students will demonstrate an understanding of the nature and scope of the functions associated with personal and business sales strategies, product knowledge, support activities, and management of selling techniques.*

Performance Standard 9.3	Students will demonstrate an understanding of the relationship between knowledge of the product or service and selling.
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Analyze product knowledge to identify product features and benefits. ◆ Develop a feature/benefit chart using a specific product. ◆ Compare and contrast the features/benefits of a product demonstration.
MEETS STANDARDS	<p>9.3.1 Explain product knowledge for use in selling.</p> <p>9.3.2 Describe the components of an effective feature/benefit chart.</p> <p>9.3.3 Demonstrate a product using the features/benefits process.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> ◆ Define product knowledge. ◆ Define features/benefits.

Nevada Academic Standards Correlation:

MARKETING
Performance Level Descriptors

Content Standard 9.0: SELLING: *Students will demonstrate an understanding of the nature and scope of the functions associated with personal and business sales strategies, product knowledge, support activities, and management of selling techniques.*

Performance Standard 9.4	Students shall demonstrate an understanding of support activities as they relate to selling.
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Explain how technology is used to help determine what kind of merchandise needs to be ordered for resale. ◆ Demonstrate how to complete a sales check for multiple purchases and quantities. ◆ Compute the sales tax on a sales check with at least two multiple purchases. ◆ Compute the total amount of a sales check with at least two multiple purchases. ◆ Develop a rationale showing at least two advantages and two disadvantages for a retail business to offer credit.
MEETS STANDARDS	<p>9.4.1 Explain the types of data electronic cash registers store.</p> <p>9.4.2 Demonstrate how to complete a sales check for one item.</p> <p>9.4.3 Explain the parts of a sales check.</p> <p>9.4.4 List the miscellaneous charges of a sale.</p> <p>9.4.5 Explain the differences between: a cash, credit, debit, and layaway sale.</p> <p>9.4.6 Explain the difference between: a return, an exchange, and allowance.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> ◆ Define a cash, credit, debit, and layaway sale. ◆ Define returns, exchanges, and allowances. ◆ List the parts of a sales check.

Nevada Academic Standards Correlation:
 Math: 2.12.14.
 Science: 21.12.3, 23.12.2.

Employability Skills Content Standard and Performance Levels

Content Standard 10.0: *Students shall achieve competence in workplace readiness, career development, and lifelong learning.*

Performance Standard 10.1	
Students shall demonstrate an understanding of problem solving skills.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Develop a complex work-related problem scenario, solve the problem using the appropriate steps in the problem solving process, and create an action plan necessary to avoid the problem situation in the future. ◆ Develop methods to analyze the advantages and disadvantages of alternative solutions. ◆ Evaluate the benefits of solving a work-related problem.
MEETS STANDARDS	<p>10.1.1 Solve a work-related problem using the appropriate steps in the problem solving process.</p> <p>10.1.2 Demonstrate brainstorming techniques.</p> <p>10.1.3 Examine and explain advantages and disadvantages of alternative solutions.</p> <p>10.1.4 Create an action plan based upon a solution to a work-related problem.</p> <p>10.1.5 Identify the benefits of solving a work-related problem.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ Identify the basic steps in the problem solving process. ◆ Identify alternative solutions to a problem. ◆ Identify the basic components of an action plan.

Nevada Academic Standards Correlation:
 English: 4.12.6, 8.12.1, 8.12.2, 10.12.1.
 Math: 1.12.2.

MARKETING

Employability Skills Content Standard and Performance Levels

Content Standard 10.0: *Students shall achieve competence in workplace readiness, career development, and lifelong learning.*

Performance Standard 10.2	
Students shall demonstrate an understanding of critical thinking skills.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Analyze how critical thinking skills affect work performance. ◆ Collect sufficient factual or textual evidence; observe evidence objectively and thoroughly; make careful inferences, and create a tenable argument.
MEETS STANDARDS	<p>10.2.1 Identify and explain the essential elements of the critical thinking process.</p> <p>10.2.2 Demonstrate critical thinking skills that are necessary in the workplace.</p> <p>10.2.3 Explain how emotional thinking and logical thinking affect workplace decision making.</p> <p>10.2.4 Explain the difference between reliable and unreliable observations and statements of facts.</p> <p>10.2.5 Recognize patterns or relationships through observation and discovery.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ Define critical thinking ◆ Identify the essential steps of critical thinking. ◆ Define emotional and logical thinking. ◆ Identify the difference between opinions and statements of facts.

Nevada Academic Standards Correlation:
English: 10.12.1.

MARKETING

Employability Skills Content Standard and Performance Levels

Content Standard 10.0: Student shall achieve competence in workplace readiness, career development, lifelong learning.

Performance Standard 10.3	
Students shall demonstrate an understanding of the ability to speak, write, and listen effectively.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Give a presentation using all six (6) of the presentation guidelines correctly. ◆ Write a presentation using all six (6) of the presentation guidelines. ◆ Summarize a company's communication policies.
MEETS STANDARDS	<p>10.3.1 Effectively communicate thoughts, ideas and information in writing.</p> <p>10.3.2 Write and give a basic marketing presentation by organizing information into the appropriate format in accordance with standard practices, which includes prewriting, drafting, proofreading, editing/revising, and preparing final copy.</p> <p>10.3.3 Summarize the content of a marketing presentation.</p> <p>10.3.4 Classify various business communication forms.</p> <p>10.3.5 Explain the benefits of effective communication skills in the workplace.</p> <p>10.3.6 Effectively interpret and respond to verbal and nonverbal messages.</p> <p>10.3.7 Demonstrate proper telephone etiquette.</p> <p>10.3.8 Organize ideas and communicate orally; effectively demonstrate job skills to others.</p> <p>10.3.9 Locate, understand and interpret written information in documents such as manuals, graphs and schedules.</p> <p>10.3.10 Demonstrate sensitivity to cultural diversity in communication.</p> <p>10.3.11 Identify common communication barriers and methods for improving communication.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ Prepare and read aloud a presentation of a marketing plan using three (3) of the basic presentation guidelines. ◆ List the five (5) guidelines for a written presentation. ◆ Identify presentation content. ◆ Recognize the types of communications needed in business.

Nevada Academic Standards Correlation:

English: 6.12.1, 6.12.2, 6.12.3, 6.12.4, 6.12.5, 6.12.7, 7.12.1, 7.12.2, 7.12.3, 7.12.4, 7.12.5, 8.12.1, 8.12.2, 9.12.1, 9.12.2, 10.12.1, 11.12.5.

Math: 7.12.10.

MARKETING

Employability Skills Content Standard and Performance Levels

Content Standard 10.0: *Student shall achieve competence in workplace readiness, career development, lifelong learning.*

Performance Standard 10.4	
Student shall demonstrate an understanding of the ability to select, apply, and maintain appropriate technology.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Compare and contrast features/benefits of marketing software and make recommendations for purchase. ◆ Facilitate and make intermediate repairs to equipment. ◆ Learn new technology.
MEETS STANDARDS	<p>10.4.1 Demonstrate the ability to use appropriate technology.</p> <p>10.4.2 Select the correct software for a marketing task.</p> <p>10.4.3 Read and understand an equipment user manual.</p> <p>10.4.4 Follow procedures for maintaining equipment.</p> <p>10.4.5 Demonstrate ability to utilize basic keyboarding techniques.</p> <p>10.4.6 Demonstrate ability to utilize other input devices.</p> <p>10.4.7 Demonstrate ability to utilize various electronic research methods.</p> <p>10.4.8 Demonstrate knowledge of the basic technology systems currently available and how they apply to the marketing field (i.e. word processing, spreadsheets, multimedia applications and database).</p> <p>10.4.9 Investigate and explain the use, benefits, and costs of technological developments in the workplace.</p> <p>10.4.10 Identify and demonstrate the appropriate use of technology to enhance the efficiency of the workplace..</p> <p>10.4.11 Demonstrate routine maintenance and repair of technological equipment</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ Identify appropriate marketing technology. ◆ Identify the most commonly used software applications used in the marketing industry. ◆ Identify the appropriate equipment users manual.

Nevada Academic Standards Correlation:
Math: 4.12.8.

MARKETING

Employability Skills Content Standard and Performance Levels

Content Standard 10.0: *Student shall achieve competence in workplace readiness, career development, lifelong learning.*

Performance Standard 10.5	
Students shall demonstrate an understanding of leadership and teamwork skills.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Analyze traits necessary to effectively lead and influence people. ◆ Exhibit and analyze appropriate attitudes for effective leadership. ◆ Demonstrate an appropriate leadership style for a given situation. ◆ Demonstrate effective teamwork in solving a given marketing problem. ◆ Defend teamwork as a vital element of an effective workforce.
MEETS STANDARDS	<p>10.5.1 Explain traits necessary to effectively lead and influence individuals and groups of people.</p> <p>10.5.2 Demonstrate appropriate attitudes and behaviors for effective leadership.</p> <p>10.5.3 Understand the need for effective teamwork.</p> <p>10.5.4 Demonstrate the qualities of an effective leader and team member.</p> <p>10.5.5 Understand various leadership styles for different situations.</p> <p>10.5.6 Outline elements of teamwork.</p> <p>10.5.7 Demonstrate ability to work cooperatively with others when given a group project.</p> <p>10.5.8 Demonstrates respect for team members, team processes and team goals.</p> <p>10.5.9 Participate in the implementation of a group's decision and evaluate the results.</p> <p>10.5.10 Describe the importance of a company dress code.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ Define traits necessary to effectively lead and influence people. ◆ Name appropriate attitude characteristics necessary for effective leadership. ◆ Name the three (3) types of leadership styles. ◆ Define teamwork. ◆ Recognize positive teamwork attributes.

Nevada Academic Standards Correlation:

MARKETING

Employability Skills Content Standard and Performance Levels

Content Standard 10.0: *Student shall achieve competence in workplace readiness, career development, lifelong learning.*

Performance Standard 10.6 Students shall demonstrate an understanding of sound workplace ethics.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Support an attendance policy of your own design. ◆ Create a company appearance (dress) code. ◆ Justify attitude as a performance measure. ◆ Determine a company’s components of productivity. ◆ Explain how cooperation affects a company’s performance. ◆ Defend a company’s policy policies of cultural/racial diversity and harassment.
MEETS STANDARDS	<p>10.6.1 Describe the importance of ethics practiced in the workplace.</p> <p>10.6.2 Describe how positive character is valued in the workplace and demonstrate appropriate personal and professional attitudes and behaviors.</p> <p>10.6.3 Review a company’s dress code.</p> <p>10.6.4 Examine the affect of an employee’s workplace attitude.</p> <p>10.6.5 Categorize factors associated with cooperation.</p> <p>10.6.6 Demonstrate regular attendance, promptness, and the willingness to follow instructions and complete an assigned task.</p> <p>10.6.7 Show how to maintain a safe, clean, and organized work area.</p> <p>10.6.8 Demonstrate awareness of legal responsibilities related to individual performance, safety and customer satisfaction.</p> <p>10.6.9 Demonstrate knowledge of various types of harassment.</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ List elements of good attendance. ◆ Name traits that relate to positive character. ◆ Describe elements of appropriate dress, grooming, hygiene, and etiquette. ◆ Identify characteristics associated with a positive attitude and self-image. ◆ Recognize factors affecting productivity. ◆ Identify elements of cooperation. ◆ Define respect in the workplace.

Nevada Academic Standards Correlation:

MARKETING

Employability Skills Content Standard and Performance Levels

Content Standard 10.0: Student shall achieve competence in workplace readiness, career development, lifelong learning.

Performance Standard 10.7	
Students shall demonstrate the ability to effectively manage resources in high-performance workplaces.	
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Analyze appropriate use of natural resources. ◆ Analyze appropriate use of human resources. ◆ Analyze appropriate use of capital goods. ◆ Use the four (4) aspects of time management. ◆ Develop a model for effective time management. ◆ Recommend an effective model for managing supplies.
MEETS STANDARDS	<p>10.7.1 Explain the appropriate use of natural resources.</p> <p>10.7.2 Identify and organize the human resources needed to complete a job assignment</p> <p>10.7.3 Identify and organize the material resources and space requirements needed to complete a job assignment</p> <p>10.7.4 Describe the appropriate use of capital goods.</p> <p>10.7.5 Demonstrate effective use of supplies.</p> <p>10.7.6 Effectively use technology at its highest level to complete a job assignment.</p> <p>10.7.7 Recognize the need for management skills in the workplace with regard to stress, anger management, and substance abuse.</p> <p>10.7.8 Estimate costs and prepare a detailed work order.</p> <p>10.7.9 Use the basic components of effective time management.</p> <p>10.7.10 Develop a time schedule and prioritized task list to complete a job assignment</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ Define natural resources. ◆ Understand the value of human resources. ◆ Define capital good. ◆ List the four (4) aspect of time management. ◆ List the basic components of effective time management. ◆ Demonstrate effective use of supplies most of the time.

Nevada Academic Standards Correlation:
 Math: 1.12.1, 1.12.3, 4.12.8.

MARKETING

Employability Skills Content Standard and Performance Levels

Content Standard 10.0: *Student shall achieve competence in workplace readiness, career development, lifelong learning.*

Performance Standard 10.8	Students shall demonstrate an understanding of appropriate career planning and development skills.
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Develop a list of at least five (5) interview questions to ask each of three (3) professionals in three (3) areas of career interest. ◆ Develop a flow chart showing the career pathway for one (1) of the career interests.
MEETS STANDARDS	<p>10.8.1 Complete a career assessment survey and review the results.</p> <p>10.8.2 Investigate the entry-level qualifications, including both educational and technical requirements, for three (3) career interests.</p> <p>10.8.3 Prepare a job application for a marketing position.</p> <p>10.8.4 Prepare a personal résumé for a position in marketing.</p> <p>10.8.5 Construct a career portfolio for a career in marketing.</p> <p>10.8.6 Complete a personal aptitude and interest inventory.</p> <p>10.8.7 Participate in a job interview.</p> <p>10.8.8 Establish both short-term and long-term career goals.</p> <p>10.8.9 Use the Nevada Career Information System (CIS) or a similar computer-based program to research careers in a chosen field.</p> <p>10.8.10 Participate in an organized job-shadowing activity.</p> <p>10.8.11 Participate in a community service project</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ List three (3) areas of career interest. ◆ Identify two types of career assessment.

Nevada Academic Standards Correlation:
 Math: 1.12.1, 2.12.2, 4.12.8, 5.12.6, 6.12.5.

MARKETING

Employability Skills Content Standard and Performance Levels

Content Standard 10.0: Student shall achieve competence in workplace readiness, career development, lifelong learning.

Performance Standard 10.9	Students shall demonstrate an understanding of job-retention and lifelong-learning skills.
EXCEEDS STANDARDS	<ul style="list-style-type: none"> ◆ Predict factors that affect life long learning. ◆ Given a situation, analyze how change affects the workplace. ◆ Analyze the need for lifelong learning in a rapidly changing job market. ◆ Analyze various strategies necessary to maintain employment in the face of job reductions. ◆ Analyze factors that contribute to job reductions.
MEETS STANDARDS	<p>10.9.1 Explore factors that have affected lifelong learning.</p> <p>10.9.2 Given a situation, practice handling change in the workplace.</p> <p>10.9.3 Maintain an employment/career portfolio.</p> <p>10.9.4 Identify strategies for balancing work and family roles.</p> <p>10.9.5 Identify strategies to maintain employment in the face of job reductions.</p> <p>10.9.6 Develop long-term career-planning strategies.</p> <p>10.9.7 Identify various educational options needed for job advancement.</p> <p>10.9.8 Demonstrate interpersonal skills needed for job retention.</p> <p>10.9.9 Identify and model sound workplace ethics, such as loyalty, punctuality and initiative</p>
APPROACHES STANDARDS	<ul style="list-style-type: none"> ◆ Identify elements of cooperation. ◆ List lifelong learning opportunities after high school.

Nevada Academic Standards Correlation:

CROSSWALK OF MARKETING AND ACADEMIC STANDARDS

Economics

Performance Indicator	Academic STANDARDS
1.1.2	21.12.3 (Science) Evaluate multiple explanations for the same evidence.
1.1.3	3.12.2 (English) Make inferences supported by the text regarding characters, plots, settings, and themes.
1.1.5	21.12.3 (Science) Evaluate multiple explanations for the same evidence. 11.12.3 (English) Cite sources of information using a standard method of documentation.
1.2.1, 1.2.2, 1.2.3, 1.2.6	1.12.5 (English) Apply knowledge of syntax and literary allusions to acquire an understanding of new words and to comprehend text.
1.3.3	22.12.2 (Science) Use tables, charts, and graphs in making arguments and claims in oral and written presentations. 23.12.2 (Science) Use algebraic equations when appropriate. 1.12.1 (Math) Calculate and estimate sums, differences, products, quotients, powers , and roots using mental math, formulas , and algorithms . 4.12.6 (English) Read and apply multi-step directions in order to perform complex procedures and tasks.
1.4.1, 1.4.2, 1.4.3, 1.4.4	1.12.4 (English) Discern subtle differences between closely related words (e.g. thin and slender); use references as necessary. 11.12.3 (English) Cite sources of information using a standard method of documentation.
1.5.1, 1.5.3	1.12.4 (English) Discern subtle differences between closely related words (e.g. thin and slender); use references as necessary.

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Business Management and Entrepreneurship

Performance Indicator	Academic STANDARDS
2.1.1	4.12.6 (English) Read and apply multi-step directions in order to perform complex procedures and tasks.
2.3.1	18.12.5 (Science) Explain that technological problems create a demand for new scientific knowledge and new technologies which make it possible for scientists to extend their research in new ways or to undertake entirely new lines of research.
2.3.3	18.12.5 (Science) Explain that technological problems create a demand for new scientific knowledge and new technologies which make it possible for scientists to extend their research in new ways or to undertake entirely new lines of research. 4.12.3 (English) Locate, organize, interpret, and synthesize information from multiple primary and secondary sources to support ideas and positions. 7.12.2 (English) Use multiple structures such as inversions, parallelism, and sentences of varying lengths for stylistic effect. 9.12.2 (English) Make formal oral or multi-media presentations, using vocabulary and public speaking techniques appropriate to audience and purpose.
2.3.4	22.12.2 (Science) Use tables, charts, and graphs in making arguments and claims in oral and written presentations.
2.3.5	22.12.2 (Science) Use tables, charts, and graphs in making arguments and claims in oral and written presentations. 5.12.1 (Math) Use calculators and computers to create and manipulate tables, graphs, and matrices to communicate statistical information; use the shape of graphs of normal distributions to compare and analyze information.
2.3.6	18.12.5 (Science) Explain that technological problems create a demand for new scientific knowledge and new technologies which make it possible for scientists to extend their research in new ways or to undertake entirely new lines of research.
2.4.3, 2.4.4, 2.4.5	22.12.3 (Science) Discuss scientific topics by restating or summarizing accurately what others have said; ask for clarifications or elaboration, and express alternative positions using available multimedia resources. 24.12.1 (Science) Demonstrate personal responsibility for using safety equipment and observing all safety standards.

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Distribution

Performance Indicator	Academic STANDARDS
3.3.1, 3.3.4, 3.3.5	24.12.1 (Science) Demonstrate personal responsibility for using safety equipment and observing all safety standards.
3.4.4	6.12.4 (English) Revise writing to improve word choice, organization, and point of view, using given criteria such as rubrics or feedback from others. 6.12.5 (English) Edit for use of Standard English.

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Marketing and Information Management

Performance Indicator	Academic STANDARDS
5.2.1	18.12.2 (Science) Investigate and explain how research emphasis is influenced by economic and public policy.
5.2.4	18.12.5 (Science) Explain that technological problems create a demand for new scientific knowledge and new technologies that make it possible for scientists to extend their research in new ways or to undertake entirely new lines of research.
5.3.1	6.12.5 (English) Edit for use of Standard English. 7.12.3 (English) Use rules of punctuation; manipulate conventions for emphasis in writing. 11.12.5 (English) Organize and present research findings using appropriate media. 3.12.4 (Math) Use and interpret consumer data (e.g., amortization tables , and compound interest charts) to make informed financial decisions related to practical applications such as budget. 5.12.1 (Math) Use calculators and computers to create and manipulate tables, graphs, and matrices to communicate statistical information; use the shape of graphs of normal distributions to compare and analyze information. 5.12.5 (Math) Analyze the validity of statistical conclusions noting various sources of bias, misuse, and abuse of data caused by a wide variety of factors, including choices of scale, probability versus odds, inappropriate uses of measures of central tendency, inaccurate curve fitting, and inappropriate uses of controls or sample groups.
5.3.2	4.12.6 (English) Read and apply multi-step directions in order to perform complex procedures and tasks. 6.12.5 (English) Edit for use of Standard English. 7.12.3 (English) Use rules of punctuation; manipulate conventions for emphasis in writing.
5.3.2	3.12.4 (Math) Use and interpret consumer data (e.g., amortization tables , and compound interest charts) to make informed financial decisions related to practical applications such as budget. 5.12.1 (Math) Use calculators and computers to create and manipulate tables, graphs, and matrices to communicate statistical information; use the shape of graphs of normal distributions to compare and analyze information. 5.12.5 (Math) Analyze the validity of statistical conclusions noting various sources of bias, misuse, and abuse of data caused by a wide variety of factors, including choices of scale, probability versus odds, inappropriate uses of measures of central tendency, inaccurate curve fitting, and inappropriate uses of controls or sample groups. 19.12.1 (Science) Identify and determine the credibility of sources of information based on the techniques used to gather that information.
5.3.3	3.12.4 (Math)

Performance Indicator	Academic STANDARDS
	<p>Use and interpret consumer data (e.g., amortization tables, and compound interest charts) to make informed financial decisions related to practical applications such as budget.</p> <p>5.12.1 (Math) Use calculators and computers to create and manipulate tables, graphs, and matrices to communicate statistical information; use the shape of graphs of normal distributions to compare and analyze information.</p> <p>5.12.5 (Math) Analyze the validity of statistical conclusions noting various sources of bias, misuse, and abuse of data caused by a wide variety of factors, including choices of scale, probability versus odds, inappropriate uses of measures of central tendency, inaccurate curve fitting, and inappropriate uses of controls or sample groups.</p> <p>19.12.1 (Science) Identify and determine the credibility of sources of information based on the techniques used to gather that information.</p> <p>6.12.5 (English) Edit for use of Standard English.</p> <p>7.12.3 (English) Use rules of punctuation; manipulate conventions for emphasis in writing.</p> <p>9.12.2 (English) Make formal oral or multi-media presentations, using vocabulary and public speaking techniques appropriate to audience and purpose.</p> <p>11.12.5 (English) Organize and present research findings using appropriate media.</p>
5.4.5	<p>1.12.5 (English) Apply knowledge of syntax and literary allusions to acquire an understanding of new words and to comprehend text.</p> <p>1.12.1 (Math) Calculate and estimate sums, differences, products, quotients, powers, and roots using mental math, formulas, and algorithms.</p> <p>1.12.3 (Math) Apply the properties and theories of the real number system to everyday situations.</p>
6.1.5	<p>23.12.2 (Science) Use algebraic equations when appropriate.</p> <p>23.12.3 (Science) Estimate answers to the correct order of magnitude.</p> <p>1.12.1 (Math) Calculate and estimate sums, differences, products, quotients, powers, and roots using mental math, formulas, and algorithms.</p>

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Product Service Management

Performance Indicator	Academic STANDARDS
7.1.1, 7.1.2, 7.1.3	3.12.4 (English) Use textual evidence to analyze the theme or meaning of a selection.
7.3.1, 7.3.2	21.12.3 (Science) Evaluate multiple explanations for the same evidence.
7.5.4	18.12.7 (Science) Explain that scientists have ethical procedures, violations of which have consequences.

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Promotion

Performance Indicator	Academic STANDARDS
8.2.3	<p>23.12.2 (Science) Use algebraic equations when appropriate.</p> <p>23.12.3 (Science) Estimate answers to the correct order of magnitude</p> <p>1.12.1 (Math) Calculate and estimate sums, differences, products, quotients, powers, and roots using mental math, formulas, and algorithms.</p>
8.3.1	<p>6.12.2 (English) Organize ideas in compositions by selecting and applying structures such as comparison/contrast or cause/effect, which enhance the central idea, theme, or purpose.</p> <p>6.12.4 (English) Revise writing to improve word choice, organization, and point of view, using given criteria such as rubrics or feedback from others.</p> <p>6.12.5 (English) Edit for use of Standard English.</p> <p>7.12.5 (English) Demonstrate conventional spelling.</p>
8.3.3	<p>22.12.1 (Science) Analyze experimental procedures and suggest appropriate revisions for improvement.</p>
8.4.3	<p>4.12.6 (English) Read and apply multi-step directions in order to perform complex procedures and tasks.</p> <p>6.12.2 (English) Organize ideas in compositions by selecting and applying structures such as comparison/contrast or cause/effect, which enhance the central idea, theme, or purpose.</p> <p>6.12.5 (English) Edit for use of Standard English.</p> <p>21.12.3 (Science) Evaluate multiple explanations for the same evidence.</p> <p>22.12.1 (Science) Analyze experimental procedures and suggest appropriate revisions for improvement.</p>
8.4.3, 8.4.4, 8.4.7	<p>21.12.3 (Science) Evaluate multiple explanations for the same evidence.</p> <p>22.12.1 (Science) Analyze experimental procedures and suggest appropriate revisions for improvement.</p>

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Selling

Performance Indicator	Academic STANDARDS
9.2.3	<p>4.12.6 (English) Read and apply multi-step directions in order to perform complex procedures and tasks.</p> <p>6.12.1 (English) Generate ideas for writing by selecting appropriate prewriting strategies with attention to audience, purpose, and personal style.</p> <p>6.12.5 (English) Edit for use of Standard English.</p>
9.4.2	<p>21.12.3 (Science) Evaluate multiple explanations for the same evidence.</p> <p>23.12.2 (Science) Use algebraic equations when appropriate.</p> <p>4.12.6 (English) Read and apply multi-step directions in order to perform complex procedures and tasks.</p> <p>2.12.4 (Math) Add, subtract, multiply, and factor (1st and 2nd degree) polynomials, describing each step in the process and the connection between the algebraic process and arithmetic process; use simple quadratic equations with integer roots to solve practical and mathematical problems.</p>
9.4.5	<p>21.12.3 (Science) Evaluate multiple explanations for the same evidence.</p> <p>23.12.2 (Science) Use algebraic equations when appropriate.</p>

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Employability Skills

Performance Indicator	Academic STANDARDS
10.1.1, 10.1.4, 10.1.5	<p>4.12.6 (English) Read and apply multi-step directions in order to perform complex procedures and tasks.</p> <p>8.12.1 (English) Summarize and evaluate communications that inform, persuade, and entertain.</p> <p>8.12.2 (English) Create and apply criteria for evaluating content and delivery of oral and multi-media presentations.</p> <p>10.12.1 (English) Participate in problem-solving conversations or group discussions by identifying, synthesizing, and evaluating data.</p>
10.2.2, 10.2.5	<p>10.12.1 (English) Participate in problem-solving conversations or group discussions by identifying, synthesizing, and evaluating data.</p>
10.3.1, 10.3.2, 10.3.8, 10.3.11	<p>6.12.1 (English) Generate ideas for writing by selecting appropriate prewriting strategies with attention to audience, purpose and personal style.</p> <p>6.12.2 (English) Organize ideas in compositions by selecting and applying structures such as comparison/contrast or cause/effect, which enhance the central idea, theme or purpose.</p> <p>6.12.3 (English) Write compositions that present complex ideas in a sustained and compelling manner.</p> <p>6.12.4 (English) Revise writing to improve word choice, organization, and point of view, using given criteria such as rubrics or feedback from others.</p> <p>6.12.5 (English) Edit for use of Standards English.</p> <p>6.12.7 (English) Share final drafts with a designated audience.</p> <p>7.12.1 (English) Apply the rules of usage, grammar, and capitalization with few significant errors; use modifiers, parallel structure, and subordination correctly in writing.</p> <p>7.12.2 (English) Use multiple structures such as inversion, parallelism, and sentences of varying lengths for stylistic effect.</p> <p>7.12.3 (English) Use rules of punctuation; manipulate conventions for emphasis in writing.</p> <p>7.12.4 (English) Use rules of capitalization.</p> <p>7.12.5 (English) Demonstrate conventional spelling.</p> <p>8.12.1 (English) Summarize and evaluate communications that inform, persuade, and entertain.</p> <p>8.12.2 (English) Create and apply criteria for evaluating content and delivery of oral and multi-media presentations.</p> <p>9.12.1 (English) Use specific and varied vocabulary and apply Standards English to communicate ideas.</p> <p>9.12.2 (English) Make formal oral and multi-media presentations, using vocabulary and public speaking techniques appropriate to audience and purpose.</p> <p>10.12.1 (English)</p>

Performance Indicator	Academic STANDARDS
	Participate in problem-solving conversations or group discussions by identifying, synthesizing, and evaluating data. 11.12.5 (English) Organize and present research findings using appropriate media. 7.12.10 (Math) Evaluate the effectiveness of written and oral presentations of mathematics.
10.4.8, 10.7.6	4.12.8 (Math) Use tools, technology, and models to sketch, draw, and construct geometric figures in order to solve problems and to demonstrate the properties of geometric figures.
10.7.8	1.12.1 (Math) Calculate and estimate sums, differences, products, quotients, powers , and roots using mental math, formulas , and algorithms . 1.12.3 (Math) Apply the properties and theories of the real number system to everyday situations.
10.8.5	1.12.1 (Math) Calculate and estimate sums, differences, products, quotients, powers , and roots using mental math, formulas , and algorithms . 2.12.2 (Math) Represent and solve problems using discrete structures, including graphs and matrices, with and without technology. 4.12.8 (Math) Use tools, technology, and models to sketch, draw, and construct geometric figures in order to solve problems and to demonstrate the properties of geometric figures. 5.12.6 (Math) Design, construct, analyze, and select an appropriate type of graph to represent data to communicate the results of statistical experiments (e.g. write a survey question and analyze and communicate the findings). 6.12.5 (Math) Verify, interpret, and evaluate results with respect to the original problem, determining an efficient strategy for the given situations.