ENTREPRENEURSHIP STANDARDS

Learning that works for Nevada
CTE™

This document was prepared by:

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CTE MISSION STATEMENT:

The Office of Career, Technical and Adult Education is dedicated to developing innovative educational opportunities for students to acquire skills for productive employment and lifelong learning.

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BUSINESS AND INDUSTRY VALIDATION

INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Entrepreneurship program. These standards are designed for a three-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

Content Standards are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.

Performance Standards follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.

Performance Indicators are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the English Language Arts and the Mathematics Common Core State Standards, and the Nevada State Science Standards. Where correlation with an academic standard exists, students in the Entrepreneurship program perform learning activities that support, either directly or indirectly, achievement of one or more Common Core State Standards.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to their program area. CTSOs are co-curricular national associations that directly enforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the "soft skills" needed to be successful in all careers, and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

CONTENT STANDARD 1.0 : EXPLAIN THE ROLE OF BUSINESS IN SOCIETY

PERFORMANCE STANDARD 1.1 : INVESTIGATE TRENDS IN GLOBAL COMMERCE

1.1.1	Assess global trends and opportunities
1.1.2	Describe small business opportunities in international trade with e-commerce
1.1.3	Determine the impact of cultural, political and social environments on international trade

PERFORMANCE STANDARD 1.2 : UNDERSTAND THE ROLE OF RESEARCH AND ANALYSIS IN BUSINESS DECISION MAKING

1.2.1	Explain measures used to analyze economic conditions
1.2.2	Explore and demonstrate effective business research techniques
1.2.3	Define areas of analysis for industry and market research
1.2.4	Demonstrate problem-solving skills based on research and analysis

PERFORMANCE STANDARD 1.3 : ASSESS ISSUES AND TRENDS IN BUSINESS

1.3.1	Investigate various types of business structures
1.3.2	Describe the impact of the Internet on business
1.3.3	Evaluate the effect of technological advancements on business
1.3.4	Assess impact of government actions on business ventures

PERFORMANCE STANDARD 1.4 : UNDERSTAND THE IMPORTANCE OF SUSTAINABILITY IN BUSINESS

1.4.1	Examine the definition of sustainability
1.4.2	Explore opportunities in environmental solutions
1.4.3	Assess the impact of technology on sustainability
1.4.4	Evaluate the economics of sustainable business models

CONTENT STANDARD 2.0 : UNDERSTANDING THE TRAITS AND CHARACTERISTICS OF ENTREPRENEURS

PERFORMANCE STANDARD 2.1 : UNDERSTAND DESIRABLE ENTREPRENEURIAL TRAITS

2.1.1	Determine interests and personal capabilities
2.1.2	Assess impact of taking risk in business
2.1.3	Describe desirable entrepreneurial personality traits
2.1.4	Conduct self-assessment to determine entrepreneurial potential and risk tolerance

PERFORMANCE STANDARD 2.2 : RECOGNIZE THE ROLE OF ENTREPRENEURS IN SOCIETY

2.2.1	Compare and contrast social and traditional entrepreneurship skills
2.2.2	Explain the societal impact of entrepreneurship
2.2.3	Research the historical significance of entrepreneurship
2.2.4	Evaluate entrepreneurial career opportunities based on current/future economy

PERFORMANCE STANDARD 2.3 : UNDERSTAND THE CREATIVE PROCESS AND IDEA GENERATION

2.3.1	Describe idea generation methods
2.3.2	Discuss entrepreneurial discovery processes
2.3.3	Assess opportunities for new business venture

CONTENT STANDARD 3.0 :   UNDERSTAND BASIC BUSINESS FUNCTIONS

PERFORMANCE STANDARD 3.1 :   UNDERSTAND THE RELATIONSHIP BETWEEN MISSION, VISION AND VALUES

3.1.1	Identify core values
3.1.2	Describe company purpose
3.1.3	Create a mission statement

PERFORMANCE STANDARD 3.2 :   UNDERSTAND BUSINESS MODEL DESIGN

3.2.1	Compare and contrast different types of business ownership
3.2.2	Describe a business model
3.2.3	Discuss the concept of the value chain
3.2.4	Describe how to develop a management team to implement a business model
3.2.5	Describe the elements of a business plan

PERFORMANCE STANDARD 3.3 :   UNDERSTAND THE ROLE AND FUNCTION OF FINANCE AND ACCOUNTING

3.3.1	Explain the function of financial goals and forecasting
3.3.2	Explain the concept of accounting including standards, technology, ethics, and legal considerations
3.3.3	Analyze budgets, cash flow statements, financial statements, and ratios
3.3.4	Explain traditional and non-traditional sources of financial assistance available to businesses
3.3.5	Identify and evaluate risks associated with obtaining business credit
3.3.6	Explain and calculate the time value of money
3.3.7	Describe the importance of personal credit history

PERFORMANCE STANDARD 3.4:   UNDERSTAND THE ROLE AND FUNCTION OF HUMAN RESOURCES

3.4.1	Explain the role of human resources in business operations
3.4.2	Describe the hiring/firing process
3.4.3	Determine hiring needs based on budget boundaries
3.4.4	Analyze various job descriptions within a business

PERFORMANCE STANDARD 3.5:   IDENTIFY AND UNDERSTAND THE GOVERNING METRICS

3.5.1	Explain the role of metrics in business management
3.5.2	Determine appropriate metrics for a particular business
3.5.3	Describe methods to obtain financial and non-financial metrics
3.5.4	Create a dashboard for a business

CONTENT STANDARD 4.0 : DEVELOP A MARKETING PLAN

PERFORMANCE STANDARD 4.1 : EVALUATE MARKET OPPORTUNITY

4.1.1	Determine the initial feasibility of proposed product/service
4.1.2	Determine market segments
4.1.3	Select target markets

PERFORMANCE STANDARD 4.2 : CREATE AND POSITION THE BRAND

4.2.1	Create a brand name and logo
4.2.2	Determine the unique selling proposition
4.2.3	Develop strategies to position the product
4.2.4	Describe brand loyalty and customer retention strategies

PERFORMANCE STANDARD 4.3 : SELECT PRICING AND DISTRIBUTION STRATEGIES

4.3.1	Evaluate pricing strategies
4.3.2	Calculate the breakeven point
4.3.3	Evaluate distribution strategies
4.3.4	Determine the structure of marketing channels

PERFORMANCE STANDARD 4.4 : PROMOTE THE BRAND

4.4.1	Describe the elements of the promotion mix
4.4.2	Differentiate various advertising media
4.4.3	Compare costs of various advertising media
4.4.4	Discuss the role of social media in product promotion
4.4.5	Prepare a promotional budget

CONTENT STANDARD 5.0 : UNDERSTAND BASIC ECONOMICS

PERFORMANCE STANDARD 5.1 : RECOGNIZE BASIC PRINCIPLES OF ECONOMICS

5.1.1	Explain the types of economic systems
5.1.2	Assess impact of government actions on business ventures
5.1.3	Describe economic goods, services, production, scarcity, and opportunity cost
5.1.4	Explain the principles of supply and demand
5.1.5	Distinguish between microeconomics and macroeconomics
5.1.6	Explain the concept of competition and private enterprise

PERFORMANCE STANDARD 5.2 : EXAMINE COST PROFIT RELATIONSHIPS

5.2.1	Describe the law of diminishing returns
5.2.2	Explain the concepts of economies of scale and productivity
5.2.3	Determine factors affecting business risk
5.2.4	Evaluate the effect of price fluctuations in the market

PERFORMANCE STANDARD 5.3 : EVALUATE TRENDS AND INDICATORS

5.3.1	Explain the composition of the Consumer Price Index
5.3.2	Explain the concept of Gross Domestic Product
5.3.3	Determine the impact of business cycles on business activities
5.3.4	Explain measures used to analyze economic conditions

CONTENT STANDARD 6.0 :   LEGAL, ETHICAL AND SOCIAL RESPONSIBILITY

PERFORMANCE STANDARD 6.1 :   INVESTIGATE LEGAL COMPLIANCE

6.1.1	Examine legal documents for business operations
6.1.2	Explore federal, state, and local employment laws
6.1.3	Explore federal, state, and local zoning and land use regulations
6.1.4	Discuss environmental laws and regulations
6.1.5	Develop strategies for legal/government compliance

PERFORMANCE STANDARD 6.2 :   UNDERSTAND ASSET PROTECTION

6.2.1	Identify and discuss intellectual property, e.g., copyright, brand use, trademarks, etc.
6.2.2	Explain the role of insurance in business
6.2.3	Describe the role of safety and security policies and procedures
6.2.4	Describe elements of a business contract

PERFORMANCE STANDARD 6.3 :   EXPLORE ETHICAL AND SOCIAL CONSIDERATIONS

6.3.1	Discuss the qualities of responsible business ownership
6.3.2	Describe the need for and impact of ethical business practices
6.3.3	Compare and contrast ethics and integrity as it relates to business

CONTENT STANDARD 7.0 : CREATE A BUSINESS PLAN

PERFORMANCE STANDARD 7.1 : PRODUCE THE INTRODUCTORY ELEMENTS OF A BUSINESS PLAN

7.1.1	Explore the purpose and function of a business plan
7.1.2	Compose an executive summary
7.1.3	Construct a statement of purpose
7.1.4	Develop a company description and mission statement
7.1.5	Describe management team and company structure
7.1.6	Obtain and prepare legal documents for business operations

PERFORMANCE STANDARD 7.2 : FORMULATE A MARKETING PLAN

7.2.1	Identify and assess the target market
7.2.2	Prepare a competitor analysis
7.2.3	Develop a promotion plan
7.2.4	Formulate an estimate of annual sales
7.2.5	Create a marketing budget
7.2.6	Describe distribution channels

PERFORMANCE STANDARD 7.3 : CONSTRUCT AN OPERATIONS PLAN

7.3.1	Determine labor requirements
7.3.2	Determine facilities and equipment needs
7.3.3	Describe the structure of the supply chain
7.3.4	Analyze and select vendors
7.3.5	Project operating costs

PERFORMANCE STANDARD 7.4 : PREPARE THE FINANCIAL PLAN

7.4.1	Calculate startup costs and determine financing needs
7.4.2	Calculate operating and overhead costs
7.4.3	Develop a budget and estimate cash flow needs for five years
7.4.4	Create a balance sheet and income statements
7.4.5	Describe considerations in selecting capital resources
7.4.6	Evaluate options for continued venture involvement

PERFORMANCE STANDARD 7.5 : PRESENT THE PLAN

7.5.1	Prepare professional hard copy business plan
7.5.2	Prepare digital visuals for presentation
7.5.3	Practice delivery of oral presentation
7.5.4	Develop appropriate materials for distribution
7.5.5	Present the business plan in a professional manner

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**CROSSWALKS AND ALIGNMENTS OF
ENTREPRENEURSHIP STANDARDS
AND THE COMMON CORE STATE STANDARDS,
THE NEVADA SCIENCE STANDARDS,
AND THE COMMON CAREER TECHNICAL CORE STANDARDS**

CROSSWALK (ACADEMIC STANDARDS)

The crosswalk of the Entrepreneurship Standards shows links to the Common Core State Standards for English Language Arts and Mathematics and the Nevada Science Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Entrepreneurship program support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the English Language Arts and Mathematics Common Core State Standards and the Nevada Science Standards.

ALIGNMENTS (MATHEMATICAL PRACTICES)

In addition to correlation with the Common Core Mathematics Content Standards, many performance indicators support the Common Core Mathematical Practices. The following table illustrates the alignment of the Entrepreneurship Standards performance indicators and the Common Core Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Entrepreneurship program support academic learning.

CROSSWALK (COMMON CAREER TECHNICAL CORE)

The crosswalk of the Entrepreneurship Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Entrepreneurship program support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Entrepreneurship Standards are crosswalked to the Marketing Career Cluster™ and the Marketing Management Career Pathway.

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CROSSWALK OF ENTREPRENEURSHIP STANDARDS AND THE COMMON CORE STATE STANDARDS

CONTENT STANDARD 1.0: EXPLAIN THE ROLE OF BUSINESS IN SOCIETY

Performance Indicators	Common Core State Standards and Nevada Science Standards
1.1.1	**English Language Arts: Reading Standards for Informational Text** RI.11-12.3　Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
1.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7　Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. RST.11-12.9　Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
1.1.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2　Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.11-12.2a　Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
1.1.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9　Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
1.2.1	**English Language Arts: Reading Standards for Informational Text** RI.11-12.3　Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
1.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.1　Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7　Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHST.11-12.8　Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

1.3.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
	WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
1.3.2	**English Language Arts: Reading Standards for Informational Text**
	RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
1.3.4	**English Language Arts: Reading Standards for Informational Text**
	RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

CONTENT STANDARD 2.0: **UNDERSTANDING THE TRAITS AND CHARACTERISTIC ENTREPRENEURSHIP**

Performance Indicators	Common Core State Standards and Nevada Science Standards
2.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
2.2.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.1 Write arguments focused on discipline-specific content. WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
2.2.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
2.2.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
2.3.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
2.3.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved

2.3.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
	RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CONTENT STANDARD 3.0: UNDERSTAND BASIC BUSINESS FUNCTION

Performance Indicators	Common Core State Standards and Nevada Science Standards
3.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.1 Write arguments focused on discipline-specific content. WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
3.1.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3.1.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
3.2.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3.2.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3.2.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
3.2.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
3.3.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3.3.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
3.4.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3.4.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.HST2 WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3.4.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
3.4.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3.5.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.3 (See note; not applicable as a separate requirement)

3.5.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3.5.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3.5.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	WHST.11-12.1 Write arguments focused on discipline-specific content.
	WHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
3.5.7	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
	WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
3.5.8	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CONTENT STANDARD 4.0: DEVELOP A MARKETING PLAN

Performance Indicators	Common Core State Standards and Nevada Science Standards
4.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. WHST.11-12.2e Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
4.1.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
4.2.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.1 Write arguments focused on discipline-specific content.
4.2.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
4.3.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

4.3.4	**English Language Arts: Speaking and Listening Standards**
	SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

CONTENT STANDARD 5.0: UNDERSTAND BASIC ECONOMICS

Performance Indicators	Common Core State Standards and Nevada Science Standards
5.1.1	**English Language Arts: Reading Standards for Informational Text** RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
5.1.2	**English Language Arts: Reading Standards for Informational Text** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5.1.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5.1.4	**English Language Arts: Reading Standards for Informational Text** RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
5.1.5	**English Language Arts: Reading Standards for Informational Text** RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
5.1.6	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
5.2.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
5.2.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

5.2.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
5.2.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
5.2.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
5.3.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. WHST.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
5.3.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. WHST.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
5.3.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
5.3.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CONTENT STANDARD 6.0: LEGAL, ETHICAL AND SOCIAL RESPONSIBILITY

Performance Indicators	Common Core State Standards and Nevada Science Standards
6.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
6.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
6.1.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
6.1.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
6.2.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
6.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
6.2.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
6.2.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

6.3.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6.3.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
6.3.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
6.3.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

CONTENT STANDARD 7.0: CREATE A BUSINESS PLAN

Performance Indicators	Common Core State Standards and Nevada Science Standards
7.1.2	**English Language Arts: Language Standards** L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
7.1.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
7.1.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
7.1.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
7.1.6	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
7.2.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
7.2.3	**English Language Arts: Language Standards** L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

7.2.6	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
7.3.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
	WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
7.3.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
	WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
7.4.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
7.4.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
7.5.1	**English Language Arts: Language Standards**
	L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
	WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
7.5.2	**English Language Arts: Speaking and Listening Standards**
	SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

7.5.3	**English Language Arts: Language Standards** L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)
7.5.4	**English Language Arts: Language Standards** L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
7.5.5	**English Language Arts: Language Standards** L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

ALIGNMENT OF ENTREPRENEURSHIP STANDARDS AND THE COMMON CORE MATHEMATICAL PRACTICES

Common Core Mathematical Practices	Entrepreneurship Performance Indicators
1. Make sense of problems and persevere in solving them.	7.2.4, 7.2.5
2. Reason abstractly and quantitatively.	7.25; 7.3.4; 7.4.2, 7.4.3, 7.4.4, 7.4.5
3. Construct viable arguments and critique the reasoning of others.	4.3.3 7.4.1
4. Model with mathematics.	7.2.4, 7.2.5
5. Use appropriate tools strategically.	
6. Attend to precision.	4.3.3 7.4.1, 7.4.2, 7.4.3, 7.4.4
7. Look for and make use of structure.	
8. Look for and express regularity in repeated reasoning.	

CROSSWALKS OF ENTREPRENEURSHIP STANDARDS
AND THE COMMON CAREER TECHNICAL CORE

Marketing Career Cluster™ (MK)	Performance Indicators
1. Describe the impact of economics, economics systems and entrepreneurship on marketing.	5.1.1-5.1.6 5.2.1-5.2.5 5.3.1-5.3.4
2. Implement marketing research to obtain and evaluate information for the creation of a marketing plan.	1.2.1-1.2.4, 1.3.1-1.3.4; 4.1.1-4.1.3 4.2.1-4.2.4; 4.3.1-4.3.4
3. Plan, monitor, manage and maintain the use of financial resources for marketing activities.	3.2.1-3.2.3 7.4.1-7.4.6
4. Plan, monitor and manage the day-to-day activities required for continued marketing business operations.	7.3.1-7.3.4
5. Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.	2.2.1-2.2.5
6. Select, monitor and manage sales and distribution channels.	7.2.6
7. Determine and adjust prices to maximize return while maintaining customer perception of value.	4.3.1-4.3.5
8. Obtain, develop, maintain and improve a product or service mix in response to market opportunities.	4.4.1-4.4.5 7.2.1-7.2.3
9. Communicate information about products, services, images and/or ideas to achieve a desired outcome.	4.3.1-4.3.5 7.5.1-7.5.5
10. Use marketing strategies and processes to determine and meet client needs and wants.	4.1.1-4.1.3; 4.2.1-4.2.4