MARKETING
STANDARDS

This document was prepared by:

Office of Career, Technical and Adult Education
Nevada Department of Education
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State Board for Career and Technical Education on
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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

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel was coordinated with industry experts to ensure the standards include the proper content; or (3) the adoption of nationally-recognized standards endorsed by business and industry.

The Marketing standards were validated with the adoption of the nationally recognized standards by MBA Research and Curriculum Center.

PROJECT COORDINATOR

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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 Marketing 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 Marketing 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 : **UNDERSTAND BASIC ECONOMIC SYSTEMS, INDICATORS/TRENDS, AND INTERNATIONAL CONCEPTS**

PERFORMANCE STANDARD 1.1 : **DEMONSTRATE A FUNDAMENTAL UNDERSTANDING OF ECONOMIC CONCEPTS**

1.1.1	Distinguish between economic goods and services
1.1.2	Explain the concept of economic resources
1.1.3	Describe the nature and scope of economics and economic activities
1.1.4	Distinguish between the forms of economic utility
1.1.5	Explain the principles of supply, demand, and equilibrium
1.1.6	Compare and contrast the relationship between scarcity, trade, and production
1.1.7	Explain how quantity demands, quantity supplies, and elasticity affect price
1.1.8	Describe economic concepts that relate to and affect marketing decisions

PERFORMANCE STANDARD 1.2 : **DEMONSTRATE AN UNDERSTANDING OF FUNDAMENTAL ECONOMIC SYSTEMS**

1.2.1	Explain the types of economic systems
1.2.2	Explain the concept of private enterprise
1.2.3	Explain the nature of competition
1.2.4	Explain how and why government plays a role in a market economy
1.2.5	Compare and contrast the fundamental economic systems with its relationship between government and business

PERFORMANCE STANDARD 1.3 : **DEMONSTRATE AN UNDERSTANDING OF BASIC ECONOMIC INDICATORS/TRENDS**

1.3.1	Explain the concept of productivity
1.3.2	Describe the nature of current global economic events and how they influence marketing decisions
1.3.3	Explain measures used to analyze economic conditions
1.3.4	Determine the impact of economic cycles on business activities
1.3.5	Explain the economic impact of interest rate fluctuations

PERFORMANCE STANDARD 1.4 :	UNDERSTAND BASIC CONCEPTS OF INTERNATIONAL MARKETING AND TRADE

1.4.1	Explain the nature of international marketing and trade
1.4.2	Identify the impact of cultural and social environments on world marketing and trade
1.4.3	Evaluate factors that influence a nation's ability to trade
1.4.4	Define the relationships of the major trade alliances between countries
1.4.5	Explain how scarcity and surplus influences trade between two or more countries

CONTENT STANDARD 2.0 :   DEMONSTRATE COMPREHENSION OF BUSINESS FUNDAMENTALS

PERFORMANCE STANDARD 2.1 : DEMONSTRATE COMPREHENSION OF DAY TO DAY OPERATIONS FOR BUSINESS FUNCTIONS

2.1.1	Explain security issues with technology to protect consumer information and business data
2.1.2	Identify strategies to protect customer transactions
2.1.3	Analyze vendors' services and terms
2.1.4	Explain the negotiation process with vendors
2.1.5	Monitor communication media

PERFORMANCE STANDARD 2.2 : DEMONSTRATE KNOWLEDGE OF CONCEPTS, STRATEGIES, LANGUAGE, AND SYSTEMS USED TO OBTAIN OR CONVEY IDEAS AND INFORMATION

2.2.1	Make a verbal and written client presentation
2.2.2	Explain uses of social media platforms
2.2.3	Describe the use of Swipe technology
2.2.4	Describe effective use of multimedia
2.2.5	Define an electronic signature
2.2.6	Compare and contrast Cloud and server-based technologies to maintain client and business information
2.2.7	Design social media content
2.2.8	Conduct a briefing
2.2.9	Plan and conduct a meeting

PERFORMANCE STANDARD 2.3 : DEMONSTRATE COMPREHENSION OF BUSINESS LAW AND ETHICS

2.3.1	Explain the required components of a valid contract
2.3.2	Describe methods used to protect intellectual property
2.3.3	Describe the connection between law and ethics

CONTENT STANDARD 3.0 :   DEMONSTRATE COMPREHENSION OF MARKETING INFORMATION MANAGEMENT

PERFORMANCE STANDARD 3.1 : UNDERSTAND NATURE AND SCOPE OF MARKETING INFORMATION

3.1.1	Describe the need for marketing information
3.1.2	Explain the nature and scope of the marketing information function
3.1.3	Explain use of descriptive statistics in marketing decision-making
3.1.4	Explain the use of Search Engine Optimization (SEO) as it relates to marketing information and decision-making

PERFORMANCE STANDARD 3.2 : UNDERSTAND NATURE AND SCOPE OF MARKETING RESEARCH ACTIVITIES

3.2.1	Define marketing research
3.2.2	Identify types of primary marketing research
3.2.3	Identify sources of primary and secondary data
3.2.4	Identify information monitored for marketing decision-making
3.2.5	Describe data collection methods
3.2.6	Demonstrate research techniques used in marketing
3.2.7	Determine the marketing research problem/issue
3.2.8	Apply data collection methods to evaluate appropriateness for the research problem or issue
3.2.9	Identify the relationship between the research purpose and the marketing research objectives
3.2.10	Discuss sampling plans
3.2.11	Describe rating scales
3.2.12	Assess the effectiveness of diaries
3.2.13	Compare and contrast qualitative and quantitative research

PERFORMANCE STANDARD 3.3 : INTERPRET MARKETING INFORMATION TO TEST A HYPOTHESIS AND/OR TO RESOLVE ISSUES

3.3.1	Process and analyze research data
3.3.2	Calculate descriptive statistics
3.3.3	Prepare a basic marketing report
3.3.4	Present report findings and make recommendations
3.3.5	Describe the use of marketing research briefs
3.3.6	Identify sources of error and bias
3.3.7	Evaluate questionnaire design
3.3.8	Assess information sources on basis of strengths and weaknesses
3.3.9	Evaluate timeliness of research information
3.3.10	Assess appropriateness of research methods for problems/issues

PERFORMANCE STANDARD 3.4 :   DEVELOP A MARKETING PLAN
3.4.1 Describe the elements of a marketing plan   3.4.2 Describe the marketing planning process as it relates to a situational analysis   3.4.3 Design and develop a marketing plan

CONTENT STANDARD 4.0 : UNDERSTAND THE NATURE AND SCOPE OF THE PRODUCT/SERVICE MANAGEMENT FUNCTION

PERFORMANCE STANDARD 4.1 : DEMONSTRATE FOUNDATIONAL KNOWLEDGE OF PRODUCT/SERVICE MANAGEMENT

4.1.1	Explain the nature and scope of the product/service management functions
4.1.2	Identify the impact of product life cycles on marketing decisions
4.1.3	Describe use of technology in the product/service management functions
4.1.4	Explain business ethics in product/service management
4.1.5	Discuss the types of product/service management decisions needed to sell a business's products/services/ideas

PERFORMANCE STANDARD 4.2 : GENERATE PRODUCT IDEAS TO CONTRIBUTE TO ONGOING BUSINESS SUCCESS

4.2.1	Identify product opportunities
4.2.2	Identify methods/techniques to generate a product idea
4.2.3	Generate product ideas
4.2.4	Determine initial feasibility of a product idea
4.2.5	Adjust idea to create functional product
4.2.6	Identify champion to push ideas through to fruition
4.2.7	Create processes for ongoing opportunity recognition

PERFORMANCE STANDARD 4.3 : COMPREHENSION OF QUALITY ASSURANCES WILL BE APPLIED TO ENHANCE PRODUCT/SERVICE OFFERINGS

4.3.1	Define the grades and standards in marketing
4.3.2	Explain warranties and guarantees
4.3.3	Identify consumer protection provisions of appropriate agencies
4.3.4	Create a customer service survey

PERFORMANCE STANDARD 4.4 : DEMONSTRATE A COMPREHENSION OF PRODUCT MIX

4.4.1	Explain the concept of product mix
4.4.2	Describe the nature and purpose of product bundling
4.4.3	Determine customer need
4.4.4	Plan the product mix or determine services to be provided to customer

PERFORMANCE STANDARD 4.5 :	**POSITION PRODUCTS/SERVICES AND/OR POSITION COMPANY TO ACQUIRE DESIRED BUSINESS IMAGE**

4.5.1	Describe factors used by marketers to position products/services
4.5.2	Explain nature of product/service branding
4.5.3	Explain the role of customer service in positioning/image
4.5.4	Develop strategies to position products/services
4.5.5	Build product or service brand
4.5.6	Explain the nature and value of corporate branding
4.5.7	Describe the factors used by businesses to position corporate brands
4.5.8	Develop strategies to position corporate brands

CONTENT STANDARD 5.0 :   **UNDERSTAND THE NATURE AND SCOPE OF PRICING**

PERFORMANCE STANDARD 5.1 :   **UNDERSTANDING THE PROCESS FOR ESTABLISHING AND COMMUNICATING THE VALUE OF GOODS AND SERVICES AND DETERMINING PRICES**

5.1.1	Explain the role of business ethics in pricing
5.1.2	Explain the legal considerations for pricing
5.1.3	Explain the factors that affect pricing decisions
5.1.4	Select pricing policies and strategies
5.1.5	Calculate discounts and allowances that can be used to adjust base prices
5.1.6	Assess how market prices provide an incentive to produce goods and services
5.1.7	Determine product cost
5.1.8	Calculate break-even point
5.1.9	Determine price sensitivity
5.1.10	Identify the differences between fixed and variable costs

CONTENT STANDARD 6.0 : **UNDERSTAND CONCEPTS AND STRATEGIES RELATING TO PROMOTION OF PRODUCT AND SERVICES**

PERFORMANCE STANDARD 6.1 : DEMONSTRATE AN UNDERSTANDING OF THE NATURE AND SCOPE OF PROMOTION IN MARKETING

6.1.1	Present an argument that supports justifying money spent on advertising
6.1.2	Explain the nature and significance of word-of-mouth
6.1.3	Define buzz-marketing
6.1.4	Explain the use of celebrities/influencers as a word-of-mouth strategy
6.1.5	Discuss the need for strong product branding
6.1.6	Categorize publicity as positive or negative and explain the effects on the business
6.1.7	Compare and contrast the differences between employee, customer, community relations, and public relations
6.1.8	Explain the role of promotion as a marketing function
6.1.9	Identify elements of the promotions mix
6.1.10	Describe the use of technology in the promotion function
6.1.11	Explain the role of business ethics in promotions

PERFORMANCE STANDARD 6.2 : DEMONSTRATE AN UNDERSTANDING OF THE CONCEPT AND PURPOSE OF PUBLICITY AND PUBLIC RELATIONS

6.2.1	Analyze the reasons why a company participates in goodwill endeavors with its local community
6.2.2	Define and discuss the payment of slotting allowances by manufacturers
6.2.3	Define public relations and its interaction with customers, media, and government officials
6.2.4	Describe the use of crisis management in public relations
6.2.5	Develop a public relations plan
6.2.6	Explain the duties and responsibilities of public relations specialists
6.2.7	Create and prepare a news release for a product and determine the most cost-effective way to publicize it

PERFORMANCE STANDARD 6.3 :	DEMONSTRATE AN UNDERSTANDING OF THE CONCEPT AND PURPOSE OF SALES PROMOTION

6.3.1	Compare and contrast trade promotions, consumer promotions, sales promotions, and specialty promotions
6.3.2	Compare the differences between a sweepstakes and a contest
6.3.3	Define cross marketing
6.3.4	Develop a sales promotion plan
6.3.5	Distinguish between visual merchandising and a display
6.3.6	Prepare merchandise for display and instructions for its maintenance
6.3.7	Critique the layout of a local department store in terms of ease of entry, traffic flow, display space, and customer conveniences
6.3.8	Create a themed display

PERFORMANCE STANDARD 6.4 :	DEMONSTRATE AN UNDERSTANDING OF THE USE OF ADVERTISING

6.4.1	Compare/contrast various types of advertising media
6.4.2	Summarize the effectiveness of different types of media in the presentation of one product
6.4.3	Describe components of an adverting campaign and how it reaches a target audience
6.4.4	Analyze the cost/benefit of various forms of advertising
6.4.5	Create an advertising campaign
6.4.6	Analyze an advertising campaign

CONTENT STANDARD 7.0 : UNDERSTAND THE NATURE AND SCOPE OF SELLING

PERFORMANCE STANDARD 7.1 : UNDERSTAND THE NATURE AND SCOPE OF SELLING

7.1.1	Define selling, prospecting, clientele, and e-commerce
7.1.2	Analyze the key factors in building a clientele
7.1.3	Identify the various sources of prospecting
7.1.4	Summarize the impact of e-commerce to the selling function
7.1.5	Explain the role of customer service as a component of selling relationships

PERFORMANCE STANDARD 7.2 : DEMONSTRATE AN UNDERSTANDING OF THE PROCESS AND TECHNIQUES OF SELLING

7.2.1	Evaluate how needs vary with different customers
7.2.2	Analyze customer's buying motives and decisions
7.2.3	Describe the steps of the selling process
7.2.4	Evaluate sales follow-up strategies
7.2.5	Role-play a sales presentation using a specific product
7.2.6	Describe an effective client/customer relationship

PERFORMANCE STANDARD 7.3 : DEMONSTRATE AN UNDERSTANDING OF THE RELATIONSHIP BETWEEN KNOWLEDGE OF THE PRODUCT OR SERVICE AND SELLING

7.3.1	Define product knowledge and features/benefits
7.3.2	Analyze product and product information to identify product features/benefits
7.3.3	Develop a feature/benefit chart using a specific product
7.3.4	Compare and contrast the features/benefits of a product demonstration

PERFORMANCE STANDARD 7.4 : DEMONSTRATE AN UNDERSTANDING OF SUPPORT ACTIVITIES AS THEY RELATE TO SELLING

7.4.1	Define cash, credit, debit, and layaway
7.4.2	Define returns, exchanges, and allowances
7.4.3	Describe the use of technology in the selling function
7.4.4	Demonstrate how to complete a sales check
7.4.5	Compute the sales tax on a sales check
7.4.6	Explain the miscellaneous charges of a sale
7.4.7	Demonstrate proper cash control procedures (balance cash drawer, give proper change to customers, and calculating discounts)

CONTENT STANDARD 8.0 : DEMONSTRATE KNOWLEDGE OF PRODUCT/SERVICE MANAGEMENT FUNCTIONS

PERFORMANCE STANDARD 8.1 : DEMONSTRATE KNOWLEDGE OF PRODUCT/SERVICE MANAGEMENT

8.1.1	Explain the nature and scope of the product/service management functions
8.1.2	Identify the impact of product life cycles on marketing decisions
8.1.3	Describe the use of technology in the product/service management function
8.1.4	Explain business ethics in product/service management
8.1.5	Discuss the types of product/service management decisions needed to sell a business's products/services ideas

PERFORMANCE STANDARD 8.2 : GENERATE PRODUCT IDEAS TO CONTRIBUTE TO ONGOING BUSINESS SUCCESS

8.2.1	Describe product opportunities
8.2.2	Compare and contrast methods/techniques to generate a product idea
8.2.3	Generate product ideas
8.2.4	Determine initial feasibility of a product idea
8.2.5	Adjust idea to create functional product
8.2.6	Identify champion to push ideas through to fruition
8.2.7	Create processes to recognize opportunity in a dynamic marketplace

PERFORMANCE STANDARD 8.3 : APPLY QUALITY ASSURANCES TO ENHANCE PRODUCT/SERVICE OFFERINGS

8.3.1	Describe grades and standards in marketing
8.3.2	Explain warranties and guarantees
8.3.3	Identify the various agencies and resources designed to safeguard consumers
8.3.4	Create a customer service survey

CONTENT STANDARD 9.0 : **DEMONSTRATE KNOWLEDGE OF CHANNEL MANAGEMENT**

PERFORMANCE STANDARD 9.1 : **UNDERSTAND THE NATURE AND SCOPE OF CHANNEL MANAGEMENT AS A FUNCTION OF MARKETING**

9.1.1	Explain nature and scope of channel management
9.1.2	Explain the relationship of customer service and channel management
9.1.3	Describe the use of technology in the channel management function
9.1.4	Explain the legal considerations of channel management
9.1.5	Describe ethical considerations of channel management

PERFORMANCE STANDARD 9.2 : **DEVELOP CHANNEL MANAGEMENT STRATEGIES TO MINIMIZE COSTS**

9.2.1	Coordinate channel management with other marketing activities
9.2.2	Explain nature of channel member relationships
9.2.3	Explain nature of channel strategies
9.2.4	Select channels of distribution
9.2.5	Select channel management inventory control systems
9.2.6	Monitor and evaluate channel member performance

PERFORMANCE STANDARD 9.3 : **ASSESS CHANNEL MANAGEMENT STRATEGIES TO IMPROVE THEIR EFFECTIVENESS AND COSTS**

9.3.1	Evaluate buyer/seller relationships
9.3.2	Assess distribution channels
9.3.3	Conduct channel total cost analysis
9.3.4	Assess inventory control methods to minimize costs and to meet customer demand

PERFORMANCE STANDARD 9.4 : **MANAGE CHANNEL ACTIVITIES TO DETERMINE DISTRIBUTION STRATEGIES**

9.4.1	Explain and justify distribution points
9.4.2	Explain performance standards for suppliers
9.4.3	Describe new channels for products/services
9.4.4	Describe collaborative relationships for channel members
9.4.5	Describe channel management strategies

PERFORMANCE STANDARD 9.5 :	UNDERSTAND CONCEPTS AND PROCESSES TO MOVE, STORE, LOCATE, AND TRANSFER OWNERSHIP OF GOODS AND SERVICES

9.5.1	Research distribution issues and trends
9.5.2	Discuss the use of inventory control systems
9.5.3	Discuss the order fulfillment process to move product through the supply chain
9.5.4	Explain the receiving process to ensure accuracy and quality of incoming shipments
9.5.5	Describe stock handling procedures to process incoming merchandise
9.5.6	Describe warehousing procedures to store merchandise until needed
9.5.7	Explain the transportation process to move products through the supply chain

CONTENT STANDARD 10.0 : UNDERSTAND THE NATURE AND SCOPE OF FINANCING AND FINANCIAL ANALYSIS

PERFORMANCE STANDARD 10.1 : DEMONSTRATE KNOWLEDGE OF THE NATURE AND SCOPE OF FINANCING

10.1.1	Explain the nature of financial needs
10.1.2	Explain the nature and scope of financing
10.1.3	Analyze the need for banking relationships
10.1.4	Identify and analyze the risks associated with obtaining business credit
10.1.5	Explain the advantages and disadvantages of the use of bank and/or store cards for business transactions
10.1.6	Explain loan evaluation criteria used by lending institutions
10.1.7	Complete business or personal loan application package
10.1.8	Complete a personal budget and set financial goals
10.1.9	Explain the legal considerations for credit use

PERFORMANCE STANDARD 10.2 : UNDERSTAND THE USE OF FINANCIAL RESOURCES

10.2.1	Explain the time value of money
10.2.2	Project the total cash needed to start a business
10.2.3	Determine the differences between marginal costs and sunk costs
10.2.4	Recommend records needed for the daily operation of a planned business
10.2.5	Prepare pro forma financial statements for a planned business
10.2.6	Determine the financial condition of a business based on financial records
10.2.7	Identify potential threats and opportunities to protect a business's financial well-being
10.2.8	Estimate project costs and return on marketing investment (ROMI)
10.2.9	Explain the financial implications of product cannibalization

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CROSSWALK AND ALIGNMENTS OF
MARKETING 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 Marketing 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 Marketing 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 Marketing Standards Performance Indicators and the Common Core Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Marketing program support academic learning.

CROSSWALK (COMMON CAREER TECHNICAL CORE)

The crosswalk of the Marketing Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Marketing 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 Marketing Standards are crosswalked to the Marketing Career Cluster™ and the Marketing Management Career Pathway.

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CROSSWALK OF MARKETING STANDARDS
AND THE COMMON CORE STATE STANDARDS

CONTENT STANDARD 1.0: UNDERSTAND BASIC ECONOMIC SYSTEMS, INDICATORS/ TRENDS AND INTERNATIONAL CONCEPTS

Performance Indicators	Common Core State Standards and Nevada Science Standards
1.1.6	**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
1.1.7	**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.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. 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.
1.2.5	**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.
1.3.2	**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.
1.3.4	**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. 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.
1.3.5	**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. 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.

1.4.2	**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.
1.4.3	**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.

CONTENT STANDARD 2.0: DEMONSTRATE COMPREHENSION OF BUSINESS FUNDAMENTAL

Performance Indicators	Common Core State Standards and Nevada Science Standards
2.1.1	**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.11-12.4　Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.9　Draw evidence from informational texts to support analysis, reflection, and research.
2.1.2	**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.
2.1.3	**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. 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.11-12.4　Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **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.
2.2.7	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** 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. WHST.11-12.2b　Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. WHST.11-12.4　Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **English Language Arts: Language Standards** L.11-12.1a　Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. L.11-12.2　Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.11-12.5　Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

2.2.9	**English Language Arts: Speaking and Listening Standards** SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2.3.1	**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.

CONTENT STANDARD 3.0: DEMONSTRATE COMPREHENSION OF MARKETING INFORMATION MANAGEMENT

Performance Indicators	Common Core State Standards and Nevada Science Standards
3.2.6	**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.
3.2.10	**English Language Arts: Speaking and Listening Standards** 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.
3.2.12	**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.
3.2.13	**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.
3.3.1	**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.
3.3.2	**Math: Functions – Interpreting Functions** F-IF.2 Use function notation, evaluates functions for inputs in their domains, and interprets statements that use function notation in terms of a context.
3.3.3	**English Language Arts: Language Standards** L.11-12.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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.

3.3.4	**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.
3.4.3	**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.
3.5.3	**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.
	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.

CONTENT STANDARD 4.0: **UNDERSTAND THE NATURE AND SCOPE OF THE PRODUCT/SERVICE MANAGEMENT FUNCTION**

Performance Indicators	Common Core State Standards and Nevada Science Standards
4.1.5	**English Language Arts: Speaking and Listening Standards** 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.
4.2.3	**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.
4.3.4	**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.
4.4.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
4.5.7	**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 5.1: UNDERSTAND THE NATURE AND SCOPE OF PRICING

Performance Indicators	Common Core State Standards and Nevada Science Standards
5.1.6	**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.11-12.1 Write arguments focused on discipline-specific content.

CONTENT STANDARD 6.0: UNDERSTAND CONCEPTS AND STRATEGIES RELATING TO PROMOTION OF PRODUCT AND SERVICES

Performance Indicators	Common Core State Standards and Nevada Science Standards
6.1.1	**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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.1 — Write arguments focused on discipline-specific content.
6.1.8	**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.
6.2.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.1 — Write arguments focused on discipline-specific content.
6.2.2	**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.
6.2.5	**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.11-12.2 — Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. 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.
6.2.7	**English Language Arts: Language Standards** L.11-12.1a — Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. 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.11-12.4 — Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6.3.4	**English Language Arts: Language Standards** L.11-12.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. 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.
6.3.7	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.1 Write arguments focused on discipline-specific content.
6.4.1	**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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.1 Write arguments focused on discipline-specific content.
6.4.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.1 Write arguments focused on discipline-specific content.
6.4.5	**English Language Arts: Language Standards** L.11-12.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **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.
6.4.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.1 Write arguments focused on discipline-specific content.

CONTENT STANDARDS 7.0: UNDERSTAND THE NATURE AND SCOPE OF SELLING

Performance Indicators	Common Core State Standards and Nevada Science Standards
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.
7.2.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
7.3.2	**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.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

CONTENT STANDARD 8.0: DEMONSTRATE KNOWLEDGE OF PRODUCT/SERVICE MANAGEMENT FUNCTIONS

Performance Indicators	Common Core State Standards and Nevada Science Standards
8.2.3	**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. **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.

CONTENT STANDARD 9.0: DEMONSTRATE KNOWLEDGE OF CHANNEL MANAGEMENT

Performance Indicators	Common Core State Standards and Nevada Science Standards
9.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
9.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
9.1.3	**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.
9.1.5	**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.
9.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
9.2.6	**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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.1 Write arguments focused on discipline-specific content.
9.3.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.1 Write arguments focused on discipline-specific content.
9.3.3	**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.
9.5.1	**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.
9.5.2	**English Language Arts: Speaking and Listening Standards** 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 10.1: UNDERSTAND THE NATURE AND SCOPE OF FINANCING AND FINANCIAL ANALYSIS

Performance Indicators	Common Core State Standards and Nevada Science Standards
10.1.3	**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.
10.1.4	**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.
10.1.9	**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.
10.2.9	**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.

ALIGNMENT OF MARKETING STANDARDS
AND THE COMMON CORE MATHEMATICAL PRACTICES

Common Core Mathematical Practices	Marketing Performance Indicators
1. Make sense of problems and persevere in solving them.	3.2.7
2. Reason abstractly and quantitatively.	3.1.3 6.4.4 9.3.4 10.1.5; 10.2.2, 10.2.8
3. Construct viable arguments and critique the reasoning of others.	1.1.7 3.2.13; 3.4.4
4. Model with mathematics.	3.1.3
5. Use appropriate tools strategically.	9.2.5
6. Attend to precision.	9.3.4 10.2.3, 10.2.5, 10.2.8
7. Look for and make use of structure.	5.1.6 7.4.4 10.2.6
8. Look for and express regularity in repeated reasoning.	1.1.6, 1.1.7; 1.3.5 5.1.4, 5.1.6 6.2.2 8.3.1

CROSSWALKS OF MARKETING 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.	1.1.1-1.1.8; 1.2.1-1.2.5 1.3.1-1.3.5; 1.4.1-1.4.5
2. Implement marketing research to obtain and evaluate information for the creation of a marketing plan.	3.1.1-3.1.4; 3.2.1-3.2.13 3.3.1-3.3.10; 3.4.1-3.4.3
3. Plan, monitor, manage and maintain the use of financial resources for marketing activities.	10.1.1-10.1.9 10.2.1-10.2.9
4. Plan, monitor and manage the day-to-day activities required for continued marketing business operations.	2.1.1-2.1.5; 2.2.1-2.2.9 2.3.1-2.3.3
5. Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.	7.1.1
6. Select, monitor and manage sales and distribution channels.	9.1.1-9.1.5; 9.2.1-9.2.6 9.3.1-9.3.4; 9.4.1-9.4.5 9.5.1-9.5.7
7. Determine and adjust prices to maximize return while maintaining customer perception of value.	5.1.1-5.1.10
8. Obtain, develop, maintain and improve a product or service mix in response to market opportunities.	4.1.1-4.1.5; 4.2.1-4.2.7 4.3.1-4.3.4; 4.4.1-4.4.4
9. Communicate information about products, services, images and/or ideas to achieve a desired outcome.	4.1.1-4.1.5; 4.2.1-4.2.7 4.3.1-4.3.4; 4.5.1-4.5.8 6.3.1-6.3.8; 6.4.1-6.4.6
10. Use marketing strategies and processes to determine and meet client needs and wants.	6.1.1-6.1.11

Marketing Management Career Pathway (MK-MGT)	Performance Indicators
1. Plan, organize and lead marketing staff to achieve business goals.	8.2.1-8.2.7
2. Plan, manage and monitor day-to-day marketing management operations.	2.1.1-2.1.5; 2.2.1-2.2.9 2.3.1-2.3.3
3. Plan, manage and organize to meet the requirements of the marketing plan.	3.4.1-3.4.3
4. Access, evaluate and disseminate information to aid in making marketing management decisions.	3.1.1-3.1.4; 3.2.1-3.2.13 3.3.1-3.3.10
5. Determine and adjust prices to maximize return and meet customers' perceptions of value.	5.1.1-5.1.10

6. Obtain, develop, maintain and improve a product or service mix in response to market opportunities.	4.1.1-4.1.5; 4.2.1-4.2.7 4.3.1-4.3.4; 4.4.1-4.4.4 8.1.1-8.1.5; 8.2.1-8.2.7 8.3.1-8.3.4
7. Communicate information about products, services, images and/or ideas.	4.5.1-4.5.8; 6.1.1-6.1.11 6.2.1-6.2.7; 6.3.1-6.3.8 6.4.1-6.4.6