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# Overview

The Career Technical Education (CTE) Model Curriculum Standards publication is organized for use as a complete document or for access to individual industry sectors and pathways. The document includes Standards for Career Ready Practice—which describe the knowledge and skills that students need prior to entering a career technical education program—as part of the career technical education sequence or as integrated elements of other course work in preparation for careers and college.

Each of the 15 industry sector sections includes a description, anchor standards, pathway standards, and an academic alignment matrix. The standards can be adjusted to be part of the curriculum (grades seven through twelve), provided through adult education, or included in community college programs. The document also lists the representatives who participated in each sector's content development and the references that were consulted to revise the CTE standards.

## Standards for Career Ready Practice

California's Standards for Career Ready Practice, which follow this overview, are based on the Career Ready Practices of the Common Career Technical Core (CCTC), a state-led initiative sponsored by the National Association of State Directors of Career Technical Education Consortium (NASDCTEc):

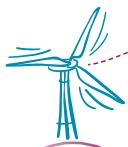
Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. (NASDCTEc 2012, 2)

California's 12 Standards for Career Ready Practice align with the state's CTE anchor standards and reflect the expectations from business and industry, labor and community organizations, and secondary and postsecondary education representatives from 42 participating states.

## Anchor Standards

The 11 anchor standards build on the Standards for Career Ready Practice and are common across the 15 industry sectors. Content for these standards was drawn from several documents: "Preparing Students for the 21st Century Economy" (American Association of Colleges for Teacher Education and the Partnership for 21st Century Skills 2010); *How Should Colleges Prepare Students to Succeed in Today's Global Economy?* (Association of American Colleges and Universities and Peter D. Hart Research Associates, Inc. 2006); "Importance of Skills and Knowledge for College and Career Readiness," from *The MetLife Survey of the American Teacher: Preparing Students for College and Careers* (MetLife, Inc. 2011); and *Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce* (The Conference Board et al. 2006).

Each anchor standard is followed by performance indicators using action verbs from the Beyond Knowledge Construct, presented in a hierarchical progression of simple tasks to more complex tasks. Performance indicators provide guidance for curriculum design and standards measurement.



The industry-sector anchor standards have been customized with selected additions to better reflect the needs and special conditions of each industry sector.

Anchor Standard 1 (Academics) guides users to sector-specific core academic standards related to each industry sector, which are listed in the alignment matrix at the end of each sector section. Anchor standards 2–10 are deliberately aligned with one of the Common Core English language arts standards, using similar language demonstrating the natural connections between the two subjects. Anchor Standard 11 (Demonstration and Application) highlights classroom, laboratory, and workplace learning specific to the individual sector and pathways.

### Pathway Standards

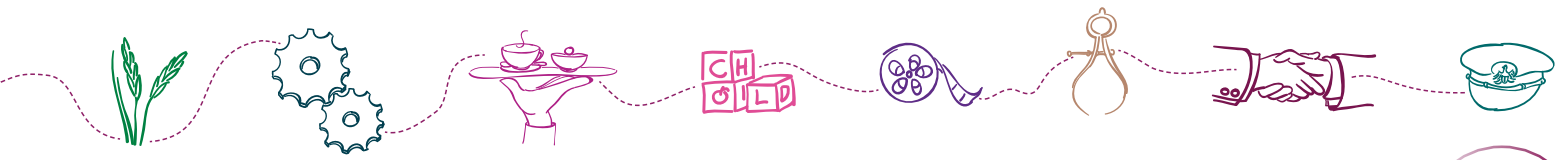
All 15 industry sectors contain multiple pathways. In order to be identified and listed for an industry sector, each pathway had to meet the following criteria:

- unique to an industry sector
- has an occupational focus
- consistent in size and scope
- composed of similar functions
- inclusive of all aspects of the industry
- includes 8–12 pathway-specific standards
- demonstrates sequence potential
- reasonable and appropriate for high school
- leads to high-skill, high-wage, or high-demand jobs
- sustainable and viable over the next 10 years

### Academic Alignment Matrix

Each sector includes an academic alignment matrix that displays where a natural, obvious alignment occurs. Compiled by five teams of academic content experts in collaboration with industry-sector consultants, teachers, and other advisers, the alignment was selected if it was determined that the pathway standard would enhance, reinforce, or provide an application for a specific academic subject standard.

The alignment matrices include the subjects of Common Core English language arts and mathematics standards, history/social studies standards, and Next Generation Science Core Ideas. To assist with further review and implementation, each academic alignment is notated with specific pathway standards codes.



## Implementation

The Standards for Career Ready Practice can be integrated with a course or incorporated into several courses over multiple school years (grades seven through twelve). The practices are expectations for all students, whether they are enrolled in a CTE program or following a more generalized course sequence. It is expected that all students who exit high school will be proficient in these practices.

The anchor standards are the basis for each of the pathways within each sector. These standards are designed to assist with the development of course curricula and instructional lesson plans; they describe what is to be taught and measured. In most cases, the teacher determines the sequence and strategies to be used to meet the needs of the student population he or she is serving.

The performance indicators that follow each standard offer guidance for both course design and student assessment. They are intended to guide course work as it is developed. The pathways organize the standards with a career focus, but they are not designed to be offered as single courses. Rather, the standards from each pathway are collected and organized into a sequence of learning. To meet local demands of business and industry and particular student populations, standards can be collected from more than one sector to create a course.

Using the academic alignment matrices as a resource, academic and CTE teachers can see where enhancements and support for both sets of standards can be initiated. CTE teachers can quickly identify academic standards that have a substantial relationship to their instruction. Likewise, academic teachers can specify individual academic standards and quickly identify related CTE standards, which will assist them in incorporating application and technology in their curricula and lessons.

The CTE Model Curriculum Standards are intended to serve the entire education community—from middle schools and high schools to postsecondary colleges and career training programs. A major aim of these standards is to prepare students for postsecondary education and training and to help them make a smooth transition into the workforce. In order for both the people and the economy of California to prosper, it is essential for all students to emerge from schools ready to pursue their career and college goals. Equipping all high school students with the knowledge and skills necessary to plan and manage their education and careers throughout their lives will help to guarantee these important outcomes. Strong CTE programs will continue to provide important educational opportunities to assist students as they pursue their dreams and strive for economic prosperity. The CTE Model Curriculum Standards are a resource for educators and the business world for ensuring high-quality CTE learning experiences and improved student outcomes in the twenty-first-century economy.



## California Standards for Career Ready Practice

Standards for Career Ready Practice describe the fundamental knowledge and skills that a career-ready student needs in order to prepare for transition to postsecondary education, career training, or the workforce. These standards are not exclusive to a career pathway, a CTE program of study, a particular discipline, or level of education. Standards for Career Ready Practice are taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. Standards for Career Ready Practice are a valuable resource to CTE and academic teachers designing curricula and lessons in order to teach and reinforce the career-ready aims of the CTE Model Curriculum Standards and the Common Core State Standards.

### 1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work-related practices.

### 2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

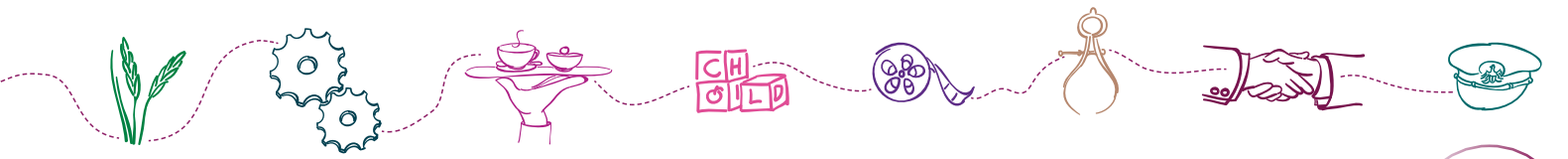
### 3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

### 4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.





## **5. Utilize critical thinking to make sense of problems and persevere in solving them.**

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve the problem and, once agreed upon, follow through to ensure the problem is resolved.

## **6. Practice personal health and understand financial literacy.**

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

## **7. Act as a responsible citizen in the workplace and the community.**

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

## **8. Model integrity, ethical leadership, and effective management.**

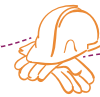
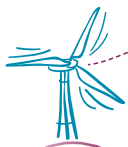
Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

## **9. Work productively in teams while integrating cultural and global competence.**

Career-ready individuals positively contribute to every team as both team leaders and team members. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

## **10. Demonstrate creativity and innovation.**

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.



### **11. Employ valid and reliable research strategies.**

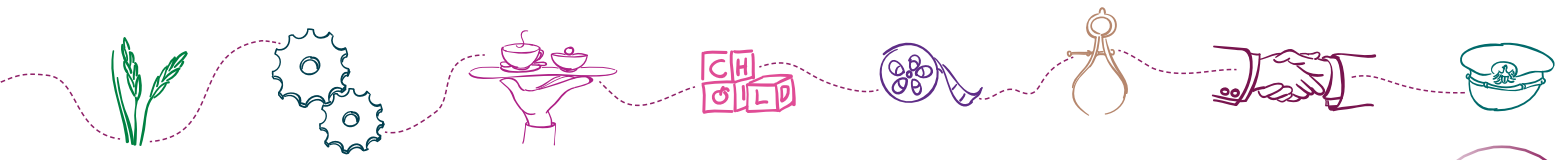
Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

### **12. Understand the environmental, social, and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

*Note:* As stated previously, California's Standards for Career Ready Practice are based on the CCTC Career Ready Practices posted at <https://careertech.org/> (accessed June 8, 2016).





## Marketing, Sales, and Services



### *Sector Description*

The Marketing, Sales, and Services sector is designed to align career-path course work with current and projected employment opportunities. There is a basic business foundation in this sector: marketing and innovation are two major competitive issues for business today. Marketing includes the processes and techniques of identifying, promoting, and transferring products or services to consumers and is a function of almost every business. It exists within an environment of rapidly changing technology, interdependent nations and economies, and increasing demands for ethical and social responsibility.

The three pathways in this sector (Marketing, Professional Sales, and Entrepreneurship/Self-Employment) emphasize training to meet the growing need for marketing professionals with skills in communication, small business, self-employment, advertising, marketing strategies, product and service management, and promotion and selling concepts. These pathways provide a firm foundation for advanced education, entry to a career, and success in the global marketplace. All industry sectors include entrepreneurship and marketing, and therefore students in the Marketing, Sales, and Services sector have a variety of career options.





## Marketing, Sales, and Services Knowledge and Performance Anchor Standards

### 1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Marketing, Sales, and Services academic alignment matrix for identification of standards.

### 2.0 Communications

Acquire and accurately use Marketing, Sales, and Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

- 2.1 Recognize the elements of communication using a sender–receiver model.
- 2.2 Identify barriers to accurate and appropriate communication.
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

### 3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- 3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.
- 3.3 Explore how information and communication technologies are used in career planning and decision making.
- 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
- 3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
- 3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.7 Recognize the importance of small business in the California and global economies.
- 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
- 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.



## 4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Marketing, Sales, and Services sector workplace environment. (Direct alignment with WS 11-12.6)

- 4.1 Use electronic reference materials to gather information and produce products and services.
- 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.
- 4.5 Research past, present, and projected technological advances as they impact a particular pathway.
- 4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

## 5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Marketing, Sales, and Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

## 6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Marketing, Sales, and Services sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

- 6.1 Locate and adhere to Material Safety Data Sheet (MSDS) instructions.
- 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.



- 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
- 6.6 Maintain a safe and healthful working environment and practice risk management to ensure security and to prevent loss of property.
- 6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

## 7.0 Responsibility and Flexibility

Initiate and participate in a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Marketing, Sales, and Services sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

- 7.1 Recognize how financial management impacts the economy, workforce, and community.
- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high-quality techniques to product or presentation design and development.
- 7.6 Demonstrate knowledge and practice of responsible financial management.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- 7.8 Explore issues of global significance and document the impact on the Marketing, Sales, and Services sector.

## 8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

- 8.1 Access, analyze, and implement quality assurance standards of practice.
- 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Marketing, Sales, and Services industry sector.
- 8.3 Demonstrate ethical and legal practices consistent with Marketing, Sales, and Services sector workplace standards.
- 8.4 Demonstrate the importance of truthfulness, honesty, and quality in the Marketing, Sales, and Services sector.
- 8.5 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- 8.6 Analyze organizational culture and practices within the workplace environment.



- 8.7 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.
- 8.8 Conform to rules and regulations regarding sharing of confidential information, as determined by Marketing, Sales, and Services sector laws and practices.

## 9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the DECA career technical student organization. (Direct alignment with SLS 11-12.1b)

- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
- 9.5 Understand that the modern world is an international community and requires an expanded global view.
- 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- 9.7 Participate in interactive teamwork to solve real Marketing, Sales, and Services sector issues and problems.

## 10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Marketing, Sales, and Services sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

- 10.1 Interpret and explain terminology and practices specific to the Marketing, Sales, and Services sector.
- 10.2 Comply with the rules, regulations, and expectations of all aspects of the Marketing, Sales, and Services sector.
- 10.3 Construct projects and products specific to the Marketing, Sales, and Services sector requirements and expectations.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills.
- 10.5 Integrate the marketing information management concepts, systems, and tools needed to obtain, evaluate, and disseminate information for use in making marketing decisions.



- 10.6 Employ the financial concepts used in making marketing decisions.
- 10.7 Assess the product and service management concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
- 10.8 Understand how promotion concepts and strategies including advertising, sales promotion, public relations, and personal selling, are used to communicate information about products, services, images, and ideas to achieve a desired outcome.
- 10.9 Illustrate the methods used to determine client needs and desires and respond with selling concepts including planned, personalized communication that influences purchase decisions and enhances future business opportunities.
- 10.10 Compare the distribution concepts and processes needed to move, store, locate, and transfer ownership of goods or services.
- 10.11 Apply the pricing concepts and strategies used to maximize return and meet customers' perceptions of value.
- 10.12 Identify city, county, and state certificates and licensures required to conduct business.
- 10.13 Identify the techniques and strategies used to foster positive, ongoing relationships with customers and the importance of customer service to the business' bottom line.
- 10.14 Employ the concepts, processes, and skills associated with identifying new ideas, opportunities, and methods and with creating or starting a new project or venture.
- 10.15 Communicate the economic principles and concepts fundamental to business operations and the importance of marketing in a global economy. (Economics)

### **11.0 Demonstration and Application**

Demonstrate and apply the knowledge and skills contained in the Marketing, Sales, and Services anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the DECA career technical student organization.






- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Marketing, Sales, and Services sector program of study.
- 11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.
- 11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
- 11.4 Employ entrepreneurial practices and behaviors appropriate to Marketing, Sales, and Services sector opportunities.
- 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.



## A. Marketing Pathway

Using both creative and systems processes, develop marketing concepts and principles and their practical application in marketing and management. Subject matter includes market research, economics, marketing budgets, creative development and design, and marketing foundations/ functions with emphasis on public relations, advertising, branding, promotion, product/service management, pricing and distribution. Specialized programs of study in this field may include sports marketing, hospitality marketing, advertising or market research.

Sample occupations associated with this pathway:

-  Advertising Account Representative
-  Advertising Sales Manager
-  Market Research Analyst
-  Marketing Manager
-  Public Relations Specialist

A1.0 Demonstrate an understanding of business fundamentals, uses and application of technologies, communications, and basic management functions.

- A1.1 Describe current business and marketing trends.
- A1.2 Describe tools, techniques, systems used to plan, staff, lead and organize in human resources.
- A1.3 Explain the role of business and society.
- A1.4 Compare and contrast advantages and disadvantages of business ownership.
- A1.5 Evaluate governmental and trade regulations affecting business and marketing efforts.
- A1.6 Explore ways technology impacts business competitiveness.
- A1.7 Examine management styles and the role of management in marketing.
- A1.8 Assess the importance of leadership and management in the multicultural environment.
- A1.9 Use digital and graphic design in creation of advertising.

A2.0 Demonstrate an understanding of basic economic concepts, economic systems, cost-profit relationships, economic indicators and trends, as well as international concepts.

- A2.1 Describe the nature of current economic problems and challenges.
- A2.2 Explain the concept of economic resources.
- A2.3 Explain the principles of supply and demand.
- A2.4 Explain the role of profit as an incentive in a market economy.
- A2.5 Determine forms of economic utility created by marketing activities.
- A2.6 Determine factors affecting business risk.
- A2.7 Examine the causal relationship between scarcity and choices.
- A2.8 Distinguish between economic goods and services.



- A2.9 Explore the relationship of government and business.
- A2.10 Compare and contrast various economic systems.
- A2.11 Analyze the impact of organized labor and/or divisions of labor on productivity.
- A2.12 Measure current economic conditions.
- A2.13 Assess the impact of cultural and social environments on world trade and marketing.
- A3.0 Demonstrate the importance of legal, ethical and financial issues in business marketing decisions.
  - A3.1 Describe sources for financing businesses.
  - A3.2 Describe the use of technology in the financing function.
  - A3.3 Define the significance of ethical behavior in the workplace.
  - A3.4 Explain the nature and scope of financing.
  - A3.5 Identify and analyze the risks associated with obtaining business credit.
  - A3.6 Examine legal issues affecting business such as trade, environmental, personnel, truth in advertising, and workplace regulations.
  - A3.7 Analyze the critical relationships between the banking and marketing industries.
- A4.0 Implement the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business marketing decisions.
  - A4.1 Identify considerations in planning and implementing marketing strategies.
  - A4.2 Demonstrate the role of technology in marketing information systems.
  - A4.3 Explain the nature of sales forecasting.
  - A4.4 Explain why beginning with quality market research is more likely to ensure success.
  - A4.5 Assess marketing information needs.
  - A4.6 Compare and contrast tools for conducting and analyzing marketing research.
  - A4.7 Analyze the role of ethics as it relates to marketing information management.
  - A4.8 Assess global trends and opportunities.
  - A4.9 Conduct competitive analysis.
  - A4.10 Set a marketing budget.
  - A4.11 Develop a marketing campaign and write a marketing plan.
- A5.0 Demonstrate an understanding of the nature and scope of the product/service management function, quality assurance, product mix, positioning, and other market product considerations.
  - A5.1 Explain the nature and scope of product/service management.
  - A5.2 Demonstrate an understanding of the importance of ensuring quality of products and services.
  - A5.3 Assess the needs of product/service management.





- A5.4 Evaluate the types of product/service management.
  - A5.5 Evaluate the importance of the product mix.
  - A5.6 Analyze factors marketers use to position products and businesses such as branding, packaging, labeling, legal considerations, product life cycle and management techniques for each level of the life cycle, purchasing functions.
  - A5.7 Analyze how creativity, compelling communication and design, positioning, and target marketing effectively reach customers.
- A6.0 Demonstrate an understanding of the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.
- A6.1 Recognize the logistics of product delivery and importing and exporting products and services.
  - A6.2 Determine the uses of information systems in the order fulfillment process.
  - A6.3 Determine the effects of government regulations on stock handling techniques and warehousing.
  - A6.4 Explore the functions of the shipping and receiving process in the success of the distribution function.
  - A6.5 Explain the nature of channel member relationships.
  - A6.6 Evaluate legal and ethical considerations in the distribution process.
  - A6.7 Evaluate the types of inventory controls.
  - A6.8 Predict how customer service relationships can affect the distribution process.
- A7.0 Demonstrate an understanding of product and institutional promotion through advertising, publicity/public relations, promotional sales, and e-commerce, using product, services, images, and ideas to achieve a desired outcome.
- A7.1 Describe the types of promotion.
  - A7.2 Recognize legal and ethical considerations in promotion.
  - A7.3 Understand important promotional strategies for communicating information about products, services, images, and ideas in an e-commerce environment.
  - A7.4 Explain the role of promotion.
  - A7.5 Explain the importance of public relations.
  - A7.6 Summarize the effectiveness of different types of advertising media.
  - A7.7 Coordinate activities in the promotional plan.
  - A7.8 Differentiate between publicity, public relations and advertising.
  - A7.9 Discern between the major types of sales promotion.
  - A7.10 Assess the importance of and differences between the creative processes and the management processes involved in marketing.



A8.0 Demonstrate an understanding of the process of establishing and communicating the value or cost of goods and services, the nature and scope of pricing concepts, and the strategies and outcomes of pricing.

A8.1 Understand the nature, scope and factors affecting the pricing function.

A8.2 Develop a foundational knowledge of pricing to understand its role in the marketing.

A8.3 Explain the role of business ethics and legal considerations in pricing as well as the importance of a reputation for honesty in communication and for quality products.

A8.4 Connect the use of technology in the pricing function.

A8.5 Employ pricing strategies to determine prices.



## B. Professional Sales Pathway

Develop knowledge and skills in the theory and practice of sales designed to provide a professional foundation to those involved in personal selling careers, including the fundamentals of personal selling with an emphasis on customer behavior, persuasive presentation of ideas, products and services, and developing sales goals.

Sample occupations associated with this pathway:

 Customer Service Representative

 Retail Salesperson

 Sales Manager

 Real Estate Broker

 Fashion buyer

B1.0 Understand the interrelationships between economic and marketing concepts and selling.

B1.1 Define the role of selling in the national economy.

B1.2 Determine economic indicators that affect selling.

B1.3 Evaluate the impact of the international economic climate and international trade on selling.

B2.0 Analyze and evaluate legal, moral, and ethical issues affecting selling and sales management.

B2.1 Identify legal aspects of sales contracts and warranties.

B2.2 Recognize legal aspects of standardization, grading, and labeling options.

B2.3 Understand legal aspects pertaining to advertising and pricing.

B2.4 Analyze ethical responsibilities in relationships with sales personnel, customer/clients, competitors, and vendors.

B3.0 Analyze customer/client behavior in the selling process.

B3.1 Define and predict buying motives in the customer's decision-making process.

B3.2 Differentiate between each stage of the customer buying process.

B3.3 Explain the importance of customer service and explain communication techniques.

B3.4 Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue.

B3.5 Resolve contradictions when possible.

B3.6 Determine what additional information and/or research is required to deepen the investigation or complete the task.

B3.7 Defend why quality customer service translates into a competitive edge in marketing efforts.



- B4.0 Understand the nature and scope of the functions associated with personal and business sales strategies, product knowledge, support activities, and management of selling techniques.
  - B4.1 Explain the main characteristics of a successful salesperson including; listening, verbal and written communication skills, product knowledge, customer connection, trust worthiness, and power of persuasion.
  - B4.2 Demonstrate steps of sales and techniques used in the selling process.
  - B4.3 Apply techniques used by salespeople to enhance selling potential and customer satisfaction.
  - B4.4 Compare and contrast selling strategies for wholesale and retail environments.
  - B4.5 Differentiate between each stage of the customer buying process.
  - B4.6 Obtain and analyze product and service information to facilitate the selling process.
- B5.0 Examine different types of sales pathways.
  - B5.1 Compare retail and wholesale sales methods.
  - B5.2 Discuss telemarketing sales techniques.
  - B5.3 Examine Internet sales.
- B6.0 Analyze the support activities of sales staff and management.
  - B6.1 Assess the responsibilities of building, training, and evaluating a sales staff.
  - B6.2 Examine methods of compensation for a sales staff.
- B7.0 Complete a strategic plan that includes establishing individual and company sales goals to guide the activities of the sales staff.
  - B7.1 Apply methods for motivating and evaluating sales staff.
  - B7.2 Practice various approaches for organizing a sales staff and leading a sales force to maximize effectiveness.
  - B7.3 Track sales figures, and prepare sales reports to analyze sales in relation to a sales plan.
- B8.0 Access and use marketing information to enhance sales opportunities and activities.
  - B8.1 Identify sources of demographic data for sales and business planning.
  - B8.2 Use personal sales information to guide business activities.
  - B8.3 Analyze and use data to identify potential customers and locations for business expansion.
  - B8.4 Track consumer spending trends, and analyze data to forecast sales, predict economic conditions, and guide business activities.
  - B8.5 Research consumers' needs and wants to identify product/service gaps and to develop, maintain, and improve, products and services.



## C. Entrepreneurship/Self-Employment Pathway

Develop knowledge and skills common to entrepreneurs and entrepreneurship, including the human characteristics vital for entrepreneurial thinking in a twenty-first-century global world. Entrepreneurial thinking may be applied to all industry sectors. The performance indicators provide business knowledge and skills required for entrepreneurs, as well as intangible skills and knowledge such as creativity and innovation skills.

Sample occupations associated with this pathway:

 Business Owner

 Consultant

 Insurance Broker

 Meeting/Event Planner

 Travel Agent

C1.0 Define the role the entrepreneur plays in the free-enterprise system.

C1.1 Understand the role and importance of entrepreneurship and small business in the economy.

C1.2 Understand the part government plays in the free-enterprise system and its impact on small businesses.

C1.3 Know how scarcity and allocation affect small businesses.

C1.4 Demonstrate the relationship between supply and demand and pricing and production.

C1.5 Evaluate the importance of economic measurements and the factors used to calculate it.

C1.6 Explore the impact of cultural and social environments on global trade.

C2.0 Analyze the development of successful personal entrepreneurial traits.

C2.1 Define and identify the following entrepreneurial characteristics: adaptability, competitiveness, confidence, discipline, perseverance, vision and risk taking.

C2.2 Analyze strengths and weaknesses of self in terms of entrepreneurial success.

C2.3 Deconstruct the reasons for success of key entrepreneurs.

C2.4 Explore the rationale of why, historically, the United States and California have been leaders in innovation and small-business ventures.

C3.0 Understand the basic aspects of entrepreneurship.

C3.1 Know the risk management principles associated with small-business ownership.

C3.2 Compare the different types of business ownership and the advantages and disadvantages of owning and managing a small business.

C3.3 Understand differentiation and creating a unique product/service.

C3.4 Examine current trends that provide both domestic and global opportunities for entrepreneurs.



- C3.5 Identify and analyze ethical and social responsibilities of a successful small business.
- C3.6 Analyze a proposed business situation and its potential market.
- C3.7 Compare and contrast starting a new business versus buying an existing business.
- C4.0 Develop creative and innovative thinking skills that apply to entrepreneurship and the products/services created.
  - C4.1 Define terms to develop the creative process such as originality, flexibility, brain storming, modification, associative and metaphorical thinking.
  - C4.2 Develop creative thinking in order to stimulate curiosity and promote divergence.
  - C4.3 Defend why failure is an opportunity to learn and to understand that creativity and innovation are a long-term and cyclical process of successes and mistakes.
  - C4.4 Explore recognized creative-minded individuals and their products and services.
  - C4.5 Defend why competitiveness depends on innovation.
  - C4.6 Create and design potential innovative twenty-first-century products and services.
- C5.0 Evaluate leadership styles and management functions for the small business.
  - C5.1 Describe how cultural/ethnic/generational differences affect interpersonal interactions/communications within a business structure.
  - C5.2 Define the four management functions: planning, organizing, staffing, and controlling.
  - C5.3 Compare and contrast leadership styles and characteristics.
  - C5.4 Distinguish the roles of support staff, supervisors, and managers in achieving financial goals.
- C6.0 Demonstrate an understanding of the elements and purpose of business and strategic planning in entrepreneurship.
  - C6.1 Identify and explain the components of a business plan.
  - C6.2 Define terms necessary for creating a business plan such as return on investment, target markets, and demographics.
  - C6.3 Conduct market research by using a variety of methods.
  - C6.4 Compare and contrast sample business plans, identifying strengths and weaknesses.
  - C6.5 Synthesize all elements into an original business plan.
- C7.0 Identify strategies for business startup and growth.
  - C7.1 Identify mission and purpose.
  - C7.2 Identify factors for business expansion.
  - C7.3 Develop core values.
  - C7.4 Develop a vision statement.
  - C7.5 Evaluate advantages and disadvantages of business locations.



- C7.6 Assess barriers to startup.
- C7.7 Create an exit strategy.
- C8.0 Understand financial planning, reports, and projections.
  - C8.1 Identify startup costs.
  - C8.2 Understand the relationship between supply and demand and pricing and production.
  - C8.3 Research sources of capital.
  - C8.4 Formulate pricing strategies for goods and services for a small business.
  - C8.5 Project annual and monthly business income and expenses.
  - C8.6 Calculate financial projection sales, income, expenses, and taxes.
  - C8.7 Construct a financial plan.
- C9.0 Understand effective marketing of a small business.
  - C9.1 Identify target markets, competition, and customer profiles.
  - C9.2 Know the components of a promotional plan (e.g., advertising, public relations, sales promotion) and how the plan is used to achieve a stated outcome.
  - C9.3 Identify the selling techniques used to aid customers and clients in making buying decisions.
  - C9.4 Understand how products and services are conceived, developed, maintained, and improved.
  - C9.5 Use market research to develop strategies for marketing products or services in a small business.
  - C9.6 Create an effective marketing plan including current social media, viral marketing, and other technologies.
- C10.0 Identify and evaluate technology used by entrepreneurs.
  - C10.1 Examine the effect of technology in a small business for a multichannel approach.
  - C10.2 Explore technology related to global commerce—cultural differences, foreign currencies, and logistics.
- C11.0 Understand the role of human resources in a successful small business.
  - C11.1 Identify the role of human resources in selection, training, and evaluation of employees.
  - C11.2 Identify government regulations (federal, state, and local) that affect small business.
  - C11.3 Recognize various types of taxes that affect a small business.
  - C11.4 Understand policies and laws regarding harassment, nondiscrimination, and safety.
  - C11.5 Develop job descriptions.
  - C11.6 Plan compensation and benefit options.



## Academic Alignment Matrix

<b>MARKETING, SALES, AND SERVICES</b>		PATHWAYS		
		A. Marketing	B. Professional Sales	C. Entrepreneurship and Self-Employment
<b>ENGLISH LANGUAGE ARTS</b>				
<b>Language Standards – LS (Standard Area, Grade Level, Standard #)</b>				
11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0	B3.0, B4.0, B5.0, B7.0	C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C9.0, C11.0	
11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	A4.0, A7.0	B7.0	C4.0, C6.0, C7.0, C9.0, C11.0	
11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	A4.0, A7.0	B7.0	C9.0, C11.0	
11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.	A1.0, A5.0	B2.0, B3.0, B8.0	C5.0, C6.0	
11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	A4.0, A7.0	B7.0	C7.0, C9.0, C11.0	
11-12.6. Acquire and accurately use 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.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0	B3.0, B4.0, B5.0, B7.0	C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C9.0, C11.0	
<b>Reading Standards for Informational Text – RSIT (Standard Area, Grade Level, Standard #)</b>				
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.	A1.0, A2.0, A3.0	B7.0	C1.0, C2.0, C4.0, C6.0, C9.0	
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 <i>faction</i> in <i>Federalist No. 10</i> ). (See grade 11/12 Language standards 4–6 on page 46 for additional expectations.)	A1.0, A3.0, A6.0, A7.0	B2.0, B7.0	C6.0, C11.0	
11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	A3.0, A7.0	B7.0		



## Academic Alignment Matrix

	PATHWAYS		
	A. Marketing	B. Professional Sales	C. Entrepreneurship and Self-Employment
<b>MARKETING, SALES, AND SERVICES</b>			
<b>Reading Standards for Informational Text – RSIT (Standard Area, Grade Level, Standard #) (continued)</b>			
11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.		B7.0	
11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	A1.0, A2.0, A3.0, A6.0	B1.0, B2.0, B4.0, B5.0, B6.0, B8.0	C1.0, C2.0, C4.0, C6.0, C9.0, C10.0
<b>Writing Standards – WS (Standard Area, Grade Level, Standard #)</b>			
11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	A4.0, A6.0, A7.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0	C4.0, C6.0, C9.0, C10.0
11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	A1.0, A2.0, A3.0, A5.0, A7.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0	C1.0, C2.0, C3.0, C5.0, C6.0, C7.0, C8.0, C11.0
11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	A4.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0	
11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0	B1.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0
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.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0	B1.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0
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.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0	B1.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0
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.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0	B1.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0





## Academic Alignment Matrix

	PATHWAYS		
	A. Marketing	B. Professional Sales	C. Entrepreneurship and Self-Employment
<b>MARKETING, SALES, AND SERVICES</b>			
<b>Writing Standards – WS (Standard Area, Grade Level, Standard #) (continued)</b>			
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 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 including footnotes and endnotes.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0	B1.0, B3.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0
11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0	B1.0, B3.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0
<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects – WHSST (Standard Area, Grade Level, Standard #)</b>			
11-12.1. Write arguments focused on discipline-specific content.	A2.0, A3.0, A4.0	B3.0	C2.0, C4.0
11-12.3. Incorporate narrative elements effectively into arguments and informative/explanatory texts.		B3.0	
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.	A2.0, A4.0	B4.0, B7.0	C6.0, C7.0
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.	A4.0, A7.0	B4.0, B5.0, B8.0	C6.0, C8.0
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.	A3.0, A4.0		C3.0
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.	A4.0	B2.0	

## Academic Alignment Matrix

		PATHWAYS		
		A. Marketing	B. Professional Sales	C. Entrepreneurship and Self-Employment
<b>MARKETING, SALES, AND SERVICES</b>				
<b>MATHEMATICS</b>				
<b>Algebra – A-REI – Reasoning with Equations and Inequalities</b>				
<i>Understand solving equations as a process of reasoning and explain the reasoning</i>				
1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.			B6.0, B7.0, B8.0	C1.0, C3.0, C4.0, C6.0, C7.0, C8.0, C9.0, C11.0
2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.			B6.0, B7.0, B8.0	C1.0, C3.0, C4.0, C6.0, C7.0, C8.0, C9.0, C11.0
<i>Represent and solve equations and inequalities graphically</i>				
10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).			B6.0, B7.0, B8.0	C1.0, C3.0, C4.0, C6.0, C7.0, C8.0, C9.0, C11.0
11. Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ ; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.			B6.0, B7.0, B8.0	C1.0, C3.0, C4.0, C6.0, C7.0, C8.0, C9.0, C11.0
12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.			B6.0, B7.0, B8.0	C1.0, C3.0, C4.0, C6.0, C7.0, C8.0, C9.0, C11.0
<b>Functions – F-IF – Interpreting Functions</b>				
<i>Interpret functions that arise in applications in terms of the context</i>				
4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.		A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0	B6.0, B7.0, B8.0	C1.0, C3.0, C4.0, C6.0, C7.0, C8.0, C9.0, C11.0
5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble $n$ engines in a factory, then the positive integers would be an appropriate domain for the function.		A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0	B6.0, B7.0, B8.0	C1.0, C3.0, C4.0, C6.0, C7.0, C8.0, C9.0, C11.0





## Academic Alignment Matrix

		PATHWAYS		
		A. Marketing	B. Professional Sales	C. Entrepreneurship and Self-Employment
<b>MARKETING, SALES, AND SERVICES</b>				
<b>Functions – F-IF – Interpreting Functions (continued)</b>				
6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.		A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0	B6.0, B7.0, B8.0	C1.0, C3.0, C4.0, C6.0, C7.0, C8.0, C9.0, C11.0
<b>Geometry – G-MG – Modeling with Geometry</b>				
<i>Apply geometric concepts in modeling situations</i>				
1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).		A2.0, A3.0, A5.0, A6.0, A7.0	B7.0, B8.0	C1.0, C3.0, C4.0, C6.0, C7.0, C8.0, C9.0, C11.0
2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).		A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0	B7.0, B8.0	C1.0, C3.0, C4.0, C6.0, C7.0, C8.0, C9.0, C11.0
3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with topographic grid systems based on ratios).		A2.0, A3.0, A5.0, A6.0, A7.0		
<b>Number and Quantity – N-RN – The Real Number System</b>				
<i>Extend the properties of exponents to rational exponents</i>				
1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)^3}$ to hold, so $(5^{1/3})^3$ must equal 5.		A2.0, A3.0, A5.0, A6.0, A7.0		C1.0, C3.0, C6.0, C8.0, C11.0
2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.		A2.0, A3.0, A4.0, A5.0, A6.0, A7.0		C1.0, C3.0, C6.0, C8.0, C11.0
<b>Number and Quantity – N-Q – Quantities</b>				
<i>Reason quantitatively and use units to solve problems</i>				
1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.		A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0		C1.0, C3.0, C4.0
2. Define appropriate quantities for the purpose of descriptive modeling.		A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0		C1.0, C2.0, C3.0, C6.0, C8.0, C9.0, C11.0
3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.		A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0		

## Academic Alignment Matrix

	PATHWAYS		
	A. Marketing	B. Professional Sales	C. Entrepreneurship and Self-Employment
<b>MARKETING, SALES, AND SERVICES</b>			
<b>Statistics and Probability – S-IC – Making Inferences and Justifying Conclusions</b>			
<i>Understand and evaluate random processes underlying statistical experiments</i>			
1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0	B1.0, B3.0, B4.0, B5.0, B7.0, B8.0	C1.0, C3.0, C4.0, C6.0, C7.0, C8.0, C9.0, C11.0
2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0	B1.0, B3.0, B4.0, B5.0, B7.0, B8.0	C1.0, C3.0, C4.0, C6.0, C7.0, C8.0, C9.0, C11.0
<i>Make inferences and justify conclusions from sample surveys, experiments, and observational studies</i>			
3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0	B1.0, B3.0, B4.0, B5.0, B7.0, B8.0	C1.0, C3.0, C4.0, C6.0, C7.0, C8.0, C9.0, C11.0
5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0	B1.0, B3.0, B4.0, B5.0, B7.0, B8.0	C1.0, C3.0, C4.0, C6.0, C7.0, C8.0, C9.0, C11.0
6. Evaluate reports based on data.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0	B1.0, B3.0, B4.0, B5.0, B7.0, B8.0	C1.0, C3.0, C4.0, C6.0, C7.0, C8.0, C9.0, C11.0
<b>Statistics and Probability – S-ID – Interpreting Categorical and Quantitative Data</b>			
<i>Summarize, represent, and interpret data on a single count or measurement variable</i>			
1. Represent data with plots on the real number line (dot plots, histograms, and box plots).	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0	B1.0, B3.0, B4.0, B5.0, B7.0, B8.0	C1.0, C3.0, C4.0, C6.0, C7.0, C8.0, C9.0, C11.0
2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0	B1.0, B3.0, B4.0, B5.0, B7.0, B8.0	C1.0, C3.0, C4.0, C6.0, C7.0, C8.0, C9.0, C11.0
3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0	B1.0, B3.0, B4.0, B5.0, B7.0, B8.0	C1.0, C3.0, C4.0, C6.0, C7.0, C8.0, C9.0, C11.0
4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0	B1.0, B3.0, B4.0, B5.0, B7.0, B8.0	C1.0, C3.0, C4.0, C6.0, C7.0, C8.0, C9.0, C11.0





## Academic Alignment Matrix

	PATHWAYS		
	A. Marketing	B. Professional Sales	C. Entrepreneurship and Self-Employment
<b>MARKETING, SALES, AND SERVICES</b>			
<b>Statistics and Probability – S-ID – Interpreting Categorical and Quantitative Data</b> <i>(continued)</i>			
<i>Summarize, represent, and interpret data on two categorical and quantitative variables</i>			
5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.	A4.0	B1.0, B3.0, B4.0, B5.0, B7.0, B8.0	C1.0, C3.0, C4.0, C6.0, C7.0, C8.0, C9.0, C11.0
6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.			
a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.	A4.0	B1.0, B3.0, B4.0, B5.0, B7.0, B8.0	C1.0, C3.0, C4.0, C6.0, C7.0, C8.0, C9.0, C11.0
b. Informally assess the fit of a function by plotting and analyzing residuals.			
c. Fit a linear function for a scatter plot that suggests a linear association.			
<i>Interpret linear models</i>			
7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	A1.0, A2.0, A4.0, A7.0, A8.0	B1.0, B3.0, B4.0, B5.0, B7.0, B8.0	C1.0, C3.0, C4.0, C6.0, C7.0, C8.0, C9.0, C11.0
8. Compute (using technology) and interpret the correlation coefficient of a linear fit.	A1.0	B1.0, B3.0, B4.0, B5.0, B7.0, B8.0	C1.0, C3.0, C4.0
9. Distinguish between correlation and causation.	A1.0, A2.0	B1.0, B4.0, B5.0, B8.0	C1.0
<b>Statistics and Probability – S-MD – Using Probability to Make Decisions</b>			
<i>Calculate expected values and use them to solve problems</i>			
1. (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.	A2.0, A3.0, A4.0, A5.0, A6.0, A7.0	B1.0, B3.0, B4.0, B5.0, B7.0, B8.0	C1.0, C3.0, C4.0, C6.0, C7.0, C8.0, C9.0, C11.0
2. (+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.	A2.0, A3.0, A4.0, A5.0, A6.0, A7.0	B1.0, B3.0, B4.0, B5.0, B7.0, B8.0	C1.0, C3.0, C4.0, C6.0, C7.0, C8.0, C9.0, C11.0

## Academic Alignment Matrix

	PATHWAYS		
	A. Marketing	B. Professional Sales	C. Entrepreneurship and Self-Employment
<b>MARKETING, SALES, AND SERVICES</b>			
3. (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.	A2.0, A3.0, A4.0, A5.0, A6.0, A7.0	B1.0, B3.0, B4.0, B5.0, B7.0, B8.0	C1.0, C3.0, C4.0, C6.0, C7.0, C8.0, C9.0, C11.0
4. (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?	A2.0, A3.0, A4.0, A5.0, A6.0, A7.0	B1.0, B3.0, B4.0, B5.0, B7.0, B8.0	C1.0, C3.0, C4.0, C6.0, C7.0, C8.0, C9.0, C11.0
<i>Use probability to evaluate outcomes of decisions</i>			
5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. <ul style="list-style-type: none"> <li>a. Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.</li> <li>b. Evaluate and compare strategies on the basis of expected values. For example, compare a high deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.</li> </ul>	A2.0, A3.0, A4.0, A5.0, A6.0, A7.0	B1.0, B3.0, B4.0, B5.0, B7.0, B8.0	C1.0, C3.0, C4.0, C6.0, C7.0, C8.0, C9.0, C11.0
6. (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).	A2.0, A3.0, A4.0, A5.0, A6.0, A7.0	B1.0, B3.0, B4.0, B5.0, B7.0, B8.0	C1.0, C3.0, C4.0, C6.0, C7.0, C8.0, C9.0, C11.0
7. (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).	A2.0, A3.0, A4.0, A5.0, A6.0, A7.0	B1.0, B3.0, B4.0, B5.0, B7.0, B8.0	C1.0, C3.0, C4.0, C6.0, C7.0, C8.0, C9.0, C11.0
<b>SCIENCE</b>			
<b>Earth and Space Sciences – ESS</b>			
ESS3: Earth and Human Activity			
ESS3.A: Natural Resources	A2.0, A4.0, A6.0	B1.0	C1.0, C3.0, C4.0, C7.0
ESS3.B: Natural Hazards			
ESS3.C: Human Impacts on Earth Systems			
ESS3.D: Global Climate Change			





## Academic Alignment Matrix

		PATHWAYS		
		A. Marketing	B. Professional Sales	C. Entrepreneurship and Self-Employment
<b>MARKETING, SALES, AND SERVICES</b>				
<b>HISTORY/SOCIAL SCIENCE</b>				
<b>Principles of American Democracy and Economics – AD</b>				
12.3	Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their Interdependence, and the meaning and importance of those values and principles for a free society.	A1.0, A2.0		C1.0, C2.0
12.3.1.	Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.	A1.0, A2.0	B5.0, B10.0	C1.0, C2.0, C3.0
12.3.2.	Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.	A1.0, A2.0		C1.0
12.6	Students evaluate issues regarding campaigns for national, state, and local elective offices.	A1.0, A2.0		C1.0, C3.0
12.7	Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.			C1.0, C8.0
12.8	Students evaluate and take and defend positions on the influence of the media on American political life.	A2.0, A7.0		
<b>Principles of Economics – PE</b>				
12.1	Students understand common economic terms and concepts and economic reasoning.			
12.1.1.	Examine the causal relationship between scarcity and the need for choices.	A2.0, A4.0, A5.0	B1.0, B5.0, B6.0, B7.0	C1.0, C3.0
12.1.2.	Explain opportunity cost and marginal benefit and marginal cost.	A2.0, A4.0, A5.0, A6.0	B1.0, B6.0	C5.0, C8.0
12.1.3.	Identify the difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior.	A2.0, A5.0	B1.0	C4.0, C9.0
12.1.4.	Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.	A2.0		C1.0, C2.0, C3.0, C4.0, C9.0, C11.0
12.1.5.	Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).	A2.0	B1.0	C1.0, C2.0, C3.0, C4.0, C9.0





## Academic Alignment Matrix

	PATHWAYS		
	A. Marketing	B. Professional Sales	C. Entrepreneurship and Self-Employment
<b>Principles of Economics – PE (continued)</b>			
12.2 Students analyze the elements of America's market economy in a global setting.			
12.2.1. Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.	A1.0, A2.0	B1.0, B3.0, B4.0	C8.0
12.2.2. Discuss the effects of changes in supply and or demand on the relative scarcity, price, and quantity of particular products.	A1.0, A2.0, A8.0	B1.0, B3.0, B4.0	C8.0
12.2.3. Explain the roles of property rights, competition, and profit in a market economy.	A1.0, A2.0, A5.0, A8.0	B1.0	C4.0, C9.0
12.2.4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.	A2.0, A8.0	B1.0, B3.0	C8.0
12.2.5. Understand the process by which competition among buyers and sellers determines a market price.	A2.0, A5.0, A6.0, A8.0	B1.0, B3.0	C8.0
12.2.6. Describe the effect of price controls on buyers and sellers.	A2.0, A8.0	B1.0, B4.0	C8.0, C9.0
12.2.7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.	A1.0, A4.0, A6.0, A8.0	B1.0, B3.0	C9.0
12.2.8. Explain the role of profit as the incentive to entrepreneurs in a market economy.		B1.0	C8.0
12.2.9. Describe the functions of the financial markets.	A3.0	B1.0	C4.0, C5.0, C6.0
12.2.10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.		B1.0	C7.0, C8.0
12.3 Students analyze the influence of the federal government on the American economy.			
12.3.1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.	A2.0, A5.0	B1.0, B2.0	C1.0, C3.0, C4.0, C9.0
12.3.2. Identify the factors that may cause the costs of government actions to outweigh the benefits.	A1.0, A2.0	B1.0	C1.0, C3.0, C11.0
12.3.3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels			C8.0, C11.0
12.3.4. Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).			C11.0



## Academic Alignment Matrix

	PATHWAYS		
	A. Marketing	B. Professional Sales	C. Entrepreneurship and Self-Employment
<b>Principles of Economics – PE</b> <i>(continued)</i>			
12.4 Students analyze the elements of the U.S. labor market in a global setting.			
12.4.1. Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.	A1.0, A2.0, A8.0	B2.0	C1.0, C3.0, C11.0
12.4.2. Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.	A1.0	B6.0	C7.0, C8.0, C11.0
12.4.3. Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.		B6.0	C7.0, C8.0, C11.0
12.4.4. Explain the effects of international mobility of capital and labor on the U.S. economy.		B1.0, B8.0	C1.0, C3.0
12.5 Students analyze the aggregate economic behavior of the U.S. economy.	A1.0, A2.0, A3.0, A5.0		
12.5.1. Distinguish between nominal and real data.	A2.0, A3.0	B1.0	C7.0, C8.0
12.5.2. Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, inflation or deflation rate, and a rate of economic growth.	A1.0, A2.0, A5.0	B1.0	C7.0, C8.0, C11.0
12.5.3. Distinguish between short-term and long-term interest rates and explain their relative significance.	A2.0, A3.0	B1.0	C7.0, C8.0
12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States' borders.	A2.0, A6.0		
12.6.1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.	A2.0	B1.0	
12.6.2. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.	A2.0	B1.0	
12.6.3. Understand the changing role of international political borders and territorial sovereignty in a global economy.	A2.0	B1.0	
12.6.4. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.	A2.0	B1.0	



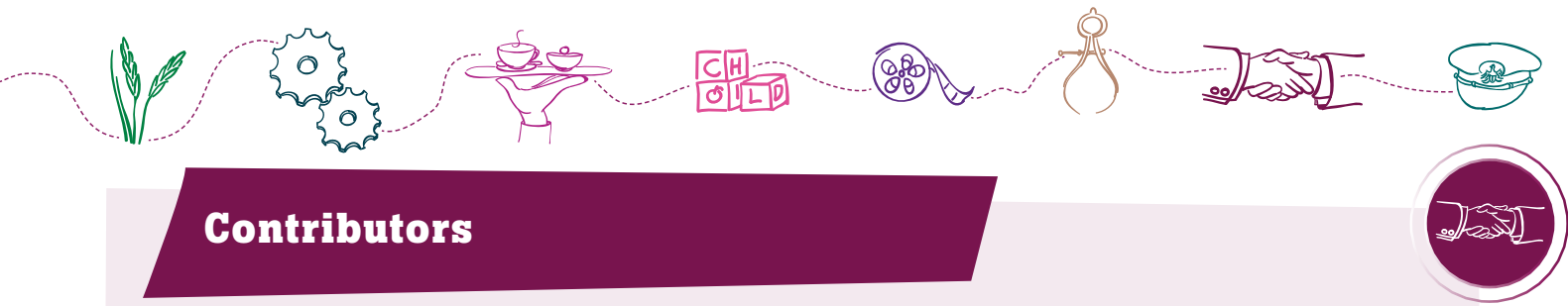
## Academic Alignment Matrix

	PATHWAYS		
	A. Marketing	B. Professional Sales	C. Entrepreneurship and Self-Employment
<b>MARKETING, SALES, AND SERVICES</b>			
<b>U.S. History and Geography – US</b>			
11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.	A1.0		C1.0, C2.0
11.8 Students analyze the economic boom and social transformation of post-World War II America.	A1.0	B1.0	C1.0, C2.0, C5.0
11.9 Students analyze U.S. foreign policy since World War II.	A1.0, A2.0		C1.0
<b>World History, Culture, and Geography – WH</b>			
10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.			
10.3.5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.	A1.0, A2.0	B1.0, B2.0	C1.0, C2.0, C3.0, C5.0
10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).	A4.0	B1.0	C10.0
<b>Chronological and Spatial Reasoning – CSR</b>			
1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.	A1.0, A2.0	B1.0, B2.0	C1.0
2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.	A1.0, A2.0, A3.0, A4.0		C1.0
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.	A1.0, A2.0, A3.0, A4.0, C6.0	B1.0	C1.0
4. Students relate current events to the physical and human characteristics of places and regions.	A1.0		



## Academic Alignment Matrix

<b>MARKETING, SALES, AND SERVICES</b>	PATHWAYS		
	A. Marketing	B. Professional Sales	C. Entrepreneurship and Self-Employment
<b>Historical Research, Evidence, and Point of View – HR</b>			
1. Students distinguish valid arguments from fallacious arguments in historical interpretations.	A1.0		
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.	A1.0		C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0
<b>Historical Interpretation – HI</b>			
1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.	A1.0, A2.0		C2.0



## Contributors

### Marketing, Sales, and Services

Lloyd McCabe, Administrator, California Department of Education

Kay Ferrier, Education Consultant, California Department of Education

### *Standards Review Team*

Laurie Andrews, Instructor, Amador Valley High School

Polly Farina, CTE Instructional Support Specialist, Solano County Office of Education

Denise Gregor, Instructor, San Francisco Unified School District

Nancy Miller, Director of CTE, Santa Rosa City Schools

Jeff Mueller, Instructor, Fremont Union High School District

Brooks Ohlson, Director, International Trade Center, Los Rios Community College

Carl Schmidt, Chair, Business Department, Fremont Union High School District

Mary Whited, Coordinator, Regional Occupational Program, Merced County  
Office of Education

### *Standards Writing Team*

Kelley Garcia, Marketing Coordinator, Yolo Credit Union

Denise Gregor, Instructor, San Francisco Unified School District

Marty Isozaki, President, InfoWave

Vera L. Jacobson, Instructor, Carmont High School District

Jeff Jordan, President, Rescue Social Change Group

Dennis Kercher, Sales, Kodak

Myla Kovac, President, Field Dynamics Market Research

Jerry McGee, Director, American Association of Advertising Agencies, Western Region

Denise Spanek, Owner, Visage Studio

Mary Whited, Coordinator, Regional Occupational Program, Merced County  
Office of Education

### *Common Core Alignment Team*

Susan Beckenham, Instructor, Providence High School

John Fleming, Instructor, Sacramento City Unified School District

Yvette Fraga, Instructor, Los Angeles Unified School District

Robert Guernsey, Instructor, Sacramento City Unified School District

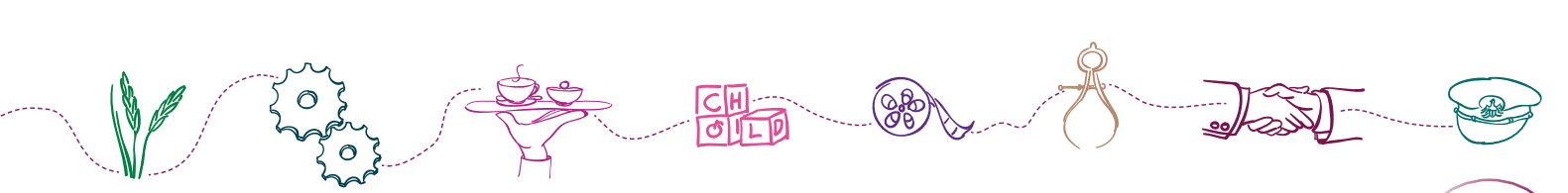
Kamilah Jackson, Instructor, Los Angeles Unified School District

Linh Tran, Instructor, Sacramento City Unified School District

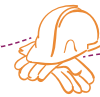
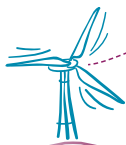


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