



Regional Occupational Program

Sports and Entertainment Marketing

A-G 2025-2026

COURSE DESCRIPTION

This course provides students with competencies necessary for entry-level employment and career opportunities within the sports and/or entertainment marketing industries. Students will learn the fundamental concepts of marketing and business principles in the scope of amateur, college, and professional sports. Students will also use the basic principles of marketing to learn the profit motives of financing entertainment projects, the different kinds of entertainment distribution, and promotional advertising and public relations strategies within the entertainment industry, as well as licensing entertainment merchandise and copyright laws. The class is devoted to learning the various functions and foundations of marketing and to set the stage for further study of marketing in higher education. Students will define marketing, explain the marketing concept, explain market research, and make marketing connections that will allow them to understand the economic impact of sports and entertainment. Activities in this course include work-based learning that connects students to industry and the local community.

An independent study course has been developed in Canvas, to learn more about this option and to register for access go to: https://bit.ly/CTE_IS_Info

Course Information:

Course Length: 1 Year
 Prerequisite: None
 Course Level: Dependent upon adopting district
 UC: Yes G-Elective
 Articulated: No
 Industry Cert.: No
 Industry Sector: Marketing, Sales, and Services
 Pathway: Marketing
 CALPADS: 8310 (concentrator) or
 8311(capstone)

O*Net SOC Codes:

11-2011 Advertising and Promotions Manager
 27-3031 Public Relations Specialist
 39-3091 Amusement and Recreation Attendants
 41-2011 Cashiers
 41-2031 Retail Salesperson

Legend:

CTE - PS CTE Pathway Standards
 CRP Career Ready Practices
 CTE - AS CTE Anchor Standards
 CCSS Common Core State Standards
 ISTE International Society for Technology
 in Education

*Includes updates from the 24/25 Marketing Sales & Services and Business & Finance Advisory
[Advisory Minutes](#)*

Sports and Entertainment Marketing

Course Orientation

- a. Discuss objectives for this course, including competencies, teacher expectations, classroom policies, and procedures.
- b. Identify and discuss the acquisition of transferable skills (communication, collaboration, creativity, and critical thinking) and their importance to being college and career ready and for future personal and professional success.
- c. Review objectives, competencies, and course syllabus.
- d. Discuss student and teacher expectations, including behavior, class rules, appropriate dress, pre-course knowledge, and grading policies, including enrollment and attendance requirements and procedures, and classroom/school safety and disaster procedures.
- e. Discuss next steps in course sequence related to the career pathway, the need for reinforcement of basic skills, transferrable skills, and postsecondary and career options.
- f. Discuss the Big Six: Career Ready Essentials and the Standards for Career Ready Practice as they relate to this course, all aspects of the industry sector, and being college and career ready.

Big Six: Career Ready Essentials

1. Effective Communication	CTE – PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> a. Demonstrate effective verbal communication and conflict resolution skills. b. Use the writing process to develop written communication with the appropriate tone, organization, and format for the identified audience. c. Explain the effect of interpersonal skills on one's ability to communicate effectively and develop relationships. d. Describe the impact of ineffective communication on business relationships. e. Analyze the impact of vocabulary, body language, and tone on verbal communication. f. Demonstrate active listening skills. g. Accurately interpret industry-specific written communication. h. Model responsible and effective use of various communication technologies. i. Identify valid and reliable digital reference and resource materials. j. Gather information from multiple digital sources to compare and contrast, synthesize, and summarize. k. Identify and use appropriate communication and collaboration technologies. l. Utilize technology to problem solve, accomplish tasks, and to produce or publish products. 		<u>1</u> <u>2</u> <u>11</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	<u>1b,c</u> <u>2c</u> <u>3b,c</u> <u>5c</u> <u>6b,c,d</u>
2. Collaboration, Creativity, and Critical Thinking	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> a. Demonstrate critical thinking skills for a variety of purposes and in different settings. b. Collaborate to reach consensus on an identical objective through the sharing of knowledge, tasks, and learning. c. Discuss the importance of the critical thinking process to real-world applications. 		<u>2</u> <u>4</u> <u>5</u> <u>7</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>	<u>1c</u> <u>3c,d</u> <u>4a-d</u> <u>5c,d</u>

<ul style="list-style-type: none"> d. Evaluate the impact of creative thinking on problem solving and innovation in real-world applications. e. Compile work that demonstrates the process used to (elaborate, refine, analyze) evaluate original ideas and maximize creative efforts. f. Apply divergent and convergent thinking to the development of an original idea or solution. g. Examine real-world limits to adopting ideas. h. Demonstrate creative thinking (preparation, insight, evaluation, elaboration, and communication) to create a new idea or concept. i. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member. j. Evaluate evidence, arguments, claims, and beliefs to identify connections. k. Identify bias, prejudice, propaganda, self-deception, distortion, and misinformation. l. Produce intellectual, informational, or material products that serve an authentic purpose. m. Work effectively and respectfully with those from diverse backgrounds or cultures. n. Demonstrate respect, trust, commitment, and the ability to compromise in collaborative projects. 		<u>9</u> <u>10</u> <u>11</u>	<u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u> <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	<u>6c</u> <u>7b,c,d</u>
3. Leaders and Teams: Roles and Responsibilities	CTE – PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Determine the individual and team members' roles and responsibilities. b. Demonstrate leadership skills and qualities (i.e., reliability, negotiation skills, initiative, positive reinforcement, recognition of others' efforts, problem-solving skills, conflict resolution, and delegation). c. Explain the importance of technical, social, and communication skills to team success. d. Compare and contrast leadership styles and their effectiveness in various situations. e. Organize and delegate responsibilities in a team setting to encourage ideas, perspectives, and contributions from all team members. f. Develop a strong sense of team identity by brainstorming solutions, volunteering, assisting others, practicing respect and courtesy, and taking initiative. g. Examine situations in which a follower becomes the leader. h. Describe twenty-first-century skills required across all occupations. i. Identify and discuss the characteristics of a successful team (i.e., leadership, cooperation, and effective decision-making). j. Leverage social and cultural differences to increase innovation and quality of work. 		<u>7</u> <u>8</u> <u>9</u>	<u>3</u> <u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>WS</u> <u>11-12.6</u>	<u>7a,c</u>
4. Legal, Ethical, and Environmental Considerations	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate industry specific ethical and legal practices. b. Identify eco-friendly industry specific practices and resources. c. Identify local, state, and federal regulatory agencies, entities, laws, and regulations. 		<u>5</u> <u>7</u> <u>8</u>	<u>3</u> <u>5</u> <u>7</u>	<u>WS</u> <u>11-12.6</u> <u>11-12.7</u>	<u>2a,b</u> <u>3a,b</u> <u>5c</u>

<ul style="list-style-type: none"> d. Identify discrimination based on race, nationality, religion, gender, age, disability, or sexual orientation. e. Summarize the ethical and legal implications of workplace discrimination and harassment. f. Explain the concept of corporate citizenship. g. Examine an employer's role in protecting the health and welfare of employees, the community, and the environment. h. Analyze current environmental laws and regulations and their impact on industry. i. Compare and contrast both society's and industry's impact on the environment. 		<u>12</u>	<u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u>	<u>6c</u>
5. Personal Growth and Career Planning	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate continued personal development and growth. b. Develop and manage a personal growth and career plan. c. Explain the relationship between sound financial habits and financial security. d. Create and manage a personal financial plan. e. Demonstrate initiative in achieving personal and professional goals. f. Apply time management strategies to meet deadlines. g. Demonstrate a growth mindset through flexibility and a positive attitude. h. Select and demonstrate appropriate job-search and retention techniques. i. Demonstrate strategies to prepare for employment. j. Demonstrate interpersonal skills appropriate for the workplace. k. Elaborate on the importance of perseverance to personal and professional success. l. Discover personal career interests, aptitudes, and skills. 		<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>6</u>	<u>2</u> <u>3</u> <u>4</u> <u>7</u> <u>8</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u> <u>WS</u> <u>11-12.6</u>	<u>1a</u> <u>3a,c</u> <u>4d</u> <u>6a,d</u> <u>7b</u>
6. Workplace Safety and Personal Wellness	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate proper industry specific safe work practices to prevent injury or illness. b. Assess the potential impact of goal setting on personal and professional success. c. Describe the role of security and emergency procedures in workplace safety. d. Describe the effect of preventative measures on emergencies in the workplace. e. Identify and describe the causes, prevention, and treatment of common accidents. f. Identify local, state, and federal agencies that regulate workplace safety. g. Explain the role of the California Occupational Safety and Health Administration (Cal-OSHA) and the Environmental Protection Agency (EPA). h. Discuss the basics of system operations. i. Demonstrate the proper use of personal protective equipment (PPE). j. Explain the purpose of and accurately interpret a Safety Data Sheet (SDS). k. Identify hazardous materials and chemicals. l. Demonstrate proper procedures to respond to work-related accidents and injuries. m. Describe how ergonomics, housekeeping, and maintenance are related to accidents and injuries. 		<u>2</u> <u>5</u> <u>6</u> <u>8</u> <u>12</u>	<u>2</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>WS</u> <u>11-12.7</u> <u>11-12.6</u> <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u>	<u>1a,d</u> <u>2a,d</u> <u>5b</u>

n. Demonstrate cyber ethics, cyber safety, and cybersecurity.					
o. Assess the potential impact of preventative physical and mental health measures on workplace safety.					

Sports and Entertainment Marketing Units of Instruction

7. The World of Marketing	CTE-PS	CRP	CTE- AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Explain the marketing concept. b. Define demographics. c. Identify intellectual property rights. d. Analyze global and local economic impact of marketing sports and entertainment. e. Define marketing and event marketing. f. Explain the marketing mix. g. Describe marketing for the travel and tourism consumer. h. Explain economics and free enterprise. i. Explain the different types of business ownership in the sports and entertainment industries including profit and nonprofit organizations. j. Identify each element found in a marketing plan. k. Explain the purpose and function of a marketing plan. 	A2.1 A2.8 A2.10 A2.12	<u>1</u> <u>2</u> <u>5</u> <u>11</u> <u>12</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7	
8. Sports and Entertainment: Connections and Contrasts	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Assess the current impact of sports and entertainment on today's markets. b. Identify differences between marketing sports and entertainment products. c. Explain the differences between sports marketing plans and entertainment marketing plans. d. Explain how sports and entertainment marketers use promotional techniques to sell their products. e. Explain risks and risk management of sports and entertainment events. f. Summarize the history of the sports and entertainment industries and their impact on the economy. 	A2.6 A4.1	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7	
9. The Sports Market	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Define sports marketing. b. Differentiate between amateur and professional sports and identify appropriate strategies to market to each fan base. c. Identify the different categories of sports. d. Explain the impact of Title IX on amateur women’s sports. e. Discuss the significance of international sports. f. Explain the significance of women's sports. 	A4.4	<u>1</u> <u>2</u> <u>5</u> <u>11</u> <u>12</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7	

10. The Entertainment Market	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Define entertainment marketing. b. Explain the economics of entertainment marketing. c. Identify different types of entertainment media. d. Identify forms of entertainment marketed to consumers. e. Explain the importance of programming and scheduling. f. Discuss the global impact of entertainment marketing. 	A4.4	<u>1</u> <u>2</u> <u>5</u> <u>11</u> <u>12</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>WS</u> <u>11-12.7</u>	
11. Sports and Entertainment Products	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Explain the differences between goods and services. b. Differentiate between the product line and product mix. c. Explain the role marketing plays in product development. d. Summarize the difference between primary and secondary markets. e. Identify criteria for selecting outlets and venues. f. Define the sports consumer. g. Explain market segmentation. h. Identify types of entertainment products. 	A2.8	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>WS</u> <u>11-12.7</u>	
12. Product and Price Decisions	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Define price and the role it plays in determining profit. b. Describe the factors that affect pricing decisions. c. Identify criteria and statistics used to determine the appropriate pricing strategies for products and services in a specific venue. d. Identify and discuss the impact of ticket, concession, retail, and parking sales on a venue's profits. e. Differentiate between a product item and product line. f. Classify products as consumer goods or business goods. g. Identify the stages in a product's life cycle. h. Define gross profit and net profit. i. Identify different pricing goals. 	A2.12	<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>11</u> <u>12</u>	<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>WS</u> <u>11-12.7</u> <u>RSTS</u> <u>9-10</u> <u>11-12.4</u>	
13. Market Research and Outlets	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Define market research. b. Explain how businesses use market research to make product decisions. c. Identify the steps used in the market research process. d. Explain how technology has changed marketing and customers' buying decisions. e. Explain how demographics are used to identify a target market. f. Explain how businesses make decisions as part of the marketing mix. 	A4.0 A4.1 A4.2 A4.3 A4.4 A4.5	<u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>WS</u> <u>11-12.6</u> <u>11-12.7</u>	

<ul style="list-style-type: none"> g. Discuss direct and indirect channels of distribution. h. Explain the difference between qualitative and quantitative research. i. Explain the use of primary and secondary data. 	A4.6				
14. Branding and Licensing	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Explain the concept of branding and brand equity. b. Discuss the importance of product licensing and how licensed goods are merchandised. c. Explain the importance of sponsorships and endorsements. d. Discuss how companies choose sports endorsers for their products. e. Identify strategies used to protect branding and licensing agreements. f. Explain brand identity, brand marks, and trademarks. g. Identify brand strategies used by entertainment companies. h. Explain aspects of royalties, royalty associations and the penalties for violations (e.g., ASCAP, BMI, SESAC, etc.). i. Discuss the types of brands. j. Describe how to develop an effective brand name. k. Explain how celebrities are brands. l. Define the term "image." 	A4.11 A5.7	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7	
15. Promotion	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Explain promotion and the promotional mix in sports and entertainment marketing. b. Identify the roles of advertising and sales promotion in sports and entertainment marketing. c. Discuss the importance of public relations and personal selling, including the use of social media. d. Describe the use of technology in promotion. e. Compare media and non-media advertisements. f. Describe how other promotional methods are used in sports and entertainment marketing. g. Explain the importance of reaching diverse markets. h. Explain the significance of impulse spending. 	A1.9 A7.0 A7.1 A7.2 A7.3 A7.4 A7.5 A7.6	<u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>10</u> <u>11</u>	<u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>10</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.6 11-12.7	
16. Legal Issues	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Explain the role of various federal, state, and local agencies in sports and entertainment marketing. b. Define the terms copyright, trademark, and patent. c. Explain the need for contracts. d. Explain the role of labor unions in the sports and entertainment industries. e. Identify the different categories of trademarks. 	A7.8	<u>1</u> <u>2</u> <u>5</u> <u>11</u> <u>12</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7	

f. Identify the roles of agents, managers, promoters, and legal representation in the sports and entertainment industries.					
17. Ethics in Marketing	CTE - PS	CRP	CTE - AS	CCSS	ISTE
a. Define ethics and analyze the impact of ethical vs. unethical behavior in sports and entertainment marketing.	A4.7 A7.2	<u>1</u> <u>2</u>	<u>1</u> <u>2</u>	LS 9-10	
b. Discuss current ethical issues in the use of technology in sports and entertainment marketing.	A7.5 A8.3	<u>5</u> <u>10</u>	<u>5</u> <u>10</u>	11-12.6	
c. Identify ethical issues in marketing to vulnerable groups (i.e., youth, elderly).		<u>11</u>	<u>11</u>	WS	
d. Identify how diversity affects sports and entertainment markets.				11-12.7	
e. Explain the impact of sports/entertainment figures' behavior on and off the playing field/screen.					

A-G Approved Key Assignments

1.	Case Study - Analyze the historical case of Seabiscuit, identifying the groundbreaking marketing tactics first used to promote the sport. Identify the marketing concepts from that case that have been used since in other sports. <i>Unit(s) 7</i>
2.	Analyze the advantages and disadvantages for a city hosting the Olympic Games. Write conclusions in a 2-3 page essay. <i>Unit(s) 8</i>
3.	Select one women's sport and create a graphic to show the economic impact of that sport since Title IX was implemented. <i>Unit(s) 9</i>
4.	Identify real-world cases of companies utilizing cross-promotional entertainment/sporting events to market their products. Identify the risks of running such events, and how risk management plays a role in ensuring positive promotion. <i>Unit(s) 10</i>
5.	Analyze the use of sports/entertainment figures in promoting companies/products to target markets. Write a 2-3 page paper identifying the benefits of that promotion to the sports figure, the company, and the sport itself. <i>Unit(s) 11</i>
6.	Role Play: Students will assume the role of Assistant Marketing Director for a beverage company. The company has created a beverage targeted to young athletes- a non-carbonated fruit sports drink that is vitamin and calcium-fortified. The company wants to use sporting events for promoting opportunities for the new product. <i>Unit(s) 12</i>
7.	Students will review and identify a range of reasons for firms introducing new products. In groups, they will introduce a new product for a well-known firm and justify their reasoning for its creation. <i>Unit(s) 13</i>
8.	Branding Project - Create a new brand name for a product of the student's choice. This product must be sports-related. Explain the three steps involved in developing brand equity and how to apply these steps to the new product. Explain in detail how costs will be divided up. Make a visual representation of the decision-making process. Create a logo for the brand and explain it. Present findings to the class. <i>Unit(s) 14</i>
9.	Students will identify the primary and secondary markets of a film or television show, discuss the role of studios/stations in bringing entertainment to its target audience, explain gross revenue and identify the marketing campaign used for their selected film/show. <i>Unit(s) 15</i>
10.	Scenario - Students will assume the role of director for an amateur sports tournament or music concert. Because of the event's size, two different venues along with several hotels within the same proposed town must be used. The mayor (judge) is unsure about presenting this project to the town council. Students will make a convincing argument supporting the proposal with the following information: economic impact of event on a community/area, factor that influence the demand for services, explain the concept of competition, and describe the trends in sports/entertainment marketing. <i>Unit(s) 16</i>
11.	Research an instance where a celebrity/sports figure has experienced a "fall from grace." How did their behavior affect their endorsements? What was the fallout to the sponsoring company? What steps were taken to repair the damaging effects of the scandal and were they successful? Was there any lasting impact because of this event? <i>Unit(s) 17</i>

Standards Alignment

The curricula have been aligned with the CTE Model Curriculum Standards released in 2013. Each industry sector was updated to meet the increased rigor and relevancy requirements of the Common Core State Standards. The curriculum also includes the new Standards for Career Ready Practices.

Standards for Career Ready Practice

1. *Apply appropriate technical skills and academic knowledge.*
2. *Communicate clearly, effectively, and with reason.*
3. *Develop an education and career plan aligned with personal goals.*
4. *Apply technology to enhance productivity.*
5. *Utilize critical thinking to make sense of problems and persevere in solving them.*
6. *Practice personal health and understand financial literacy.*
7. *Act as a responsible citizen in the workplace and the community.*
8. *Model integrity, ethical leadership, and effective management.*
9. *Work productively in teams while integrating cultural and global competence.*
10. *Demonstrate creativity and innovation.*
11. *Employ valid and reliable research strategies.*
12. *Understand the environmental, social, and economic impacts of decisions.*

CTE Anchor Standards—Common Core English Language Arts Alignment

Anchor Standard 1: Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector.

Anchor Standard 2: Communications

Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6

Anchor Standard 3: Career Planning and Management

Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2

Anchor Standard 4: Technology

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

Anchor Standard 5: Problem Solving and Critical Thinking

Writing Standard: 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, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7

Anchor Standard 6: Health and Safety

Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, keywords, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10, 11-12.4

Anchor Standard 7: Responsibility and Flexibility

Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10, 11-12.1

Anchor Standard 8: Ethics and Legal Responsibilities

Speaking and Listening Standard: 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 work. SLS 11-12.1d

Anchor Standard 9: Leadership and Teamwork

Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b

Anchor Standard 10: Technical Knowledge and Skills

Writing Standard: 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. WS 11-12.6

Anchor Standard 11: Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in the classroom, laboratory, and workplace settings, and the career technical student organization. Note: no alignment evident for this standard. WS 11-12.6

CTE Model Curriculum Standards—Industry Sectors and Pathways

Marketing, Sales, and Services

A. Marketing

- A1.9 *Use digital and graphic design in creation of advertising.*
- A2.1 *Describe the nature of current economic problems and challenges.*
- A2.6 *Determine factors affecting business risk.*
- A2.8 *Distinguish between economic goods and services.*
- A2.10 *Compare and contrast various economic systems.*
- A2.12 *Measure current economic conditions.*
- 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.*
- A4.11 *Develop a marketing campaign and write a marketing plan.*
- A5.7 *Analyze how creativity, compelling communication and design, positioning, and target marketing effectively reach customers.*
- 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.*
- A7.8 *Differentiate between publicity, public relations and advertising.*
- 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.*

ISTE Standards for Students

1. **Empowered Learner**- Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

- a) Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
- b) Students build networks and customize their learning environments in ways that support the learning process.
- c) Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways
- d) Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

2. **Digital Citizen**- Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

- a) Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- b) Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.
- c) Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- d) Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

3. **Knowledge Constructor**- Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

- a) Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- b) Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
- c) Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- d) Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.

4. **Innovative Designer**- Students use a variety of technologies within a design process to identify and solve problems creating new, useful, or imaginative solutions.

- a) Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.
- b) Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- c) Students develop, test, and refine prototypes as part of a cyclical design process.
- d) Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.

5. **Computational Thinker**- Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

- a) Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.
- b) Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
- c) Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
- d) Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6. **Creative Communicator**- Students communicate clearly and express themselves creatively for a variety of purposes using platforms, tools, styles, formats, and digital media appropriate for their goals.

a) Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

b) Students create original works or responsibly repurpose or remix digital resources into new creations.

c) Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

d) Students publish or present content that customizes the message and medium for their intended audiences.

7. **Global Collaborator**- Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

a) Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

b) Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

c) Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

d) Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.