



Regional Occupational Program

Fashion Marketing A-G 2025-2026

COURSE DESCRIPTION

Fashion is a \$1.2 trillion global industry, with more than \$250 billion spent annually on fashion in the United States alone. Marketing plays a crucial role in this global industry. It is a discipline that informs many of the strategic and creative decisions involved in fashion design and product development, and it operates at every level of the fashion industry supply chain from product development through to retail. It connects the commercial goals of a business with the personal ideals, values, and needs of consumers.

In this course, students will be introduced to the basic theoretical principles of marketing within the context of the global fashion industry. 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 the fashion industry. 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 Service
 Pathway: Marketing
 CALPADS: 8310 (concentrator) or
 8311(capstone)

O*Net SOC Codes:

11-2011 Advertising and Promotions
 Managers
 11-2021 Marketing Managers
 11-2022 Sales Managers

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](#)*

Fashion 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. d. Evaluate the impact of creative thinking on problem solving and innovation in real-world applications. 		<u>2</u> <u>4</u> <u>5</u> <u>7</u> <u>9</u> <u>10</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>7</u> <u>8</u>	<u>LS</u> <u>9-10</u> <u>11- 12.6</u> <u>SLS</u> <u>9-10</u>	<u>1c</u> <u>3c,d</u> <u>4a-d</u> <u>5c,d</u> <u>6c</u> <u>7b,c,d</u>

<ul style="list-style-type: none"> 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>11</u>	<u>9</u> <u>11</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>	
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. d. Identify discrimination based on race, nationality, religion, gender, age, disability, or sexual orientation. 		<u>5</u> <u>7</u> <u>8</u> <u>12</u>	<u>3</u> <u>5</u> <u>7</u> <u>8</u> <u>9</u>	<u>WS</u> <u>11-12.6</u> <u>11-12.7</u> <u>SLS</u>	<u>2a,b</u> <u>3a,b</u> <u>5c</u> <u>6c</u>

<ul style="list-style-type: none"> 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. 			11	9-10 11-12.1 11-12.1d 11-12.2	
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. 		1 2 3 4 6	2 3 4 7 8 11	LS 9-10 11-12.6 SLS 9-10 11-12.1 11-12.1d 11-12.2 WS 11-12.6	1a 3a,c 4d 6a,d 7b
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. n. Demonstrate cyber ethics, cyber safety, and cybersecurity. 		2 5 6 8 12	2 5 6 7 8 10 11	LS 9-10 11-12.6 WS 11-12.7 11-12.6 SLS 9-10 11-12.1 11-12.1d	1a,d 2a,d 5b

o. Assess the potential impact of preventative physical and mental health measures on workplace safety.					
Fashion Marketing Units of Instruction					
7. Evolution of Fashion	CTE-PS	CRP	CTE- AS	CCSS	ISTE
<ul style="list-style-type: none"> a. List and explain the stages of the fashion life cycle. b. Distinguish between classic and fad. c. Identify the effect technology and the internet has on the fashion industry. d. List and explain the theories of fashion adoption. e. Define fashion trends and identify sources of fashion trends. f. Identify current fashion trends from designer runway shows. 	A4.8 A5.6	1 2 4 5 11	1 2 4 5 11	LS 9-10 11-12.6 WS 11-12.6 11-12.7	
8. The World of Fashion Marketing	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Define fashion marketing. b. Explain the marketing concept. c. Define demographics. d. Identify intellectual property rights. e. Analyze the global and local economic impact of marketing fashion. f. Explain the marketing mix. g. Explain economics and free enterprise. h. Explain the different types of business ownership in the fashion industry. i. Explain the purpose and function of a marketing plan. 	A2.5 A4.0 A5.7	1 2 5 11 12	1 2 5 11	LS 9-10 11-12.6 WS 11-12.7	
9. The Fashion Market	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Identify the different fashion sectors. b. Discuss the significance of removing international trade barriers. c. Explain the significance of charitable causes on image, branding, and consumer loyalty. d. Explain the differences between fashion goods and services. e. Differentiate between the product line and product mix. f. Explain the role marketing plays in product development. g. Summarize the difference between primary and secondary markets. h. Identify types of fashion products and services. 	A1.5 A2.8 A5.2 A5.4 A5.5 A5.6	1 2 5 11	1 2 5 11	LS 9-10 11-12.6 WS 11-12.7	
10. Marketing Research	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Define market research vs. marketing 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. 	A4.0 A4.1 A4.2 A4.5	1 2 4 5	1 2 4 5	LS 9-10 11-12.6	

<ul style="list-style-type: none"> e. Explain how demographics are used to identify a target market. f. Explain how businesses make decisions as part of the marketing mix. g. Utilize research and analytical tools (e.g., PEST, SWOT, etc.) h. Discuss how fashion forecasting and sales forecasting are key components to market research. 	A4.9	11	11	WS 11-12.6 11-12.7	
11. The Customer	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Define customer segmentation and identify segmentation variables. b. Demonstrate the process of creating a customer profile. c. Explain the consumer purchase decision process. d. Explain Rogers' diffusion theory and its impact on the fashion industry. e. Explain how the customer experience can positively/negatively impact a brand. f. Describe how omni-channel retailing has influenced customer buying patterns and decisions. 	A4.0 A5.6 A5.7	1 2 5 11	1 2 5 11	LS 9-10 11-12.6 WS 11-12.7	
12. Branding	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. c. Discuss how licensed goods that are illegally produced and sold impact a fashion brand. d. Explain the importance of endorsements. e. Identify brand strategies used by fashion companies. f. Describe how to develop an effective brand name. g. Explain how celebrities are brands, and how their brand impacts fashion. h. Define the term "image." 	A5.6 A6.6	1 2 5 11 12	1 2 5 11	LS 9-10 11-12.6 WS 11-12.7	
13. Promotion	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Explain promotion and the promotional mix in fashion marketing. b. Identify the roles of advertising and sales promotion in fashion marketing. c. Discuss the importance of public relations and personal selling, including 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 fashion marketing. g. Explain the importance of reaching diverse markets. h. Explain the significance of impulse spending. i. Identify the five types of guerrilla marketing - ambient, ambush, stealth, viral, and street. j. Identify growth hacking strategies used in the fashion industry. 	A1.9 A7.0 A7.1 A7.2 A7.3 A7.4 A7.5 A7.6 A 7.8 A7.9	1 2 4 5 11	1 2 4 5 11	LS 9-10 11-12.6 WS 11-12.6 11-12.7	
14. Ethics in Fashion Marketing	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Define ethics and analyze the impact of ethical vs. unethical behavior in fashion marketing. 	A3.0	1	1	LS	

b. Discuss current ethical issues in the use of technology in fashion marketing.	A3.3	<u>2</u>	<u>2</u>	9-10	
c. Identify how diversity affects fashion markets.	A4.7	<u>4</u>	<u>4</u>	11-12.6	
d. Explain the impact of celebrity endorsers' behavior on a fashion brand.	A7.2	<u>5</u>	<u>5</u>		
e. Research how ethical decisions impact Product, Price, Promotion, and Place.	A8.3	<u>11</u>	<u>11</u>	WS 11-12.6 11-12.7	

A-G Approved Key Assignments

1.	Students will research and present fashion trends of selected decades. Identify the historical events of the decade and their influence on fashion at that time. Analyze how fashion and design have been influenced by politics, society, economics, culture, and aesthetics. <i>Unit(s) 7</i>
2.	Evaluate the different marketing efforts and strategies used for male and female fashion lines and create a marketing campaign for a specific male or female demographic group. After creating the marketing campaign, write a reflective essay on the following prompt: How would your campaign have been different if you had created it for the opposite sex? <i>Unit(s) 8</i>
3.	Research and prepare a presentation on a current fashion designer comparing how their target market has changed from past to present and identify specific ways the designer has updated their marketing and promotions to reach their current target market <i>Unit(s) 9</i>
4.	Monthly, read various reports published on apparel.com. Identify current issues that impact fashion marketing and write 2–3-page papers on how the information directly or indirectly impacts the fashion industry's ability to market its products/services. http://apparel.edgl.com/home <i>Unit(s) 10</i>
5.	Research a fashion product or service that could be endorsed by a celebrity and create a marketing plan and campaign. <i>Unit(s) 11</i> Write and electronically publish the marketing plan with the following parts: <ul style="list-style-type: none">• Executive summary• Analysis of the celebrity's image, history, background, and any other valid information that would influence the endorsement.• Concise objectives of the marketing plan, including image, sales, public relations, etc.• Description of the target audience the campaign will be designed around.
6.	Analyze a favorite brand(s) from one or more of the following perspectives: Brand Personality, Brand Experiences, Brand System or Brand Architecture, Brand Community or Word of Mouth. <i>Unit(s) 12</i> Write a 3–5-page paper describing the following: <ul style="list-style-type: none">• What makes the brand so great.• Why the student likes the brand.• A major competitor of the brand.• A comparison of the competing brands in terms of positioning.
7.	Compare and contrast the marketing strategies of two emerging fashion products, lines, or services (not retailers) designed to meet the needs of the same consumer. <i>Unit(s) 13</i> Include the following in a 2–4-page paper: <ul style="list-style-type: none">• Who the consumer is.• How the marketing strategies are similar.• How the marketing strategies are different.• Which one you feel is the stronger strategy supported by data.• Resources cited.

8. Utilizing the Internet, research the marketing strategies of a fashion brand whose advertising strategies focus on social issues.

Write a reflection paper covering the following:

- In what way is the strategy effective or ineffective?
- Do you consider it ethical? Why or why not?
- What market segment is the brand trying to reach?
- Is the brand oversimplifying or exaggerating the social issue they are "supporting"?
- Is the brand truly helping or sensationalizing the social issue?
- As a consumer, do you agree or disagree with this brand's social marketing strategy? Why or why not?

Unit(s) 14

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

- A1.5 *Evaluate governmental and trade regulations affecting business and marketing efforts.*
- A1.9 *Use digital and graphic design in creation of advertising.*
- A2.5 *Determine forms of economic utility created by marketing activities.*
- A2.8 *Distinguish between economic goods and services.*
- A3.0 *Demonstrate the importance of legal, ethical and financial issues in business marketing decisions.*
- A3.3 *Define the significance of ethical behavior in the workplace.*
- 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.*
- A4.5 *Assess marketing information needs.*
- 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.*
- A5.2 *Demonstrate an understanding of the importance of ensuring quality of products and services.*
- 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.*
- A6.6 *Evaluate legal and ethical considerations in 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.*
- A7.8 *Differentiate between publicity, public relations and advertising.*
- A7.9 *Discern between the major types of sales promotions.*

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.