



Marketing Work Program Curriculum

Board Approved: 05/21/2026

Course Information

**High School
Full Year**

Course Description:

The Marketing Work Program provides students with structured, supervised on-the-job training that integrates classroom learning with authentic workplace experience. Students apply professional skills, marketing concepts, and ethical decision-making in real employment settings while receiving mentorship from both educators and employers. Through reflection, goal setting, and continuous improvement, students develop the independence, responsibility, and career readiness needed for long-term success.

.5 credits per semester are earned for 10-19 hours a week on the job site. 1 credit per semester is earned for 20+ hours per week on the job site.

Transfer Goals:

- Independently apply the skills, knowledge, and professional behaviors gained through cooperative work experience to real-world business environments.
- Adapt to diverse workplace situations.
- Effectively communicate with team members and supervisors.
- Solve problems using critical thinking.
- Demonstrate responsibility, initiative, and ethical conduct—both now and in future academic, career, or entrepreneurial endeavors.

Curriculum Standards: [DESE Marketing Work Program Handbook](#) (Standards start on page 36)

Curriculum Resource(s): NA

priority standards indicated in **bold*

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Unit 1: Assimilating to Work

Timeframe: 1st Quarter

Unit Description: In this unit, students in the work program successfully transition into the workforce by understanding workplace culture, expectations, and communication norms. Students will explore how to adapt to different environments, build positive relationships with coworkers and supervisors, and navigate challenges during the onboarding process. Emphasis will be placed on professionalism, initiative, and maintaining a growth mindset in a new job setting.

Enduring Understandings:

- Workplace success depends on understanding and adapting to organizational culture, expectations, and norms.
- Professionalism is key to building trust and credibility in the workplace.
- Effective communication—both verbal and non-verbal—is essential for collaboration and productivity.
- Employers value employees who take initiative, demonstrate reliability, and contribute to team goals.
- Adaptability and willingness to learn are critical traits in a constantly evolving workplace.

Essential Questions:

- How can understanding workplace culture help an employee succeed in a new job or internship?
- What does professionalism look like in different work environments, and why does it matter?
- How does effective communication influence relationships and performance at work?
- What behaviors show that an employee is a reliable and valuable team member?
- Why is adaptability important in the workplace, and how can it be developed?

Unit 1 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
2.5.1.1	• I can express relevant information appropriately to individuals or groups taking into account the audience and the nature of the information.
3.2.3.2	• I can develop constructive and cooperative working relationships with customers.
3.5.2.1	• I can effectively use both internal resources and external resources to locate and gather information relevant to solving the problems.
3.9.1.1	• I can understand the mission, structure, and functions of the organization.
3.9.1.2	• I can recognize one's role in the functioning of the organization and

priority standards indicated in **bold*

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	understand the potential impact one's own performance can have on the success of the organization.
3.11.1.1	• I can take actions to ensure the safety of self and others, in accordance with established personal and jobsite safety practices.

priority standards indicated in **bold*

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Unit 2: Personal Growth on the Job

Timeframe: 2nd Quarter

Unit Description: In this unit, students focus on personal growth in the workplace by setting goals, reflecting on performance, and developing a strong work ethic. Students will learn how to take initiative, accept feedback, and build confidence as they progress in their job roles.

Enduring Understandings:

- Responsibility, maturity, and independence grow through real-world job experiences.
- Skills such as communication, time management, and teamwork impact performance and future opportunities.
- Learning to accept and apply feedback facilitates growth in confidence and capability.
- Professional behavior influences reputation and career advancement.
- Reflecting on experiences helps plan for improvement and future success.

Essential Questions:

- How does having a job during high school develop lifelong employability skills?
- What soft skills are learned on the job, and why do they matter?
- How should an employee respond to feedback and use it to improve?
- What does it mean to be a dependable and ethical employee?
- How can an employee set goals to grow both personally and professionally?

Unit 2 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
1.2.3.1	• I can take responsibility for accomplishing work goals within accepted timeframes.
1.3.1.1	• I can accept criticism tactfully and attempt to learn from it.
1.3.4.1	• I can project a professional image of oneself and the organization.
1.4.1.1	• I can persist to accomplish a task despite difficult conditions, tight deadlines, or obstacles and setbacks.
1.4.2.3	• I can take initiative to seek out new work challenges, influences events, or originate action.

priority standards indicated in **bold*

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Unit 3: Incorporating Business Concepts into the Job

Timeframe: 3rd Quarter

Unit Description: In this unit, students are guided in applying marketing concepts—such as customer service, marketing, budgeting, and productivity—to their real-world job experiences. By connecting classroom knowledge to workplace practices, students will gain a deeper understanding of how businesses operate and how their roles contribute to overall success.

Enduring Understandings:

- Core marketing principles, such as customer service, budgeting, and productivity, are actively applied in real-world job settings
- Individual contributions directly impact business operations and success.
- Linking classroom learning to workplace experiences develops a practical understanding of business functions and their role within them.
- Understanding core marketing concepts enhances job performance and decision-making in the workplace.
- Real-world work experience reinforces and deepens classroom learning of business concepts.
- Employees who understand the "big picture" of marketing operations add greater value to their employers.
- Critical thinking and problem-solving skills are essential for applying business concepts to daily work tasks.
- Ethical decision-making and responsible business practices are fundamental to long-term career success.

Essential Questions:

- How do marketing principles influence daily operations in the workplace?
- In what ways does excellent customer service contribute to a company's success?
- How can individual productivity affect the performance of an entire organization?
- What skills and behaviors make an employee valuable in a business setting?
- How do real-world job experiences reinforce or challenge what is taught in the classroom?
- What role does communication play in effective marketing and workplace success?
- How do businesses measure success, and how can employees contribute to reaching those goals?

Unit 3 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
1.1.3.1	• I can maintain open lines of communication with others.
1.7.3.2	• I can treat unexpected circumstances as opportunities to learn.

priority standards indicated in **bold*

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1.4.5.1	• I can strive to exceed standards and expectations by demonstrating a commitment to effective job performance by taking action on one's own and following through to get the job done.
3.2.1.2	• I can efficiently and effectively address the needs of clients/customers, attend to what customers are saying, and ask questions to identify customer needs, interests, and goals.
1.7	• I can demonstrate a commitment to self-development and improvement of knowledge and skills.

priority standards indicated in **bold*

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Unit 4: Reflection of Experience and Transfer of Skills

Timeframe: Quarter 4

Unit Description: In this unit, students reflect on their job experiences to identify strengths, challenges, and key learning moments. Students will explore how the skills they've developed such as communication, teamwork, and problem-solving, can transfer to future jobs, education, and life goals.

Enduring Understandings:

- Reflecting on an experience and making meaningful changes to habits or behaviors is a critical workplace skill.
- Reflecting on past work experiences helps an employee set goals for continued growth in the workplace.
- Skills learned on the job are applicable in multiple aspects of one's life.
- Skills learned on the job are transferable between companies and industries.

Essential Questions:

- What self-knowledge or insights are gained through professional work experience?
- How can professional skills be applied to or utilized in non-work areas of life?
- What is the significance of reflecting on job performance and professional experiences?
- How does the effective utilization of feedback contribute to personal and professional development?
- What methods facilitate improvement and the setting of goals for success within and outside of a professional context?
- What characteristics define a transferable skill, and what strategies are used to identify such skills?

Unit 4 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
1.2.1.1.	• I can abide by a strict code of ethics and behavior, even in the face of opposition.
1.2.3.1	• I can take responsibility for accomplishing work goals within accepted timeframes.
1.3.4.1	• I can project a professional image of myself and the organization.
1.4.2.3	• I can take initiative to seek out new work challenges, influence events, or originate actions.

priority standards indicated in **bold*

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1.7.3.2	• I can treat unexpected circumstances as opportunities to learn.
1.7.4.1	• I can take charge of personal career development by identifying occupational interests, strengths, options, and opportunities.

priority standards indicated in **bold*

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