

**INSTRUCTIONAL
MATERIALS
SPECIFICATIONS**



**MARKETING
EDUCATION**

2003-2004 ADOPTION



JUNE 2001

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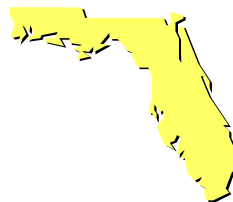
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Florida Perspective

Marketing is a critical and challenging discipline of study involving the application of the social studies areas of economics, psychology, and sociology. Successful performance in Marketing depends on the mastery and application of mathematics and language arts principles, the use of scientific problem solving, and the application of computer technologies to marketing situations and problems.

The mission of marketing education is to enable students to understand and apply marketing, management, and entrepreneurial principles, to make rational economic decisions, and to exhibit social responsibility.

Submissions for instructional materials for Marketing courses should be based on the following characteristics:

- Research –based
- Balanced between instruction and hands-on activities
- Integrated to support and reinforce Florida’s *Sunshine State Standards*
- Diagnostic and prescriptive in nature including remediation strategies, materials, and activities for specific skills not mastered by individual students.

Career opportunities in marketing can be found in domestic and international businesses, organizations, offices, and agencies of all types and sizes - -both profit and nonprofit. Individuals employed in marketing positions may specialize in one marketing function such as selling, advertising, communication, public relations, etc., or may require a broad understanding of all marketing functions as would be needed by a business owner or manager. Most of the occupations for which the marketing education programs prepare students are high skill/high wage positions.

Florida is committed to providing the necessary rigor in the Marketing Education curricula to ensure students a smooth transition into both their chosen field and into postsecondary education. The premises of the marketing education curricula include

- Encouraging students to think critically.
- Stressing the integration of and articulation with academics.
- Being sequenced so that broad-based understandings and skills provide a foundation to support advanced study of marketing.
- Enabling students to acquire broad understandings of and skills in marketing so that they transfer their skills and knowledge between and among industries.
- Enabling students to understand and use technology to perform marketing activities.
- Stressing the importance of interpersonal skills in diverse societies.
- Fostering a realistic understanding of work.

- Fostering an understanding and appreciation of business ethics.
- Utilizing a variety of types of interactions with the business community.
- Solving problems in a global economy

The technology being used by marketing professionals is changing daily. All submissions must provide instructional strategies for teaching concepts to prepare the student to expect and seek technological change.

Publishers' Submissions

Florida will accept for consideration bids for materials that serve as the major tool of instruction for the courses below. Separate submissions will be accepted for each course listed below. Submissions will also be accepted for materials suitable for a series of courses within a program as grouped below. For example, Publisher A may submit a book for Fashion Essentials; Publisher B may submit a book suitable for use in all three Fashion courses in the Academy of Fashion Marketing. Both submissions are acceptable.

Grades 6-8	COURSE CODE	Page
Orientation to Marketing Occupations	8800110	47
Exploration of Marketing Occupations	8800210	
Practical Entrepreneurship Skills	8800310	50
Grades 9-12		
Academy of Entrepreneurship		53
Principles of Entrepreneurship	8812110	
Business Management and Law	8812120	
Business Ownership	8812000	
Academy of Finance		70
Financial Computing	8815150	
Financial Accounting	8815140	
Financial Operations	8815110	
Financial Planning	8815120	
Academy of International Marketing		84
Marketing Essentials	8827110	
International Marketing 1	8839110	
International Marketing 2	8839120	
International Marketing 3	8839130	

Floral Design and Marketing	8818000	100
Floral Design and Marketing 1	8818010	
Floral Design and Marketing 2	8818020	
Floral Design and Marketing 3	8818030	
Floral Design and Marketing 4	8818040	
Floral Design and Marketing 5	8818050	
Floral Design and Marketing 6	8818060	

Customer Service		113
Customer Service 1	8848100	
Customer Service 2	8848120	
Customer Service 3	8818130	
Customer Service 4	8818140	

Marketing, Merchandising, and Parts Operations		132
Retail Essentials	8809108	
Delivery Operations	8809101	
Warehousing Operations	8809102	
Billing Operations	8809103	
Parts Accounting Operations	8809104	
Cataloging Operations	8809107	
Parts Specialist 1	8809109	
Parts Specialist 2	8809110	
Parts Specialist 3	8809111	
Inventory Control Operations	8809105	
Purchasing Operations	8809106	
Marketing Management Operations	8809112	

Teller Operations	8815200	150
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Travel Agency Operations	8845200	157
Travel Agency Operations 1	8845210	
Travel Agency Operations 2	8845220	
Travel Agency Operations 3	8845230	

MARKETING AND SALES CLUSTER		166
Marketing Essentials	8827110	
Marketing Applications	8827120	
Marketing Management	8827100	
Insurance Marketing	8836100	
Internet Marketing	8827200	
Restaurant Marketing	8824100	

Academy of Sport, Recreation, & Entertainment Marketing

Sport, Recreation, and Entertainment Essentials	8827410
Sport, Recreation, and Entertainment Applications	8827420
Sport, Recreation, and Entertainment Management	8827430

Academy of Fashion Marketing

Fashion Essentials	8806010
Fashion Applications	8806020
Fashion Marketing Management	8806030

HOSPITALITY AND TOURISM CLUSTER**245**

Introduction to Hospitality and Tourism	8845100
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Academy of Travel and Tourism

Computer Technology for Travel and Tourism	8845140
Travel and Tourism Marketing Management	8845120

Lodging Operations

Lodging Principles	8830320
Lodging Applications	8830330

These curricula focus on broad, transferable skills as well as specific skills for the program of study of which the particular course is a component.

Activities should include alternatives for students with a disparity in abilities, aptitudes, and backgrounds, providing the teacher with variations to teach all students the required skills and content.

Exploration, Orientation, and Practical courses for grades 6-8

The instruction and assessment tools should advocate proficiency for all students and explain and clarify a range of delivery techniques to accommodate the variety of learning styles present in the middle school population.

The content must assess and stimulate personal aptitudes, abilities, and interests in marketing and provide exposure to the skills and attitudes associated with a broad range of marketing career opportunities. Instructional materials must reflect age-appropriate interests, and the activities and assignments within each lesson must be developmentally appropriate, sequential, and incremental.

The content must include basic economic principles; role and function of marketing in product merchandising, wholesaling, and services; impact of technology; computer literacy; education requirements and financial rewards; career paths; entrepreneurship; and the role of *DECA, An Association of Marketing Students*.

Marketing Education Programs (9-12)

The submissions for Marketing Education Programs must provide instruction and assessment, explain and clarify the process for effective delivery of instruction, and direct the instruction toward student competency.

The content must assess and stimulate personal aptitudes, abilities, and interests in marketing and provide exposure to the skills and attitudes associated with a broad range of marketing career opportunities. Instructional materials must reflect age-appropriate interests, and the activities and assignments within each lesson must be developmentally appropriate, sequential, and incremental.

The content must include, but not be limited to, the marketing foundations of business, management, and entrepreneurship; communication and interpersonal skills; economics; professional development; and the marketing functions of distribution; financing; marketing-information management; pricing; product/service management; promotion; and selling. Health, safety and the environment and current and emerging concepts in the industry also need to be included.

Correlation to the Standards

Publishers are required to show in writing how the major tools that they have submitted correlate to the Student Performance Standards for the course or courses for which they are submitting.

Publishers whose materials are adopted must agree to publish the correlation and offer it as a free ancillary to schools and districts who purchase their materials.



Major Priorities for Instructional Materials

The priorities as described in this specification document were developed from research findings about what makes instructional materials effective. These priorities have undergone review by individuals who have served on state and district committees, by curriculum specialists, by instructional designers, by evaluation specialists, and by administrators of the statewide adoption system.

Instructional materials must be effective in three major priority areas: content, presentation, and learning. The following sections describe essential features for each of these priority areas. These features generally apply to all formats of instructional materials, whether print or other media/multiple media formats.



Content

Some features of content coverage have received progressively more attention over the past decade. These features include

A. ALIGNMENT WITH CURRICULUM REQUIREMENTS
B. LEVEL OF TREATMENT OF CONTENT
C. EXPERTISE FOR CONTENT DEVELOPMENT
D. ACCURACY OF CONTENT
E. CURRENTNESS OF CONTENT
F. AUTHENTICITY OF CONTENT
G. MULTICULTURAL REPRESENTATION
H. HUMANITY AND COMPASSION

THE FOLLOWING SECTIONS DESCRIBE THE CONTENT FEATURES EXPECTED FOR EACH OF THESE PRIORITY AREAS.

FLORIDA STATUTES

233.165(1)(b)—KEY WORDS:
educational purpose...
performance standards...
instructional objectives...
curriculum frameworks

233.25(3)(b)—KEY WORDS:
written correlations...
curricular objectives...
performance standards

233.09(4)—KEY WORDS:
curricular objectives...
performance standards

233.09(4)(g)—KEY WORDS:
independent investigation

233.061(1)—KEY WORDS:
adopted standards

A. ALIGNMENT WITH CURRICULUM REQUIREMENTS

Content must align with the state’s standards for the subject, grade level, and learning outcomes, which can be found in Appendix A. For more on Marketing content, visit our website at www.firn.edu/doe/bin00049/home0049.htm.

Correlations. Publishers are expected to provide correlation reports on a form provided by the Department of Education to show exactly where and to what extent (mentioned or in-depth) the instructional materials cover each required standard.

Scope. The content should address Florida’s required curriculum standards for the subject, grade level, and learning outcomes, including thinking and learning skills.

Completeness. The content of the major tool should be complete enough to stand on its own. To be useful for classroom instruction, instructional materials must be adaptable to the instructional goals and course outlines for individual school districts, as well as the state standards. Content should have no major omissions in the required content coverage.

B. LEVEL OF TREATMENT OF CONTENT

The level of complexity or difficulty of content must be appropriate for the standards, student abilities and grade level, and time periods allowed for teaching.

Objectives. Content should be simple, complex, technical, or nontechnical enough for the intended objectives.

Students. Content should be developmentally appropriate for the age and maturity level of the intended students. It should contain sufficient details for students to understand the significance of the information presented and to engage in reflection and discussion.

Time. The level of complexity or difficulty of content also should allow for its coverage during the time periods available for teaching the subject.

Florida Statutes

233.09(4)(e)—KEY WORDS: suited to the needs and comprehension of pupils at their respective grade levels

233.16(2)—KEY WORD: suitable

233.165(1)(a)—KEY WORDS: the age of the children

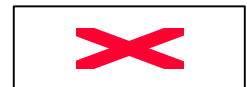
233.165(1)(c) —KEY WORDS: the degree to which the material would be supplemented or explained

C. EXPERTISE FOR CONTENT DEVELOPMENT

Expertise in the content area and in education of the intended students must be reflected in the authors, reviewers, and sources that contributed to the development of the materials.

Authorship. The authors, consultants, and reviewers must have actually contributed to the development of the instructional materials and should have credentials that reflect expertise in the subject area, course, course category, grade level, pedagogy, education, teaching, or classroom instruction. Qualifications may include expertise in educational psychology or instructional design.

Sources. Primary and secondary sources should reflect expert information for the subject, such as relevant data from research, court decisions, diaries, autobiographies, artifacts, or historical sites. The type of sources considered appropriate will vary with the particular subject area.



In the subject area of Marketing, expertise is expected to include authors commonly accepted as leaders in the fields of marketing, management, and entrepreneurship.

D. ACCURACY OF CONTENT

Content must be accurate in historical context and contemporary facts and concepts.

FLORIDA STATUTES

233.25(9)—KEY WORDS:
free from all errors

233.09(4)(e)—KEY WORDS: **accurate, objective**

Objectivity. Content that is included in the materials should accurately represent the domain of knowledge and events. It should be factual and objective. It should be free of mistakes, errors, inconsistencies, contradictions within itself, and biases of interpretation. It should be free of the biased selection of information. Materials should distinguish between facts and possible interpretations or opinions expressed about factual information. Visuals or other elements of instruction should contribute to the accuracy of text or narrative.

Representativeness. The selection of content should not misrepresent the domain of knowledge and events. It should include the generally accepted and prevalent truths, major concepts, standards, and models of the profession or discipline of the subject area.

Correctness. Presentation of content should be free of typographical and visual errors. It should include correct grammar, spelling, linguistics, terminology, definitions, descriptions, visuals, graphs, sounds, videos, and all other components of the instructional materials.

E. CURRENTNESS OF CONTENT

Content must be up-to-date for the academic discipline and the context in which the content is presented.

FLORIDA STATUTES

233.09(4)(e)—KEY WORD:
current

233.25(9)—KEY WORD:
up-to-date

Dates or editions. Copyright dates for photographs and other materials and editions should suggest sufficient currentness of content. Copyright dates and editions serve as indicators about currentness. However, neither the copyright date nor the edition guarantees currentness. In fact, second or third editions may or may not reflect more up-to-date information than first editions.

Informed examination of the text, narrative, and visuals contained in the materials provides the most direct information about currentness of the materials.

Context. Text or narrative, visuals, photographs, and other features should reflect the time periods appropriate for the objectives and the intended learners.

- Sometimes context should be current. For example, a photograph used to show stages of human growth and development will be more relevant when the clothing, hairstyles, and activities reflect present-day styles.
- Sometimes context should be historical. For example, illustrations and photographs of historical events should reflect the historical time period.
- Sometimes context should be both current and historical. For example, historic images alongside modern ones would convey changes in styles over time.

Information should reflect current knowledge within the Marketing discipline and reflect new and emerging information, technology, and trends. Historical information should be relevant.

F. AUTHENTICITY

Content should include problem-centered connections to life in a context that is meaningful to students.

Life connections. Instructional materials should include connections to the student’s life situations in order to make the content meaningful. Students might be expected to deal with time constraints, consider risks and trade-offs in decision-making, and work with teams. Connections may be made to situations of daily home life, careers, vocation, community events and services, and leisure or recreation. Connections may include hopes and dreams, choices and activities.

Interdisciplinary treatment. Instructional materials also should include interdisciplinary connections in order to make content meaningful. Examples of situations that connect a variety of subject areas include building projects, playing sports, retrieving information or objects, balancing budgets, creating products, and researching information. In addition to subject area connections, instructional materials should connect the course or course category to other disciplines.

Examples of approaches to interdisciplinary connections include:

FLORIDA STATUTES

233.09(4)(e)—KEY WORDS:
suited to the needs and
comprehension of pupils

233.09(4)(b)—KEY WORDS:
humankind’s place in
ecological systems...
conservation...dangerous
substances

233.061(2)(e)—KEY WORDS:
civil government...
functions and
interrelationships

233.061(2)(i)—KEY WORDS:
effects...upon the human
body and mind

233.09(4)(b)—KEY WORDS:
conservation of natural
resources

- explanations and activities for using skills and knowledge from other academic disciplines
- assignments that require students to use collateral learning from other disciplines rather than isolated knowledge or skills
- the focus on common themes across several subject areas (infusion, parallel, transdisciplinary, or multidisciplinary instruction)

In the subject area of Marketing, publishers are encouraged to integrate materials to all appropriate content areas and should refer to the *Sunshine State Standards and Applied Technology*.

G. MULTICULTURAL REPRESENTATION

Portrayal of gender, ethnicity, age, work situations, and various social groups must include multicultural fairness and advocacy.

Multicultural fairness. It is not the number of pages devoted to diversity, equity, or work roles, but the substance of what is stated and portrayed that matters most. For this reason, it can be misleading to count the number of pages or illustrations devoted to a social issue or group. It is more important to focus on the integration of social diversity throughout a set of instructional materials.

Through balanced representation of cultures and groups in multiple settings, occupations, careers, and lifestyles, the materials should support equal opportunity without regard for age, color, gender, disability, national origin, race, or religion.

In addition to balanced representations, the portrayal of individuals and situations must exclude biases and stereotypes. These portrayals must promote an understanding and appreciation of the importance and contributions of diverse cultures and heritage.

Multicultural advocacy. The understanding and appreciation of multiple cultures extends beyond fair representation. It involves embracing a multicultural context, not just through pictures, but through information about ways to honor differences and deal with conflicts, promote a positive self-image for members of all groups, and provide for the development of healthy attitudes and values.

**233.061(2)(g)(o)(p)—
KEY WORDS:
contributions of
African
Americans...Hispanic
contributions...
women’s contributions**

**233.07(1)(a) and
233.16(1)(c)1.—KEY
WORDS:
address the broad
racial, ethnic,
socioeconomic, and
cultural diversity of the
student population**

Effective treatment of multicultural issues requires consideration of the age and ability levels of students and whether or not it is appropriate to include multicultural issues in the study of a particular topic, such as the memorization of a formula or equation. Overall, however, materials should reflect both multicultural fairness and advocacy.

H. HUMANITY AND COMPASSION

Portrayal of the appropriate care and treatment of people and animals must include compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment.

Inclusion of compassion. When providing examples in narrative or visuals, materials sometimes depict the care and treatment of people and animals. Generally, this means showing in some way a measure of compassion, sympathy, or consideration of their needs and feelings.

Exclusion of inhumanity. In the context of personal and family values, Florida expressly prohibits material containing *hard-core pornography*. In addition, although the definition of *inhumane treatment* can sometimes appear to be controversial, as in science research, there is general agreement that instructional materials should not advocate any form of inhumane treatment.

As with the evaluation of multicultural representation, it is important to consider the context of the subject and the age and abilities of the students.

REFERENCES FOR CONTENT FEATURES

For a complete list of references and citations, please refer to Destination: Florida Classrooms—Evaluator’s Handbook, or request a list of references from the Department of Education, Bureau of Curriculum, Instruction, and Assessment.

FLORIDA STATUTES

233.061(2)(f)—KEY WORDS:
to be a responsible and respectful person

233.061(2)(j)—KEY WORDS:
kindness to animals

233.09(4)(c)—KEY WORDS:
humane treatment of people and animals

233.165(1)(a)—KEY WORDS:
age of the children

233.165(2)—KEY WORD:
pornography

Presentation



Features of presentation affect the practical usefulness of materials and the ease of finding and understanding content. These features include:

A. COMPREHENSIVENESS OF STUDENT AND TEACHER RESOURCES
B. ALIGNMENT OF INSTRUCTIONAL COMPONENTS
C. ORGANIZATION OF INSTRUCTIONAL MATERIALS
D. READABILITY OF INSTRUCTIONAL MATERIALS
E. PACING OF CONTENT
F. EASE OF USE OF MATERIALS

The following sections describe the presentation features expected for each of these areas.

A. COMPREHENSIVENESS OF STUDENT AND TEACHER RESOURCES

Resources must be complete enough to address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

Materials should contain support for students in completing instructional activities and assessments and for teachers in implementing all of the instructional elements. A variety of components can accomplish this purpose. Typically, materials will include test items, study guides, outlines and strategies for teaching, media supplements, learning activities, and projects.

The major components generally expected for student and teacher resources are listed below.

Student resources. Student materials typically include the major text or program with text or narration, visuals, assignments, and assessments. Formats may include print, audio, visual, computer, or other media.

Effective instructional materials generally integrate the use of reference aids (e.g., index, glossary, maps, bibliography, graphic organizers, and pictures) with the topic being studied. Items that

FLORIDA STATUTES

233.16(2)—KEY WORDS:
suitable, usable

233.165(1)(c)—KEY WORDS:
the degree to which the material would be supplemented or explained

guide students through materials might include clearly labeled materials, directions and explanations, and assignments with menus of choices.

Review and practice activities might include participation activities such as simulations, role-playing situations, investigations, and hands-on practice assignments. Review activities might include self-checks or quizzes. Formats might include worksheets, workbooks, journals, lab books, lab logs, charts, or maps. Feedback might be in the form of answer keys in student materials or in teacher materials.

Review works best as a logical extension of content, goals, objectives, and lessons, with increased similarity to real-life situations. Review activities should require students to recall or apply previously taught knowledge and skills. Frequent short reviews over time or space improve learning more than a concentrated review. Assignments and stages of small practice improve speed and accuracy.

Other components might include enrichment and remediation activities, additional resources, and tests and assessment tools either in the student materials or in the teacher's guide or edition.

Teacher resources. Teacher materials typically include a teacher's edition with the annotated student text and copies of supplementary written materials with answer keys, worksheets, tests, diagrams, etc., so that the teacher has to use only one guide. Publishers may make available inservice training, workshops, or consulting services to support teachers in implementing instructional materials. However, teachers and administrators tend to favor materials that do not require extensive training.

Support, guidelines, resources, or features such as the ones described below help teachers to effectively implement materials in classroom and school settings.

(1) **Components and materials that are easy to use:**

Examples include clearance, license, or agreement for copying and use of materials; clear description and accurate directions for use of required equipment, facilities, resources, and environment; clearly labeled grade, lesson, content, and other information to identify components; correct specifications for making media and electronic programs work effectively.

(2) **Materials to support lesson planning, teaching, and learning:** Examples include overview of components and objectives; background for lectures and discussions;

technical terminology, and reinforcement and review strategies; scope and sequence chart for activities and planning; sample lesson plans; suggestions for individualized study, small-group and large-group presentations and discussions, school-to-work activities, field or laboratory experiences, and other extension activities; suggestions for integrating themes across the subject area or course curriculum and forming connections to other disciplines; suggestions for parental and community involvement; cultural highlights to explain and expand on the materials.



- (3) **Suggestions for adapting instruction for varying needs:** Examples include alternative approaches to teaching, pacing, and options for varied delivery of instruction such as media, tools, equipment, and emerging technology; strategies for engaging all students, such as open-ended questions to stimulate thinking, journals, manipulatives, explorations, and multisensory approaches; suggestions for addressing common student difficulties or adapting to multiple learning styles; and alternative reteaching, enrichment, and remediation strategies.
- (4) **Guidelines and resources on how to implement and evaluate instruction:** Examples include answers to work assignments, practice activities, and tests; possible outcomes of projects or research; suggestions for using learning tasks for classroom assessment; guidelines for alternative assessments, such as sample checklists, peer or performance assessments, portfolios, or projects.
- (5) **Resources to use in classroom activities:** Examples include copy masters to use for displays or photocopies; bibliographies or lists of resources and references, including network resources; classroom management strategies and documentation on the manageability of the entire instructional program; in-service workshop or consultation support from the publisher.

(6)

B. ALIGNMENT OF INSTRUCTIONAL COMPONENTS

All components of an instructional package must align with each other, as well as with the curriculum.

All components of an instructional package—teacher’s edition and materials, student’s edition and materials, workbook, supplementary materials, and others—must be integrated and interdependent and must correspond with each other. For example, master copies of handouts in a teacher’s edition should align with student activities or assignments. They must match in content and progression of instructional activities.

FLORIDA STATUTE

233.07(4)—KEY WORDS: instructional materials... major tool...instruction of a subject or course

C. ORGANIZATION OF INSTRUCTIONAL MATERIALS

The structure and format of materials must have enough order and clarity to allow students and teachers to access content and explicitly identify ideas and sequences.

Providing an explicit and teachable structure can double the amount of information remembered. Clear organization allows students and teachers to discriminate important pieces of information through skimming, reading, or browsing.

Clear organization may be accomplished through a combination of features, but generally not through one feature alone.

Access to content. Some features help in searching and locating information, such as a table of contents; menu or map of content; directions on how to locate information or complete assignments; an index for quick reference; goals and/or objectives, outlines, lists, or checklists for major sections; bibliographies and lists of resources; glossaries for quick access to major terms; introductions, key concepts and themes, visual cues, illustrations, labeled examples, and labeled reviews or summaries.

Visible structure and format. Other at-a-glance features signal the organization of content, such as chapter or unit titles and/or frames; headings and subheadings; typographic cues such as bold, italics or changes in size of type; divisions of content such as borders, boxes, circles, highlighting, visual signposts, icons, or color cues; diagrams, labels, and visuals placed near the related content; and numbering of pages and other components.

FLORIDA STATUTES

233.16(2)—KEY WORD: usable

233.165—KEY WORD: degree to which the material would be supplemented and explained

Objectives or a content outline may serve a similar purpose by introducing main ideas, providing guideposts to use in searching for key information, or serving as a checklist for self-assessment.

Certain types of brief narrative sections also contribute to clear organization. For example, the statement of a clear purpose with content organized around main ideas, principles, concepts, and logical relationships supports the unity and flow of information. Introductions also play a major role when they include anchoring ideas, a list of key points, or conceptual schemes such as metaphors. Summaries also can assist students in understanding the logical order of topics presented.

Logical organization. The pattern of organization of the content should be consistent and logical for the type of subject or topic. Patterns of organization may include comparison and contrast, time sequence, cause-effect or problem-solution-effect, concrete to abstract, introduction-review-extension (spiral structure), simple-to-complex, whole-part or part-whole, generalization-examples-review-practice, and conflict-inside view-structure.

D. READABILITY OF INSTRUCTIONAL MATERIALS

Narrative and visuals should engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

FLORIDA STATUTES

233.09(4)(e)—KEY
WORDS: suited to the needs and comprehension of pupils at their respective grade levels

233.16(2)—KEY
WORDS: suitable, usable, desirable

233.165(1)(a)—KEY
WORDS: the age of the children

Language style. Language style and visual features can influence the readability of materials. Yet, a popular tool for assessing readability has been the use of a *readability formula* of one type or another. These formulas tend to focus only on a few *countable* characteristics of language style such as the length of words, sentences, and/or paragraphs.

Other features are more important in establishing the readability of instructional materials, such as

- organized, coherent text
- language and concepts familiar to the student
- language that clarifies, simplifies, and explains information
- transition words such as “yet,” “also,” “next,” “for example,” “moreover,” or “however”
- other phrases that create logical connections
- words with concrete and specific images

- active rather than passive voice
- varied sentence structures, which avoid both choppy sentences and unnecessary words
- specific questions or directions to guide student attention to visuals or key information

Visual features. Visual features that improve readability include

- print that is dark and clear, with good contrast
- paper with clean-cut edges without glare, or computer screens without glare
- margins wide enough on a page or screen to allow easy viewing of the text
- visuals that are relevant, clear, vivid, and simple enough for students to understand
- quantity of visuals suitable for the intended students—both lower ability students and higher ability students tend to require more visuals
- unjustified text (ragged on the right) rather than justified (lined up on the right)
- visuals that contain information in a form different from the text
- graphs, charts, maps, and other visual representations integrated at their point of use
- colors, size of print, spacing, quantity, and type of visuals suitable for the abilities and needs of the intended students

FLORIDA STATUTES

233.09(4)(e)—KEY WORDS: suited to the needs and comprehension of pupils at their respective grade levels

233.16(2)—KEY WORD: suitable

233.165(1)(a)—KEY WORDS: the age of the children

E. PACING OF CONTENT

The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

It is important that materials contain “bite-size” chunks or blocks of information. The chunks should not be so large, nor the pacing so fast, as to overwhelm students. Neither should the chunks be so small, nor the pacing so slow, as to bore them.

F. EASE OF USE OF MATERIALS

Both print and other media formats of instructional materials must be easy to use and replace and be durable enough for multiple uses over time.

FLORIDA STATUTES

233.07(4)—KEY WORDS:
instructional
materials... major
tool...instruction

**233.25(3)(a)—KEY
WORDS: specifications of
the physical
characteristics**

233.16(2)—KEY WORDS:
suitable, usable,
desirable

**233.165(1)(a)—KEY
WORDS: the age of the
children**

**233.165(1)(c)—KEY
WORDS:**
the degree to which the
material would be
supplemented or
explained

233.25(6)—KEY WORDS:
not
to exceed the lowest
price

**233.25(7)(8)(9)(10)—KEY
WORDS:**
reduce
automatically...free of
charge...equal in
quality...supplementary
... fair use

Warranty. The actual physical and technical qualities of materials should match the description contained in the publisher's warranty.

Use. Materials must be designed for practical use in the classroom and school environments. They must be easy to identify and store. Teachers and students must be able to access and use the materials. Some of the factors influencing their ease of use include number of components, size of components, packaging, quality of materials, equipment requirements, and cost to purchase or replace components.

The best choice about weight, size, and number of volumes depends on several factors, such as the organization of the content, how well separate volumes may fit time periods for instruction, and the ages of students. Technical production requirements, such as page limits or different types of bindings, may lead to multiple volumes.

Examples of classroom use include repeated copying of consumable materials and repeated use of other materials by students over time. Students should be able to easily use the materials and take home, in a convenient form, most of the material they need to learn for the course.

Technology-rich resources should work properly and run without error. Electronic media for student use should be encoded to prevent accidental or intentional erasure or modification. As with textbooks, electronic media should allow students to easily access and interact with them without extensive supervision or special assistance.

The physical and technical qualities of materials should match with the resources of the schools. Materials such as videos, software, CD-ROMs, Internet sites, and transparencies may serve instructional purposes well, but have little value unless they can be implemented with the school's equipment. Sometimes, a publisher provides training, inservice, or consultation to help in effective use of the materials.

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Durability. Students and teachers should be able to have materials that will be durable under conditions of expected use. For example, boxes, books, or other materials should not fall apart after normal classroom use. The packaging and form of materials should be flexible and durable enough for multiple uses over time. Durability includes considerations such as

- high-quality paper, ink, binding, and cover
- back, joints, body block, and individual pages
- worry-free technology that runs properly, with easy to hear, see, and control audio and visuals, and
- the publisher’s guarantee for replacement conditions and agreements for reproduction needed to effectively use the materials



Cost. *Florida’s Department of Education Commissioner will consider the impact of cost in making final decisions.* Cost, while not a direct factor in ease of use, influences the ease with which materials can be obtained or replaced. The impact of cost can be complex to estimate. It requires considering the number of materials available at no additional cost with the purchase of the major program or text, the cost over the adoption period of several years, and the number of free materials to support implementation. Attractive features such as higher quality paper and visuals and greater use of color may escalate cost, without enhancing learning effectiveness.

REFERENCES FOR PRESENTATION FEATURES

*For a complete list of references and citations, please refer to **Destination: Florida Classrooms—Evaluator’s Handbook**, or request a list of references from the Department of Education, Bureau of Curriculum, Instruction, and Assessment.*

Learning



The following features have been found to promote learning and apply to most types of learning outcomes.

A. MOTIVATIONAL STRATEGIES
B. TEACHING A FEW “BIG IDEAS”
C. EXPLICIT INSTRUCTION
D. GUIDANCE AND SUPPORT
E. ACTIVE PARTICIPATION
F. TARGETED INSTRUCTIONAL STRATEGIES
G. TARGETED ASSESSMENT STRATEGIES

The following sections describe the learning features expected for each of these priority areas.

A. MOTIVATIONAL STRATEGIES

Instructional materials must include features to maintain learner motivation.

Expectations. Materials should positively influence the expectations of students. Examples include:

- positive expectations for success
- novel tasks or other approaches to arouse curiosity
- meaningful tasks related to student interests, cultural backgrounds, and developmental levels
- activities with relevance to the student’s life
- thought-provoking challenges such as paradoxes, dilemmas, problems, puzzles, controversies, and questioning of traditional ways of thinking
- challenges that are neither too difficult to achieve nor so easy that students become bored
- hands-on tasks in a concrete context, and images, sounds, analogies, metaphors, or humorous anecdotes
- variety, including the opportunity for students to ask their own questions, set their own goals, and make other choices during learning

FLORIDA STATUTES

233.09(4)(e)—KEY WORDS: suited to the needs and comprehension of pupils at their respective grade levels

233.16(2)—KEY WORDS: suitable, usable, desirable

233.165(1)(a)—KEY WORDS: the age of the children

233.25(5)—KEY WORDS: diagnostic, criterion-referenced

Feedback. Materials should include informative and positive feedback on progress. Examples include:

- frequent checks on progress, including testing
- explanatory feedback with information about correctness of responses, how to avoid or correct common mistakes, and/or different approaches to use
- varied forms of assessments (self-assessment, peer assessment, and some learning tasks without formal assessments)

Appearance. Materials should have an appearance generally considered attractive to the intended students.

B. TEACHING A FEW “BIG IDEAS”

Instructional materials should thoroughly teach a few important ideas, concepts, or themes.

Focus. Thoroughly teaching a few big ideas provides focus for the learner’s attention. It provides an organizing framework for integrating new information.

Completeness. The thorough teaching of a few big ideas may focus on developing a deeper and more complete understanding of the major themes of a discipline, the content of the subject area, relationships to other disciplines, and the thinking and learning skills required for achieving the specified learning outcomes.

C. EXPLICIT INSTRUCTION

Instructional materials must contain clear statements of information and outcomes.

Clarity of directions and explanations. To support success in learning, instructional materials should include clear presentation and explanations of

- purposes, goals, and expected outcomes
- concepts, rules, information, and terms
- models, examples, questions, and feedback

For example, development of specific thinking skills requires an explicit statement of the particular *thinking skills* to be learned, along with the *strategies* or *steps to follow*. Explicit instruction for thinking skills might also involve showing *examples* of successful thinking contrasted with examples of poor thinking processes.

FLORIDA STATUTES

233.09(4)(e)—KEY WORDS: suited to the needs and comprehension of pupils at their respective grade levels

233.16(2)—KEY WORDS: suitable, usable

233.165(1)(b)—KEY WORDS: educational purpose

FLORIDA STATUTES

233.09(4)(e)—KEY WORDS: suited to the needs and comprehension of pupils at their respective grade levels

233.16(2)—KEY WORDS: suitable, usable

233.165(1)(b)—KEY WORDS: educational purpose

Similarly, the development of learning skills requires explicit directions about *when* and *how* to do activities such as notetaking, outlining, paraphrasing, abstracting and analyzing, summarizing, self-coaching, memory strategies, persistence, preview and questioning, reading and listening, reflecting, and reciting.

Exclusion of ambiguity. Instructional materials should avoid terms and phrases with ambiguous meanings, confusing directions or descriptions, and inadequate explanations.

D. GUIDANCE AND SUPPORT

Instructional materials must include guidance and support to help students safely and successfully become more independent learners and thinkers.

Level. The type of guidance and support that helps students to become more independent learners and thinkers is sometimes referred to as *scaffolding*. Scaffolding is a solid structure of support that can be removed after a job has been completed. As students gain proficiency, support can diminish, and students can encounter more complex, life-centered problems. Information and activities should provide guidance and support at the level that is needed—no more and no less. Too much can squelch student interest, and too little can lead to failure.

Guidance and support can be accomplished by a combination of the following features:

- organized routines
- advance organizers or models such as
 - 0 condensed outlines or overviews
 - 1 simplified views of information
 - (3) visual representations of new information during initial instruction
 - (4) sample problems
 - (5) questions to focus on key ideas or important features
 - (6) examples of solved problems
 - (7) explanations of how the problems were solved
 - (8) examples of finished products or sample performances
 - (9) analogies, metaphors, or associations to compare one idea to another
- prompts or hints during initial practice
- step-by-step instructions

Florida Statutes

233.09(4)(e)—KEY WORDS:
suited to the needs and
comprehension of
pupils at their respective
grade levels

233.16(2)—KEY WORDS:
suitable, usable,
desirable

- immediate and corrective feedback on the accuracy of performance of each step or task, on how to learn from mistakes, and on how to reach the correct answer
- simulations with features for realistic practice
- opportunities for students to do research, and to organize and communicate results

Adaptability. Guidance and support must be adaptable to developmental differences and various learning styles. For example, young children tend to understand concepts in concrete terms and overgeneralize new concepts. Some students need more time, some tend to be more impulsive than reflective, some have trouble distinguishing relevant from irrelevant information, and some have better written than spoken language skills.

Approaches for developmental differences and learning styles of students, include

- a variety of *activities* such as
 - (1) structured and unstructured activities
 - (2) independent and group work
 - (3) teacher-directed and discovery learning
 - (4) visual and narrative instruction
 - (5) hands-on activities
 - (6) open-ended activities
 - (7) practice without extrinsic rewards or grades
 - (8) simple, complex, concrete, and abstract examples
 - (9) variable pacing or visual breaks
- a variety of *modalities* for the various multiple intelligences of students, such as
 - (1) linguistic-verbal
 - (2) logical-mathematical
 - (3) musical
 - (4) spatial
 - (5) bodily-kinesthetic
 - (6) interpersonal
 - (7) intrapersonal

E. ACTIVE PARTICIPATION OF STUDENTS

Instructional materials must engage the physical and mental activity of students during the learning process.

Assignments. Instructional materials should include organized activities of periodic, frequent, short assignments that are logical extensions of content, goals, and objectives.

Student responses. Assignments should include questions and application activities during learning that give students opportunities to respond. Active participation of students can be accomplished in a variety of ways. For example, information and activities might require students to accomplish the types of activities listed below.

- respond orally or in writing
- create visual representations (charts, graphs, diagrams, and illustrations)
- generate products
- generate their own questions or examples
- think of new situations for applying or extending what they learn
- complete discovery activities
- add details to big ideas or concepts from prior knowledge
- form their own analogies and metaphors
- practice lesson-related tasks, procedures, behaviors, or skills
- choose from a variety of activities

For the subject area of Marketing, the following features are particularly important to engage the active participation of students:

- **A variety of reading assignments**
- **Questions that can be answered correctly only after having completed the reading assignments**
- **Assignments to apply what the students have learned**
- **Assignments that involve students working together as a team**
- **Assignments that involve kinesthetic/tactile activities**

Florida Statutes

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pupils at their respective
grade levels

233.16(2)—KEY WORDS:
suitable, usable,
desirable

**233.165(1)(a)—KEY
WORDS:** the age of the
children

F. TARGETED INSTRUCTIONAL STRATEGIES

Instructional materials should include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

Alignment. Research has documented the strategies that effectively teach different types of learning outcomes. The learning strategies included in instructional materials should match the findings of research for the targeted learning outcomes. Different types of learning outcomes require different strategies. For example, a strategy for memorizing verbal information might be helpful, but it would not align with the strategies required for learning a concept or for learning how to solve a problem.

Completeness. Not only should strategies be aligned, but they also should be complete enough to effectively teach the targeted outcomes. For example, while the explanation of a problem-solving method or model would be appropriate, other strategies also would be necessary in order for students to learn how to resolve different types of problems.

Research summary. Researchers sometimes use different terms for some similar outcomes. For example, *thinking skills* and *metacognition* refer to some of the same types of skills. The following alphabetical list includes terms as they have appeared in research, even though some terms clearly overlap with each other.

- attitudes
- cognitive strategies
- comprehension/ understanding
- concepts
- creativity
- critical thinking
- insight
- metacognition
- motor skills
- multiple intelligences
- problem solving
- procedural knowledge, principles, and rules
- scientific inquiry
- thinking skills
- verbal information, knowledge, or facts

The following section summarizes the research findings for each of these types of learning outcomes.

FLORIDA STATUTES

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233.16(2)—KEY WORDS: suitable, usable, desirable

233.165(1)(a)—KEY WORDS: the age of the children

233.061(2) KEY WORDS: approved methods of instruction

Effective Teaching Strategies

- **To teach *Attitudes***—for example, **learning the benefits of reading**
 - Explain and show consequences of choices, actions, or behaviors.
 - Provide relevant human or social models that portray the desired choices, actions, or behaviors

- **To teach *Cognitive Strategies*** (learning how to learn)—**for example, self-monitoring and reflecting upon the effectiveness of the reading process selected and used**
 - Encourage or teach (a) organizing and summarizing information; (b) self-questioning, self-reflection, and self-evaluation; and (c) reference skills.
 - Encourage or teach when and how to use these different skills.

- **To teach *Comprehension/Understanding***—**for example, comprehending and understanding information in a reading selection**
 - Outline, explain, or visually show what will be learned in a simple form.
 - Explain with concrete examples, metaphors, questions, or visual representations.
 - Require students to relate new to previously learned information.
 - Require students to paraphrase or summarize new information.
 - Require students to construct a visual representation of main ideas (map, table, diagram, etc.).
 - Give students opportunities to add details, explanations, or examples to basic information.
 - Require application of knowledge or information.

- **To teach *Concepts***—**for example, learning the concepts of figurative language, metaphors, and similes**
 - Provide clear definition of each concept.
 - Point out important and unimportant features or ideas.
 - Point out examples and non-examples of the concept, showing similarities and differences.
 - Include practice in classifying concepts.





- Promote careful observation, analysis, description, and definition.
- **To teach *Metacognition* (learning how to think)—for example, rereading and self-correcting**
 - Explain different types of thinking strategies and when to use them.
 - Encourage self-evaluation and reflection.
 - Include questions to get students to wonder why they are doing what they are doing.
- Guide students in how to do systematic inquiry, detect flaws in thinking, and adjust patterns of thinking.
- **To teach *Motor Skills*—for example, writing legibly or using electronic tools proficiently**
 - Provide a mental and physical model of desired performance.
 - Describe steps in the performance.
- Provide practice with kinesthetic and corrective feedback (coaching).
- **To teach *Multiple Intelligences*—for example, retelling vs. rewriting or learning certain rhythms**
 - Verbal-linguistic dimension focuses on reasoning with language, rhythms, and inflections, such as determining meaning and order of words (stories, readings, humor, rhyme, and song).
 - Logical-mathematical dimension focuses on reasoning with patterns and strings of symbols (pattern blocks, activities to form numbers and letters).
 - Musical dimension focuses on appreciation and production of musical pitch, melody, and tone.
 - Spatial dimension focuses on activities of perceiving and transforming perceptions.
 - Bodily kinesthetic dimension focuses on use and control of body and objects.
 - Interpersonal dimension focuses on sensing needs, thoughts, and feelings of others.
- Intrapersonal dimension focuses on recognizing and responding to one's own needs, thoughts, and feelings.

- **To teach *Problem Solving*—for example, forming predictions, inferences, logical endings, or conclusions**
 - Assure student readiness by diagnosing and strengthening related concept, rule, and decision-making skills.
 - Provide broad problem-solving methods and models.
 - Include practice in solving different types of problems.
 - Begin with highly structured problems and then gradually move to less structured ones.
 - Use questions to guide thinking about problem components, goals, and issues.
 - Provide guidance in observing and gathering information, asking appropriate questions, and generating solutions.
 - Include practice in finding trouble, inequities, contradictions, or difficulties and in reframing problems.
 - Include drill and practice to improve speed, consistency, and ease of using problem-solving steps.

- **To teach *Procedural Knowledge, Principles, and Rules*—for example, determining when and how to use alphabetical and numerical systems for organizing information**
 - Define context, problems, situations, or goals for which procedures are appropriate.
 - Explain reasons that procedures work for different types of situations.
 - Define procedures—procedures include rules, principles, and/or steps.
 - Provide vocabulary and concepts related to procedures.
 - Demonstrate step-by-step application of procedures.
 - Explain steps as they are applied.
 - Include practice in applying procedures.

- **To teach *Scientific Inquiry*—for example, transferring information gathered and recorded into a formal presentation**
 - Explain process and methods of scientific inquiry.
 - Explain and provide examples of (a) typical solution procedures, (b) how to form hypotheses, (c) how to speculate, and (d) how to identify and interpret consequences.

Encourage independent thinking and avoidance of dead ends or simplistic answers.

- Require students to explain experiences with inquiry activities and results of inquiry activities.
- **To teach *Thinking Skills*** (also refer to critical thinking and metacognitive skills)—**for example, comparing and contrasting ideas**
 - Introduce different types of thinking strategies.
 - Explain context or conditions of applying different strategies.
 - Provide definitions, steps, and lists to use in strategies.
 - Include examples of different types of thinking strategies, including how to think with open-mindedness, responsibility, and accuracy.
 - Emphasize persisting when answers are not apparent.
 - Provide practice in applying, transferring, and elaborating on thinking strategies.
- **To teach *Verbal Information, Knowledge, or Facts***—**for example, new vocabulary or labels**
 - Provide a meaningful context to link new information and past and/or future knowledge.
 - Organize information into coherent groups or themes.
 - Use devices to improve memory such as mnemonic patterns, maps, charts, comparisons, groupings, highlighting of key words or first letters, visual images, and rhymes.
 - Include some overlearning and mastery through practice in rehearsal, recall, or restatement of information (refer to *comprehension*).
 - Point out parts, main ideas, pattern, or relationships within information or sets of facts.

G. TARGETED ASSESSMENT STRATEGIES

Instructional materials should include assessment strategies that are known to be successful in determining how well students have achieved the targeted learning outcomes.

Alignment. The assessment strategies should match the learner performance requirements for the types of learning outcomes that have been targeted for the subject matter, course, or course category. Different strategies are appropriate for assessing different types of learning outcomes. For example, a strategy for testing the acquisition of verbal information would not match the requirements for testing whether or not a student has learned a concept or learned how to solve a problem.

The term “assessment,” as used in this section, refers to testing or other strategies that assess student progress as a result of learning activities. The results of such assessment provide information about where to strengthen instruction. But it is very important to ask the right questions. If the type of question matches the type of learning outcome, then students and teachers have relevant information about learning progress.

Completeness. In addition to including assessment strategies that align with the performance requirements of the targeted learning outcomes, the strategies should be complete enough to effectively assess the learner’s performance requirements required by the targeted learner outcomes. For example, a test item that requires the student to state a rule does not assess whether or not the student knows how to *use* the rule.

For the subject area of Marketing, it is particularly important to assess the ability of students to apply in the real world what has been learned in the classroom. This is important because of the need to determine what additional activities or changes in teaching methods may be appropriate to meet individual student needs.

Research summary. The research summary for effective assessment strategies for different types of learning outcomes follows the same alphabetical sequence as the previous section.

Effective Assessment Strategies

- **To assess Attitudes:**
 - Provide various situations.
 - Require choices about behaviors.

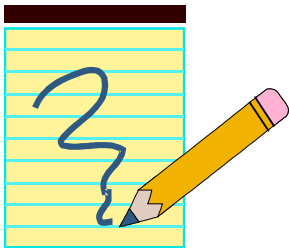
FLORIDA STATUTES

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233.165(1)(a)—KEY WORDS: the age of the children

233.25(5)—KEY WORDS: diagnostic, criterion-referenced



- **To assess *Cognitive Strategies*:**
 - Provide learning tasks.
 - Require students to choose good strategies for learning and/or to learn new materials without teacher guidance.
 - Require students to discuss and explain methods used for various learning tasks.
- **To assess *Comprehension/Understanding*:**
 - Provide topic.
 - Require summary or restatement of information.
 - Provide new context.
 - Require application of information.
 - Provide several statements using words different from the initial teaching.
 - Require identification of the correct meaning.
- **To assess *Concepts*:**
 - Provide new examples and non-examples.
 - Require identification or classification into the correct categories.
- **To assess *Creativity*:**
 - Provide new problems to “turn upside down,” study, or resolve—these could be puzzles, dance performances, drama performances, or products to create.
 - Require products or solutions to fit within the particular functions and resources.
 - Provide situations requiring novel approaches.
- **To assess *Critical Thinking*:**
 - Require students to evaluate information or results.
 - Require the use of analysis and research.
- **To assess *Insight*:**
 - Provide situations for inquiry and discovery.
 - Provide situations for manipulation.
- **To assess *Metacognition* (learning how to think):**
 - Provide different situations or problems.
 - Require students to identify types of thinking strategies to analyze and evaluate their own thinking.
- **To assess *Multiple Intelligences*:**
 - Provide situations in the modality that is targeted, e.g., verbal-linguistic, musical, or other modality.
 - Provide situations in several modalities, to allow choice

- Require performance in the targeted or chosen modalities.
- **To assess *Motor Skills*:**
Provide situations and resources for performance of the skill.
 - Include checklist for evaluation.
- **To assess *Problem Solving*:**
Require students to choose types of problem-solving strategies for different situations.
 - Require solutions to structured and unstructured, simple and complex problems.
- **To assess *Procedural Knowledge, Principles, and Rules*:**
Provide situations that require students to recognize the correct use of procedures, principles, or rules with routine problems.
Require students to state procedures, principles, or rules.
Require students to choose which ones to apply in different situations.
 - Provide situations that require students to demonstrate the correct use of procedures, principles, or rules with routine problems.
- **To assess *Scientific Inquiry*:**
Provide situations or problems that require speculation, inquiry, and hypothesis formation.
 - Provide research, hands-on activity, and conclusions.
- **To assess *Thinking Skills*** (also refer to critical thinking and metacognitive skills):
Require students to summarize different types of thinking strategies.
Provide situations that require students to choose the best type of thinking strategy to use.
Require students to detect instances of open- v. closed-mindedness.
Require students to detect instances of responsible v. irresponsible and accurate v. inaccurate applications of thinking strategies.
Provide situations that require the student's persistence in order to discover or analyze information to obtain answers to specific questions.



- Require students to apply specific thinking strategies to different real-world situations.
- **To assess *Verbal Information, Knowledge, or Facts*:**
 - Require students to recall information.
 - Require students to restate information.

REFERENCES FOR LEARNING FEATURES

*For a complete list of references and citations, please refer to **Destination: Florida Classrooms—Evaluator’s Handbook**, or request a list of references from the Department of Education, Bureau of Curriculum, Instruction, and Assessment.*

Criteria for Evaluation



The instructional materials adoption process must be fair to all publishers who take the time and expense to submit their materials. Applying evaluation criteria consistently to each submission assures that the materials will be judged fairly.

Regardless of format or technology, effective materials have certain characteristics in common, and the basic issues, important for the evaluation of instructional materials, apply to all subject areas and all formats. These issues are addressed in Florida's list of priorities and the criteria as detailed in the previous pages of this document. What follows is the evaluation instrument used by adoption committee members. Evaluators will use the criteria-based instrument to engage in systematic reflection of the processes they follow and decisions they make about the quality of materials submitted by publishers.

The extensive research base and review processes used to identify these criteria establish their validity as an integral part of Florida's instructional materials adoption system. Applying these criteria consistently to each submission helps assure that the materials submitted by publishers will be judged fairly.

STATE COMMITTEE EVALUATION FORM

DIRECTIONS: Use this form along with any District Committee Evaluation Report(s) and the criteria in the instructional materials specifications to independently review each submission.

As part of your independent review for each of the criteria, rate and comment on how well the submission satisfies the requirements. Possible ratings are as follows:

■ THOROUGHLY, ■ HIGHLY, ■ ADEQUATELY, ■ MINIMALLY, or ■ NOT AT ALL.

At your state committee meeting, you will discuss your review and agree on the summary of RATINGS, COMMENTS, and the OVERALL EVALUATION for each submission. Your committee will then VOTE for or against adoption and will make suggestions for notations to include in the *Florida Catalog of Instructional Materials*. Your committee's decisions will appear on one State Committee Evaluation Report.

IDENTIFICATION OF SUBMISSION
Subject Area Committee
Course for Which Recommended
Name of Publisher
Title of Submission

CONTENT

A. ALIGNMENT WITH CURRICULUM REQUIREMENTS

Content aligns with the state's standards for the subject, grade level, and learning outcomes.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues?
(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

- ✓ CORRELATIONS _____
- ✓ SCOPE _____
- ✓ COMPLETENESS _____

B. LEVEL OF TREATMENT OF CONTENT

The level of complexity or difficulty of content is appropriate for the standards, student abilities and grade level, and time periods allowed for teaching.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues?
(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

- ✓ OBJECTIVES _____
- ✓ STUDENTS _____
- ✓ TIME _____

C. EXPERTISE FOR CONTENT DEVELOPMENT

Expertise in the content area and in education of the intended students are reflected in the authors, reviewers, and sources that contributed to development of the materials.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues?
(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

✓ AUTHORSHIP _____

✓ SOURCES _____

D. ACCURACY OF CONTENT

Content is accurate in historical context and contemporary facts and concepts.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues?
(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

✓ OBJECTIVITY _____

✓ REPRESENTATIVENESS _____

✓ CORRECTNESS _____

E. CURRENTNESS OF CONTENT

Content is up-to-date for the academic discipline and the context in which the content is presented.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues?
(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

✓ DATES OR EDITIONS _____

✓ CONTEXT _____

✓ INFORMATION _____

F. AUTHENTICITY OF CONTENT

Content includes problem-centered connections to life in a context that is meaningful to students.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues?
(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

✓ LIFE CONNECTIONS _____

✓ INTERDISCIPLINARY TREATMENT _____

G. MULTICULTURAL REPRESENTATION

Portrayal of gender, ethnicity, age, work situations, and social groups includes multicultural fairness and advocacy.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues?
(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

- ✓ MULTICULTURAL FAIRNESS _____
- ✓ MULTICULTURAL ADVOCACY _____

H. HUMANITY AND COMPASSION

Portrayal of the appropriate care and treatment of people and animals includes compassion, sympathy, and consideration of their needs and values and excludes hard-core pornography and inhumane treatment.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues?
(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

✓ INCLUSION OF COMPASSION _____

- ✓ EXCLUSION OF INHUMANITY _____

SUMMARY ANALYSIS FOR CONTENT

In general, how well does the submission satisfy *CONTENT* requirements?

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

PRESENTATION

A. COMPREHENSIVENESS OF STUDENT AND TEACHER RESOURCES

Resources are complete enough to address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues?
(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

- ✓ STUDENT RESOURCES _____
- ✓ TEACHER RESOURCES _____

B. ALIGNMENT OF INSTRUCTIONAL COMPONENTS

All components of an instructional package align with each other, as well as with the curriculum.
THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issue?
(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

✓ ALIGNMENT _____

C. ORGANIZATION OF INSTRUCTIONAL MATERIALS

The structure and format of materials have enough order and clarity to allow students and teachers to access content and explicitly identify ideas and sequences.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues?
(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

✓ ACCESS TO CONTENT _____

✓ VISIBLE STRUCTURE AND FORMAT _____

✓ LOGICAL ORGANIZATION _____

D. READABILITY OF INSTRUCTIONAL MATERIALS

Narrative and visuals will engage students in reading or listening as well as understanding of the content.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues?
(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

✓ LANGUAGE STYLE _____

✓ VISUAL FEATURES _____

E. PACING OF CONTENT

The amount or content presented at one time or the pace at which it is presented is of a size or rate that allows students to perceive and understand it.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issue?
(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

✓ PACING _____

F. EASE OF USE OF MATERIALS

Both print and other media formats of instructional materials are easy to use and replace and are durable enough for multiple uses over time.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues?
(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

- ✓ WARRANTY _____
- ✓ USE _____
- ✓ DURABILITY _____

SUMMARY ANALYSIS FOR PRESENTATION

In general, how well does the submission satisfy *PRESENTATION* requirements?

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

LEARNING

A. MOTIVATIONAL STRATEGIES

Instructional materials include features to maintain learner motivation.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues?
(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

- ✓ EXPECTATIONS _____
- ✓ FEEDBACK _____
- ✓ APPEARANCE _____

B. TEACHING A FEW “BIG IDEAS”

Instructional materials thoroughly teach a few important ideas, concepts, or themes.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues?
(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

- ✓ FOCUS _____
- ✓ COMPLETENESS _____

C. EXPLICIT INSTRUCTION

Instructional materials contain clear statements of information and outcomes.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues?
(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

✓ CLARITY OF DIRECTIONS AND EXPLANATIONS _____

✓ EXCLUSIONS OF AMBIGUITY _____

D. GUIDANCE AND SUPPORT

Instructional materials include guidance and support to help students safely and successfully become more independent learners and thinkers.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues?
(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

✓ LEVEL _____

✓ ADAPTABILITY _____

E. ACTIVE PARTICIPATION OF STUDENTS

Instructional materials will engage the physical and mental activity of students during the learning process.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues?
(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

✓ ASSIGNMENTS _____

✓ STUDENT RESPONSES _____

F. TARGETED INSTRUCTIONAL STRATEGIES

Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues?
(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

✓ ALIGNMENT _____

✓ COMPLETENESS _____

G. TARGETED ASSESSMENT STRATEGIES

Instructional materials include assessment strategies known to be successful in determining how well students have achieved learning outcomes targeted in the curriculum requirements.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues?
(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

✓ ALIGNMENT _____

✓ COMPLETENESS _____

SUMMARY ANALYSIS FOR LEARNING

In general, how well does the submission satisfy *LEARNING* requirements?

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

OVERALL EVALUATION

1. If given responsibility for teaching the course, would you choose these materials for classroom use?

YES NO

2. What notations do you think should be included in the Catalog?

Committee Member Signature

Date

Appendix A

Student Performance Standards For Marketing Education

Appendix C

Requirements for Braille Textbook Production

INSTRUCTIONS FOR PREPARING COMPUTER DISKETTES REQUIRED FOR AUTOMATED BRAILLE TEXTBOOK PRODUCTION

STATUTORY AUTHORIZATION

Section 233.0561(5), Florida Statutes, states that, "...any publisher of a textbook adopted pursuant to the state instructional materials adoption process shall furnish the Department of Education with a computer file in an electronic format specified by the Department at least 2 years in advance that is readily translatable to Braille and can be used for large print or speech access. Any textbook reproduced pursuant to the provisions of this subsection shall be purchased at a price equal to the price paid for the textbook as adopted. The Department of Education shall not reproduce textbooks obtained pursuant to this subsection in any manner that would generate revenues for the department from the use of such computer files or that would preclude the rightful payment of fees to the publisher for use of all or some portion of the textbook."

OBJECTIVE

Diskettes are needed to accelerate the production of textbooks in Braille and other accessible formats through the use of translation software. Some embedded publisher formatting commands help speed the conversion of English text to Braille or other accessible formats. Therefore, the objective of these instructions is to prompt publishers to provide textbook data in a format that will be useful to Braille and other accessible format producers while at the same time allowing each publisher the flexibility of using existing composition or typesetting systems. Publishers may produce diskettes in one of two formats, as shown in the specifications below.

By April 1, 1998, publishers of adopted student textbooks for literary subjects must be able to provide the computer diskettes **UPON REQUEST**. Publishers shall provide nonliterary subjects when technology becomes available for the conversion of nonliterary materials to the appropriate format.

The requested computer diskettes shall be provided to the Florida Instructional Materials Center for the Visually Impaired (FIMC), 5002 North Lois Avenue, Tampa, Florida 33614; (813) 872-5281; in Florida WATS (800) 282-9193 or (813) 872-5284 (FAX). The center will contact each publisher of an adopted textbook and provide delivery instructions.

A PC disk with software tools to check and/or fix ICADD tags described in the specifications is available at no charge from FIMC (address/phone listed above). Ask for the "ICADD 22 Utilities Disk." This PC Disk was originally developed by Raised Dot Computing in Madison, Wisconsin and permission is granted to duplicate this disk for any appropriate staff and/or subcontractors as is needed.

SPECIFICATIONS

- FORMAT (Two Options): a. The International Committee for Accessible Document Design 22 Tag Set.
- b. A full implementation of Standard Generalized Markup Language (SGML).
2. OPERATING SYSTEM: MS-DOS
3. DISKETTE SIZE: 3.5
4. DISKETTE CAPACITY: Double-sided/high density
5. DISKETTE LABELING:
- a. Sequential Number/ISBN
 - b. Book Title
 - c. File Name
 - d. Name of Publisher
 - e. Name of Typesetting Company/Contact Name
 - f. Format Option and Version
 - g. Copyright Date
 - h. Wording such as: "All rights reserved. As described in Chapter 233.0561(5), Florida Statutes, no use may be made of these diskettes other than the creating of a Braille, Large Print, or Recorded version of the materials contained on this diskette for students with visual impairments in the State of Florida."
6. REQUIRED CONTENTS:
- a. Title Page
 - b. List of Consultants and Reviewers (if appropriate)
 - c. Table of Contents
 - d. All Textbook Chapters
 - e. All Appendices
 - f. All Glossaries
 - g. Indices
7. FILE STRUCTURE: Each chapter of a textbook will be formatted as a separate file.
8. FILE LIST: A separate file listing the structure of the primary files must be provided. This file should be labeled DISKLIST TEXT. In addition, all special instructions (e.g., merging of materials kept in a separate file) should be noted in this file.
9. LOCATION OF SPECIAL DATA Marginal notes, footnotes, captions, and other special items must be placed consistently within each text file.
10. CORRECTIONS AND CHANGES A conscientious effort should be made to update files to exactly duplicate the adopted printed version of the textbook (including corrections and changes). If this cannot be accomplished in a timely and cost effective manner, the publisher will coordinate with the FIMC Supervisor and provide to the Supervisor one set of marked tearsheets of all corrections and changes not included in the files.

**Florida Department of Education
CURRICULUM FRAMEWORK**

Program Title: Orientation to Marketing Occupations
Program Type: Orientation
Occupational Area: Marketing

Program Number: Secondary
8800110
CIP Number: 0208.99990R
Grade Level: 6-9, 30, 31
Length: .5 credit
Certification: TEACH CDE @7 DIST ED @7
BUS ED 1 @2 @4 MKTG 1 @2
MKTG MGMT @7G CTSO DECA
Coop Method: No

- I. **MAJOR CONCEPTS/CONTENT:** The purpose of this course is to acquaint students with general marketing activities, the importance of marketing in the economy, career opportunities, and job requirements in marketing occupations.

The content includes, but is not limited to, the functions of marketing in our economy, employment requirements for a variety of marketing careers, career development patterns, and the identification of career and technical programs for achieving personal career goals.

- II. **LABORATORY ACTIVITIES:** Laboratory activities are not required.

- III. **SPECIAL NOTE:** None.

- IV. **INTENDED OUTCOMES:** After successfully completing this course, the student will be able to:

- 01.0 Identify general marketing activities.
- 02.0 Identify career opportunities available in marketing.
- 03.0 Identify employment requirements for marketing careers.
- 04.0 Identify work values and goal-setting tools.
- 05.0 Identify programs instrumental in developing career choices.
- 06.0 Identify human-relations skills that will enable students to succeed in their career goals.
- 07.0 Identify advantages of DECA and DEX, Associations of Marketing Students.
- 08.0 Identify foundation skills required in marketing careers.
- 09.0 Identify functions of marketing.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Orientation to Marketing Occupations
Secondary Number: 8800110

- 01.0 IDENTIFY GENERAL MARKETING ACTIVITIES--The student will be able to:
- 01.01 Explain the role of marketing in the economy.
 - 01.02 Identify selected marketing terms and their meanings.
 - 01.03 Identify the major marketing activities.
- 02.0 IDENTIFY CAREER OPPORTUNITIES AVAILABLE IN MARKETING--The student will be able to:
- 02.01 Identify career opportunities which involve selling.
 - 02.02 Identify career opportunities which involve purchasing.
 - 02.03 Identify career opportunities which involve promotion.
 - 02.04 Identify career opportunities which involve risk management.
 - 02.05 Identify career opportunities which involve pricing.
 - 02.06 Identify career opportunities which involve finance.
 - 02.07 Identify career opportunities which involve marketing-information management.
 - 02.08 Identify career opportunities which involve product/service planning.
 - 02.09 Identify career opportunities which involve distribution.
 - 02.10 Identify career opportunities at the entry, career sustaining, specialist, and manager/entrepreneur level for marketing.
- 03.0 IDENTIFY EMPLOYMENT REQUIREMENTS FOR MARKETING CAREERS--The student will be able to:
- 03.01 Identify employment requirements in jobs in the area of selling.
 - 03.02 Identify employment requirements in jobs in the area of purchasing.
 - 03.03 Identify employment requirements in jobs in the area of promotion.
 - 03.04 Identify employment requirements in jobs in the area of risk management.
 - 03.05 Identify employment requirements in jobs in the area of pricing.
 - 03.06 Identify employment requirements in jobs in the area of finance.
 - 03.07 Identify employment requirements in jobs in the area of marketing-information management.
 - 03.08 Identify employment requirements in jobs in the area of product/service planning.
 - 03.09 Identify employment requirements in jobs in the area of distribution.
 - 03.10 Identify employment requirements at the entry, career sustaining, specialist, and manager/entrepreneur level for marketing.
- 04.0 IDENTIFY WORK VALUES AND GOAL-SETTING TOOLS--The student will be able to:
- 04.01 Explain how values are acquired and changed.
 - 04.02 Explain how work is affected by values.
 - 04.03 Identify goal-setting tools including self-inventory and interest survey.

- 05.0 IDENTIFY PROGRAMS INSTRUMENTAL IN DEVELOPING CAREER CHOICES--
The student will be able to:
- 05.01 Identify senior high school Marketing Education programs which are available to students who desire a career in marketing, e.g., fashion marketing, travel and tourism, finance, entrepreneurship, international marketing.
 - 05.02 Identify college or vocational-technical programs which are available for high school graduates or school leavers desiring further education in marketing before entering the work force, e.g., real estate, insurance, hospitality, customer service, travel.
- 06.0 IDENTIFY HUMAN RELATIONS SKILLS THAT WILL ENABLE STUDENTS TO SUCCEED IN THEIR CAREER GOALS--The student will be able to:
- 06.01 Identify acceptable grooming and health habits.
 - 06.02 State the importance of dependability and responsible behavior.
 - 06.03 State the importance of a positive attitude.
 - 06.04 State the importance of getting along with co-workers, employers, and other business associates.
- 07.0 IDENTIFY ADVANTAGES OF DECA AND DEX, ASSOCIATIONS OF MARKETING STUDENTS--The student will be able to:
- 07.01 Identify DECA and DEX and their role in marketing education.
 - 07.02 Identify the purposes of DECA and DEX.
 - 07.03 Identify the advantages of student involvement in DECA and DEX.
 - 07.04 Identify the leadership opportunities available through DECA and DEX.
 - 07.05 Identify the competitive event opportunities available through DECA and DEX.
 - 07.06 Identify local secondary DECA and post-secondary Delta Epsilon Chi chapters.
- 08.0 IDENTIFY FOUNDATION SKILLS REQUIRED IN MARKETING CAREERS--The student will be able to:
- 08.01 Identify economic foundation skills used in marketing.
 - 08.02 Identify marketing, business, and entrepreneurship foundation skills used in marketing.
 - 08.03 Identify communication and interpersonal skills used in marketing.
 - 08.04 Identify professional development skills used in marketing.
 - 08.05 Identify human resource foundation skills used in marketing.
 - 08.06 Identify computer skills used in marketing.
- 09.0 IDENTIFY FUNCTIONS OF MARKETING--The student will be able to:
- 09.01 Identify the role of risk management.
 - 09.02 Identify the role of selling.
 - 09.03 Identify the role of promotion.
 - 09.04 Identify the role of pricing.
 - 09.05 Identify the role of purchasing.
 - 09.06 Identify the role of marketing-information management.
 - 09.07 Identify the role of product/service management.
 - 09.08 Identify the role of distribution.
 - 09.09 Identify the role of finance.

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title: Exploration of Marketing Occupations
Program Type: Exploration
Occupational Area: Marketing

Program Number: Secondary
8800210
CIP Number: 0208.9999EX
Grade Level: 6-9, 30, 31
Length: .5 credit
Certification: TEACH CDE @7
DIST ED @7
BUS ED 1 @2 @4
MKTG 1 @2
MKTG MGMT @7G
CTSO: DECA
COOP Method: No

- I. **MAJOR CONCEPTS/CONTENT:** The purpose of this course is to give students initial exposure to the skills and attitudes associated with a broad range of occupations relating to careers in marketing, including job requirements and tasks performed, and to assist students in making informed decisions regarding their future academic and occupational goals.

Instruction provides opportunities for students to explore employment opportunities and requirements, job application procedures, tasks performed by workers, as well as leadership and human relations skills in sales and marketing occupations including those that retail or market products and services, and process/manage or distribute materials.

- II. **LABORATORY ACTIVITIES:** Laboratory activities are a part of this course. Students are exposed to as much merchandising equipment as possible and have access to computers to develop computer literacy.

- III. **SPECIAL NOTE:** Marketing education student organization activities are appropriate for providing leadership training experiences and for reinforcing civic consciousness, social intelligence, and career and technical understanding. When provided, these activities should be in-school activities and considered an integral part of this instructional course.

- IV. **INTENDED OUTCOMES:** After successfully completing this course, the student will be able to:

- 01.0 Identify the basic economic environment in marketing.
- 02.0 Identify the education needed, tasks performed, and employment opportunities for individuals who wish to enter product merchandising related occupations.
- 03.0 Identify the education needed, tasks performed, and employment opportunities for individuals who wish to enter wholesaling occupations.

- 04.0 Identify the education needed, tasks performed, and employment opportunities for individuals who wish to enter marketing services occupations.
- 05.0 Identify procedures involved in choosing, applying for, keeping, and progressing in marketing occupations.
- 06.0 Explain the impact of technology on marketing occupations.
- 07.0 Demonstrate computer literacy.
- 08.0 Develop individualized education and career plans related to marketing occupational goals.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Program Title: Exploration of Marketing Occupations
Secondary Number: 8800210
Postsecondary Number:

- 01.0 IDENTIFY THE BASIC ECONOMIC ENVIRONMENT IN MARKETING--The student will be able to:
- 01.01 Explain private enterprise.
 - 01.02 Explain profit motive.
 - 01.03 Identify the relationships between people's wants and needs and marketing activities.
- 02.0 IDENTIFY THE EDUCATION NEEDED, TASKS PERFORMED, AND EMPLOYMENT OPPORTUNITIES FOR INDIVIDUALS WHO WISH TO ENTER PRODUCT MERCHANDISING RELATED OCCUPATIONS--The student will be able to:
- 02.01 Identify product merchandising related occupations; e.g., fashion, retailing, food marketing, home furnishings, sporting goods, parts marketing, specialty products, wholesaling, business ownership, and others.
 - 02.02 Identify the basic tasks performed by employees within each of the occupations.
 - 02.03 Identify employment opportunities available in each of the occupations.
 - 02.04 State the educational requirements to prepare a student for entry-level employment in product merchandising related occupations.
 - 02.05 Identify educational programs available in the state for advanced training in product merchandising related occupations in secondary through post-secondary education.
- 03.0 IDENTIFY THE EDUCATION NEEDED, TASKS PERFORMED, AND EMPLOYMENT OPPORTUNITIES FOR INDIVIDUALS WHO WISH TO ENTER WHOLESALING OCCUPATIONS--The student will be able to:
- 03.01 Identify wholesaling occupations.
 - 03.02 Identify the basic tasks performed by employees within each of the occupations.
 - 03.03 Identify employment opportunities available for each of the occupations.
 - 03.04 State the educational requirements to prepare a student for entry-level employment in wholesaling occupations.
 - 03.05 Identify educational programs available in the state for advanced training in wholesaling related occupations in secondary through post-secondary education.
- 04.0 IDENTIFY THE EDUCATION NEEDED, TASKS PERFORMED, AND EMPLOYMENT OPPORTUNITIES FOR INDIVIDUALS WHO WISH TO ENTER MARKETING SERVICES OCCUPATIONS--The student will be able to:

- 04.01 Identify marketing services occupations: e.g., food service, hospitality, travel and tourism, finance, international marketing, insurance, real estate, entrepreneurship, and others.
 - 04.02 Identify the basic tasks performed by employees within each of the occupations.
 - 04.03 Identify employment opportunities available for each of the occupations.
 - 04.04 State the educational requirements to prepare students for entry-level employment in marketing services occupations.
 - 04.05 Identify educational programs available in the state for advanced training in specific marketing services related occupations in secondary through post-secondary education.
- 05.0 IDENTIFY PROCEDURES INVOLVED IN CHOOSING, APPLYING FOR, KEEPING, AND PROGRESSING IN MARKETING OCCUPATIONS--The student will be able to:
- 05.01 Identify the tasks involved in choosing a marketing occupation; e.g., self-inventory, interest survey, research, and aptitude test batteries.
 - 05.02 List the steps in applying for a job.
 - 05.03 Complete a sample job application form.
 - 05.04 Demonstrate the necessary communication skills involved in a job interview.
 - 05.05 Identify those characteristics that help people obtain, hold, and progress on their jobs in marketing occupations.
 - 05.06 Develop an individual career plan including a four to six year plan for advanced training in a marketing career.
- 06.0 EXPLAIN THE IMPACT OF TECHNOLOGY ON MARKETING OCCUPATIONS--The student will be able to:
- 06.01 Explain how technology has changed the way retailing businesses operate.
 - 06.02 Explain how technology has changed the way wholesaling businesses operate.
 - 06.03 Explain how technology has changed the way product merchandising businesses operate.
 - 06.04 Explain how technology has changed the way marketing services businesses operate.
- 07.0 DEMONSTRATE COMPUTER LITERACY--The student will be able to:
- 07.01 Define computer related terms; e.g., computer, data input, output, hardware, software, language, processing, memory, program, terminal, peripheral devices, and keyboard characters.
 - 07.02 Operate a computer by performing basic software related procedures.
 - 07.03 Identify the advantages and disadvantages in the use of different computer formats and operating systems.
 - 07.04 Describe some general uses of computers.
 - 07.05 Identify the safety precautions that must be observed in using computer equipment.
 - 07.06 Explain some of the legal and ethical issues involved in using a computer.
 - 07.07 Use the computer via an on-line environment to explore selected occupations.
- 08.0 DEVELOP INDIVIDUALIZED EDUCATION AND CAREER PLANS RELATED TO MARKETING OCCUPATIONAL GOALS--The student will be able to:

- 08.01 Complete self-assessments and career analysis activities to determine potential success in marketing career fields.
- 08.02 Research a marketing related career identifying employment opportunities and educational requirements for advancement.
- 08.03 Project the career level and earnings required to obtain desired standard of living.
- 08.04 Utilize career information to develop an individualized career plan, including a plan to meet educational requirements.

**Florida Department of Education
CURRICULUM FRAMEWORK**

Program Title:	Practical Entrepreneurship Skills
Program Type:	Practical Arts
Occupational Area:	Marketing
	<u>Secondary</u>
Program Number:	8800310
CIP Number:	0208.0301PA
Grade Level:	7-12, 30, 31
Length:	.5 credit
Certification:	RETAILING @7 G DIST ED @7 TEACH CDE @7 MKTG 1 @2 MKTG MGMT @7 G WHOLESAL @7 G
CTSO:	DECA
Coop Method:	No

- I. **MAJOR CONCEPTS/CONTENT:** The purpose of this course is to introduce students to the concept of entrepreneurship and to develop an awareness of the business and economic principles necessary for the potential entrepreneur to understand. The course will also give students an opportunity to evaluate their potential as entrepreneurs.
- II. **LABORATORY ACTIVITIES:** None.
- III. **SPECIAL NOTE:** DECA, “An Association of Marketing Students,” is the appropriate career and technical student organization for providing leadership training and reinforcing specific vocational skills. Career and Technical Student Organizations, when provided, shall be an integral part of the vocational instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065 (8), FAC.
- IV. **INTENDED OUTCOMES:** After successfully completing this course, the student will be able to:
- 01.0 Explain the concept and importance of entrepreneurship.
 - 02.0 Determine advantages and disadvantages of becoming an entrepreneur.
 - 03.0 Describe the five major fields of business activity that are available for the potential entrepreneur.
 - 04.0 Compare and contrast the primary methods of becoming an entrepreneur.
 - 05.0 Compare and contrast the legal forms of business ownership.
 - 06.0 Demonstrate an understanding of basic economic principles that affect the operation of a small business.
 - 07.0 Discuss entrepreneurship as a career choice.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Practical Entrepreneurship Skills
Secondary Number: 8800310

01.0 EXPLAIN CONCEPT AND IMPORTANCE OF ENTREPRENEURSHIP--The student will be able to:

- 01.01 Define "entrepreneurship."
- 01.02 Define "entrepreneur."
- 01.03 Discuss the importance of entrepreneurship to the global economy.

02.0 DETERMINE ADVANTAGES AND DISADVANTAGES OF BECOMING AN ENTREPRENEUR--The student will be able to:

- 02.01 List advantages of ownership of a small business.
- 02.02 List disadvantages of ownership of a small business.
- 02.03 Identify the risks involved in ownership of a small business.
- 02.04 List the major causes of failure of a small business.

03.0 DESCRIBE THE FIVE MAJOR FIELDS OF BUSINESS ACTIVITY THAT ARE AVAILABLE FOR THE POTENTIAL ENTREPRENEUR--The student will be able to:

- 03.01 Define and give examples of "extractive enterprises."
- 03.02 Define and give examples of "manufacturing businesses."
- 03.03 Define and give examples of "wholesalers."
- 03.04 Define and give examples of "retailers."
- 03.05 Define and give examples of "service businesses."

04.0 COMPARE AND CONTRAST THE PRIMARY METHODS OF BECOMING AN ENTREPRENEUR--The student will be able to:

- 04.01 List the advantages and disadvantages of buying an existing business.
- 04.02 List the advantages and disadvantages of starting a business from scratch.
- 04.03 List the advantages and disadvantages of buying a franchise.
- 04.04 Define "franchise."
- 04.05 Define "franchisor."
- 04.06 Define "franchisee."

05.0 COMPARE AND CONTRAST THE LEGAL FORMS OF BUSINESS OWNERSHIP--The student will be able to:

- 05.01 Define "sole proprietorship."
- 05.02 List the advantages and disadvantages of a sole proprietorship.
- 05.03 Define "partnership" and explain the various types.
- 05.04 List the advantages and disadvantages of each type of partnership.
- 05.05 Define "corporation" and explain the various types.
- 05.06 List the advantages and disadvantages of each type of corporation.

06.0 DEMONSTRATE AN UNDERSTANDING OF BASIC ECONOMIC PRINCIPLES THAT AFFECT THE OPERATION OF A SMALL BUSINESS--The student will be able to:

- 06.01 Define "supply and demand."
- 06.02 Describe the interactions between supply and demand.
- 06.03 Define "competition."
- 06.04 Identify the effects of competition on a small business.
- 06.05 Define "profit."

07.0 DISCUSS ENTREPRENEURSHIP AS A CAREER CHOICE--The student will be able to:

- 07.01 Discuss the advantages and disadvantages of self-employment.
- 07.02 Identify the personal qualities necessary to be successful as an entrepreneur.
- 07.03 Identify the financial and management skills needed to operate a small business efficiently and effectively.
- 07.04 Outline the educational experiences and/or occupational training needed to become a successful entrepreneur.
- 07.05 Assess personal potential to become an entrepreneur.

SECONDARY PROGRAMS

Florida Department of Education CURRICULUM FRAMEWORK

Program Title: Academy of Entrepreneurship
Program Type: Job Preparatory
Occupational Area: Marketing

	<u>Secondary</u>	<u>PSAV</u>
Program Numbers:	8812100	M803010
CIP Number:	0208.030100	0208.030100
Grade Level:	9-12, 30, 31	30, 31
Length:	3 credits	450 hours
Certification:	DIST ED @7 BUS ED 1 @2 @4 TEACH CDE @7 MKTG 1 @2 VOE @7 TEACH CBE @7 RETAILING @7 G MKTG MGMT @7 G WHOLESAL @7 G	RETAILING @7 G MKTG MGMT @7 G WHOLESAL @7 G DIST ED @7 TEACH CDE @7 MKTG 1 @2 TEACH CBE @7 BUS ED 1 @2 @4 VOE @7
CTSO:	DECA	DEX
Coop method:	Yes	Yes
Basic Skills		
Math		9
Language		9
Reading		9

- I. **MAJOR CONCEPTS/CONTENT:** The purpose of this program is to introduce students to the concept of entrepreneurship, present entrepreneurship as a viable career option, provide students with the skills needed to realistically evaluate their potential as a business owner, and develop the fundamental knowledge and skills necessary to start and operate a business.

Listed below are the courses that comprise this program at the secondary level:

8812110 - Principles of Entrepreneurship
8812120 - Business Management and Law
8812000 - Business Ownership

- II. **LABORATORY ACTIVITIES:** A simulated business or a school-based enterprise (on or off site) is an integral part of the instruction of this program.
- III. **SPECIAL NOTE:** DECA, “An Association of Marketing Students” (secondary), and Delta Epsilon Chi, “An Association of Marketing Students” (postsecondary), are the appropriate career and technical student organizations for providing leadership training and for reinforcing specific career and technical skills. Career and Technical Student Organizations, when provided, shall be an integral part of the career and technical

instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065 (8), FAC.

Cooperative training (OJT), 8800410/M899990/0208.9999CP, or Guided Workplace-Learning, 8300430/D886300/1098.8630CP, are highly recommended to use with this program as a work-based learning experience. When OJT is offered, each student is required to have a training agreement and a training plan, signed by the student, parent/guardian, teacher/coordinator, and employer. The training plan shall include a diverse list of instructional objectives and on-the-job and in-school learning experiences. The workstation shall reflect equipment, skills, and tasks relevant to the occupation the student has chosen as a career goal. The student must receive compensation for work performed.

When Guided Workplace-Learning is offered, the student is allowed to work a maximum of 450 hours and must participate, with the work-based learning site supervisor, in a preplacement conference. A work-based learning plan must be developed to include the learning objectives, methods of learning, activities/responsibilities, time required, provisions for supervision, and method(s) of student evaluation. Students must also meet a minimum of once per week for the purpose of related instruction and developmental activities. Employment may be either paid or unpaid. (For additional information consult the Guided Workplace-Learning framework.)

It is highly recommended that for every 20 students (or portion thereof) enrolled in Marketing OJT and/or Guided Workplace-Learning, the teacher/coordinator be given a minimum of one hour of OJT-coordination release time per day for the purposes of visiting students on the job and managing the cooperative method of instruction.

The teacher/coordinator should visit each training site for the purpose of observation a minimum of once during each grading period, preferably while the student is actually working. A second contact each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the work-based learning/training plan is highly recommended.

In accordance with Rule 6A-10.040, FAC, the minimum basic-skills grade levels required for adult vocational students to exit this program are: Mathematics 9.0, Language 9.0, Reading 9.0. These grade-level numbers correspond to grade-equivalent scores obtained on one of the state-designated basic-skills examinations. If a student does not meet the basic-skills level required for completion of the program, remediation should be provided concurrently through Vocational Preparatory Instruction (VPI). Please refer to the Rule for exemptions.

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned to the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific program or course articulation agreements with each other.

When offered at the postsecondary adult vocational level, this program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F. S.

When a secondary student with a disability is enrolled in a vocational class with modifications to the curriculum framework, the particular outcomes and student performance standards, which the student must master to earn credit, must be specified on an individual basis. The job or jobs for which the student is being trained should be reflected in the student's desired postschool outcome statement on the Transition Individual Educational Plan (Transition IEP).

SCANS competencies: Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate methods to improve students' personal qualities, higher-order critical thinking skills, and problem solving, technical, and literacy skills.

IV. **INTENDED OUTCOMES:** After successfully completing this program, the student will be able to:

- 01.0 Discuss role of the entrepreneur.
- 02.0 Discuss entrepreneurship as a career choice.
- 03.0 Identify basic economic principles of entrepreneurship.
- 04.0 Discuss importance of ethics in business.
- 05.0 Identify strategies and methods for generating a business idea.
- 06.0 Outline steps in planning a new business.
- 07.0 Identify principles of marketing.
- 08.0 Identify principles of selling.
- 09.0 Identify principles of financing.
- 10.0 Identify principles of pricing.
- 11.0 Identify types and sources of government regulations and taxation that may affect a business.
- 12.0 Identify communication and technology skills used in entrepreneurship.
- 13.0 Identify and demonstrate employability and human relations skills.
- 14.0 Identify and demonstrate personal financial skills.
- 15.0 Identify principles of management.
- 16.0 Demonstrate an understanding of entrepreneurship and the free enterprise system.
- 17.0 Demonstrate knowledge of the global economy.
- 18.0 Demonstrate knowledge of the importance of the business plan.
- 19.0 Investigate and analyze components of financial management.
- 20.0 Demonstrate the knowledge of merchandising and inventory.
- 21.0 Identify the elements of manufacturing and production.
- 22.0 Demonstrate knowledge of management of customer credit and collection.
- 23.0 Describe risk/shrinkage management.
- 24.0 Demonstrate knowledge of government regulation of business.
- 25.0 Demonstrate knowledge of business law.
- 26.0 Investigate and analyze components of human resources management.
- 27.0 Analyze changing role of entrepreneurship in the global marketplace.
- 28.0 Compare and contrast management theories.
- 29.0 Explain role of management in operation of an entrepreneurship.
- 30.0 List components of a business plan and explain how such a plan contributes to small business success.
- 31.0 Prepare an introduction for a business plan.

- 32.0 Prepare a self-analysis.
- 33.0 Prepare an analysis of the trading area.
- 34.0 Prepare a market segment analysis.
- 35.0 Prepare an analysis of potential location.
- 36.0 Prepare a description of proposed organization.
- 37.0 Prepare a description of proposed product/service.
- 38.0 Prepare a proposed pricing policy.
- 39.0 Prepare a marketing strategy.
- 40.0 Develop a financial plan for a small business.
- 41.0 Demonstrate uses of marketing related software.
- 42.0 Apply a career plan to entrepreneurship.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Course Number: 8812110
Course Title: Principles of Entrepreneurship
Course Credit: 1

This course provides instruction in the basic principles of entrepreneurship including the role of the entrepreneur, entrepreneurship as a career, ethics in business, and the principles of marketing, financing, and managing a business. There is no occupational completion point after the completion of this course.

01.0 DISCUSS ROLE OF THE ENTREPRENEUR--The student will be able to:

- 01.01 Define "entrepreneurship."
- 01.02 Discuss evolution of entrepreneurship.
- 01.03 Describe the differences between a product-based business and a service-based business.
- 01.04 Identify contributions of entrepreneurs to the economic growth of the United States.
- 01.05 Discuss future prospects for entrepreneurship and its anticipated impact on the economy.
- 01.06 Discuss the role of the entrepreneur in his/her local community (mentoring, philanthropy).

02.0 DISCUSS ENTREPRENEURSHIP AS A CAREER CHOICE--The student will be able to:

- 02.01 Describe reasons for becoming an entrepreneur.
- 02.02 Identify characteristics common to successful entrepreneurs.
- 02.03 Identify education, aptitudes, and skills recommended for entrepreneurs.
- 02.04 Discuss advantages and disadvantages of self-employment.
- 02.05 Discuss entrepreneurship as a personal goal.
- 02.06 Assess personal potential to become an entrepreneur
- 02.07 Identify career paths in supervisory, management, and small business environments.

- 03.0 IDENTIFY BASIC ECONOMIC PRINCIPLES OF ENTREPRENEURSHIP--The student will be able to:
- 03.01 Identify role of small business in the global economy.
 - 03.02 Discuss profit motive and its impact on business.
 - 03.03 Identify the different types of competition and explain their impact on business (e.g., direct, indirect, price, non-price, competitive position).
 - 03.04 Describe differences between industrial and consumer goods.
 - 03.05 Define land, labor, capital, and entrepreneurship as factors of production.
 - 03.06 Discuss form, place, time, possession, and information utility.
 - 03.07 Explain meaning and causes of scarcity.
 - 03.08 Identify components of the Law of Supply and Demand in a free enterprise system.
 - 03.09 Identify the stages of the product life cycle and the characteristics of each.
 - 03.10 Identify role and types of producers, distributors, and services in today's business economy.
 - 03.11 Discuss major fields of business activity (e.g., extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).
 - 03.12 Discuss the four parts of a business (production, finance, marketing, customer service).
 - 03.13 Identify factors that contribute to success of a small business.
 - 03.14 Describe the process of starting a small business.
 - 03.15 Explain procedure for registering a sole proprietorship and obtaining a sales tax identification number.
 - 03.16 Discuss reasons for small business failure.
 - 03.17 Recognize opportunities for small business in the global marketplace.
- 04.0 DISCUSS IMPORTANCE OF ETHICS IN BUSINESS--The student will be able to:
- 04.01 Define "ethics" and "ethical behavior."
 - 04.02 Identify examples of ethical business practices.
 - 04.03 Discuss role of the entrepreneur in promoting ethical business practices and relationships.
 - 04.04 Identify social responsibilities and/or legal issues involved in making ethical choices in business.
- 05.0 IDENTIFY STRATEGIES AND METHODS FOR GENERATING A BUSINESS IDEA--The student will be able to:
- 05.01 Identify current publications and websites available to assist with determining what type of business to start.
 - 05.02 Discuss importance of personality and ability when selecting type of business to open.
 - 05.03 Identify changes and trends as a source of new enterprise ideas (e.g., outsourcing).
 - 05.04 Discuss how brainstorming, creative thinking, and observations can be used to develop new enterprise ideas.

- 05.05 Explain how personal goals, life style, background, hobbies, interests, experience, abilities, and financial resources will impact ones' choice of business.
- 06.0 OUTLINE STEPS IN PLANNING A NEW BUSINESS--The student will be able to:
- 06.01 Discuss importance of "defining" a prospective business.
 - 06.02 List reasons for writing a business plan.
 - 06.03 Identify and describe components of a business plan.
 - 06.04 Describe importance of a vision/mission statement in identifying direction and objectives of a business.
 - 06.05 Discuss importance of determining what products and services will be offered by the business.
 - 06.06 Identify how scope of products and services will vary based upon type of business (e.g., wholesale, retail, service).
 - 06.07 Explain importance of and the factors influencing a business' image
 - 06.08 Identify and discuss the legal forms of business ownership (sole proprietorship, partnership, corporation, franchise, licensing).
 - 06.09 Identify and discuss different types of corporations (subchapter S, limited liability, nonprofit).
 - 06.10 Identify factors that influence choice of ownership type.
 - 06.11 Describe legal implications and taxes for each type of business structure.
 - 06.12 Discuss the internal organization of a business and assignment of tasks to be performed.
 - 06.13 Discuss the different types of organization charts (e.g., line and staff).
 - 06.14 Describe different types of records needed by small businesses.
 - 06.15 Identify factors that affect purchasing.
 - 06.16 Explain importance and types of inventory control.
 - 06.17 Identify procedures to be followed in shipping and receiving (channels of distribution).
 - 06.18 Describe role of selling in small business.
 - 06.19 Identify sources of assistance when planning a business (e.g., Small Business Development Center [SBDC], Small Business Administration [SBA], Chamber of Commerce, Service Corp of Retired Executives [SCORE]).
- 07.0 IDENTIFY PRINCIPLES OF MARKETING--The student will be able to:
- 07.01 Define and explain market, market research, market mix, market positioning, market penetration strategy, market segmentation, market share, target market, and customer profile survey.
 - 07.02 Identify and explain the marketing functions (e.g., financing, risk management, selling, promotion, pricing, purchasing, marketing-information management, product/service planning, distribution).
 - 07.03 Discuss methods of forecasting sales.
 - 07.04 Discuss importance of the five (5) P's of the marketing mix: product, place, price, promotion, and people.
 - 07.05 Discuss methods, costs, and importance of promoting products and services (e.g., publicity, public relations, press release, community events, advertising, Internet).
 - 07.06 Describe factors that should be evaluated in a promotion (e.g., source, message, media, budget).

- 07.07 Distinguish between institutional and promotional advertising.
 - 07.08 Identify types of advertising media and describe the strengths and weaknesses of each.
 - 07.09 Identify components of a marketing plan.
 - 07.10 Describe the importance of coordinating promotional activities.
 - 07.11 Explain the differences between selling direct and going through external sales representatives.
 - 07.12 Identify and describe examples of diverse marketing activities.
- 08.0 IDENTIFY PRINCIPLES OF SELLING--The student will be able to:
- 08.01 Identify ways to satisfy consumer needs.
 - 08.02 Identify features/benefits of selling.
 - 08.03 Discuss the principles of selling.
 - 08.04 Identify the steps of a sale.
 - 08.05 Identify the stages of selling (e.g., attention, interest, desire, and action).
 - 08.06 Discuss the advantages and disadvantages of establishing sales quotas/commissions.
 - 08.07 Discuss importance of customer service.
 - 08.08 Discuss telemarketing as a sales tool.
 - 08.09 Discuss the role of selling via the Internet.
 - 08.10 Discuss network marketing (multilevel marketing).
 - 08.11 Discuss selling opportunities at flea markets and trade shows.
- 09.0 IDENTIFY PRINCIPLES OF FINANCING--The student will be able to:
- 09.01 Explain difference between income (credit) and expense (debit).
 - 09.02 Discuss the importance of maintaining an accounting journal.
 - 09.03 Discuss personal risks involved in financing a business.
 - 09.04 Define invoice, balance sheet, equity capital, debt capital, income statement, financial ratios, line of credit, collateral, factoring, income (earned and unearned), cash flow analysis statement, return on investment [ROI], return on equity, and chart of accounts.
 - 09.05 Explain the importance of financial accounting and management to the entrepreneur.
 - 09.06 Identify start-up costs and operating expenses (fixed and variable) for a new business.
Identify sources of funds for financing a new business.
 - 09.07 Discuss impact of interest rates on short and long term financing.
 - 09.09 Describe methods for establishing credit and obtaining a credit card.
 - 09.10 Identify sources of credit and list steps in applying for a loan.
 - 09.11 Discuss importance of maintaining a favorable credit rating.
 - 09.12 Describe differences between short-term and long-term capital needs.
 - 09.13 Identify circumstances that could require additional financing.
 - 09.14 Describe differences between cash basis and accrual basis accounting.
 - 09.15 Identify differences between bookkeeping, tax accounting, and managerial accountants.
- 10.0 IDENTIFY PRINCIPLES OF PRICING--The student will be able to:

- 10.01 Define selling price, fixed costs, variable costs, elastic demand, inelastic demand, price fixing, bait-and-switch advertising.
- 10.02 Identify factors that affect selling price (e.g., target market, competition, government regulations, economic conditions, supply and demand).
- 10.03 Describe how cost of goods sold influences selling price.
- 10.04 Define break-even point, fixed expenses, and variable expenses.
- 10.05 Explain the difference between markup based on cost and markup based on retail.
- 10.06 Identify types of adjustments to selling price.
- 10.07 Define pricing policy, psychological pricing, unit pricing, product line pricing, and promotional pricing.
- 10.08 Define pricing strategy, penetration pricing, and price skimming.

11.0 IDENTIFY TYPES AND SOURCES OF GOVERNMENT REGULATIONS AND TAXATION THAT MAY AFFECT A BUSINESS--The student will be able to:

- 11.01 Define license, permit, contract, patent, copyright, trademark, and logo.
- 11.02 Identify major state laws affecting the operation of a business.
- 11.03 Identify major federal laws affecting the operation of a business, (e.g., OSHA, Social Security, EEOC, Affirmative Action, ADA, FMLA).
- 11.04 Discuss role of federal regulatory agencies (e.g., Food and Drug Administration [FDA], Consumer Product Safety Commission [CPSC], Environmental Protection Agency [EPA], Securities and Exchange Commission [SEC], Federal Trade Commission [FTC]).
- 11.05 Identify types of federal, state, and local taxes that are the responsibility of the entrepreneur (e.g., sales, income, self-employment).
- 11.06 Discuss importance of obtaining outside professional counsel to ensure compliance with government regulations and taxation (i.e., accountant, lawyers).

12.0 IDENTIFY COMMUNICATION AND TECHNOLOGY SKILLS USED IN ENTREPRENEURSHIP--The student will be able to:

- 12.01 Identify and demonstrate effective workplace communication skills: verbal, nonverbal, written, and electronic.
- 12.02 Describe effective staff communication and its uses: inter-personal, departmental, inter-departmental, and company.
- 12.03 Demonstrate ability to read and comprehend written communications.
- 12.04 Identify a variety of forms of written business communications utilized in the workplace.
- 12.05 Prepare a business letter, memorandum, fax, and e-mail.
- 12.06 Demonstrate ability to speak effectively with customers, co-workers, supervisors, and vendors, using appropriate grammar and terminology.
- 12.07 Discuss importance of developing networking skills to expand business contacts.
- 12.08 Explain and demonstrate the art of negotiation.
- 12.09 Prepare and deliver a business-related presentation.
- 12.10 Demonstrate active listening strategies that improve understanding and performance.
- 12.11 Demonstrate dispute resolution techniques.
- 12.12 Identify means of nonverbal communication.
- 12.13 Identify types of technology/equipment used in the workplace.

12.14 Define hypertext, URL, links, Internet service provider (ISP), bulletin board service (BBS), electronic storefront, e-mail, newsgroups, flames.

13.0 IDENTIFY AND DEMONSTRATE EMPLOYABILITY AND HUMAN RELATIONS SKILLS--The student will be able to:

- 13.01 Identify and utilize resources used in a job search (e.g., networking, newspaper, Internet).
- 13.02 Discuss importance of drug tests and criminal background checks in identifying possible employment options.
- 13.03 Identify steps in the job application process including arranging for references and proper documentation (e.g., green card).
- 13.04 Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9).
- 13.05 Prepare a resume (electronic and written), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.
- 13.06 Identify and demonstrate appropriate dress and grooming for employment.
- 13.07 Identify and demonstrate effective interviewing skills (e.g., behavioral).
- 13.08 Describe methods for handling illegal interview and application questions.
- 13.09 Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA, OSHA).
- 13.10 Identify positive work attitudes and behaviors such as honesty, compassion, respect, responsibility, fairness, trustworthiness, and caring.
- 13.11 Identify ways to work cooperatively in a business situation with diverse populations and the physically challenged.
- 13.12 Describe importance of producing quality work and meeting performance standards.
- 13.13 Identify personal and business ethics (e.g., preventing theft, pilfering, and unauthorized discounting).
- 13.14 Demonstrate orderly and systematic behavior by creating and maintaining a monthly planner.
- 13.15 Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).
- 13.16 Identify how to prepare for job separation and re-employment.
- 13.17 Create and maintain a portfolio of documents for job placement (e.g., resume, letters of recommendation, awards, evidence of participation in school/community/volunteer activities, employer evaluations).
- 13.18 Identify and practice stress management and relaxation techniques.
- 13.19 Maintain confidentiality of business matters.
- 13.20 Discuss importance of practicing positive customer service skills.

14.0 IDENTIFY AND DEMONSTRATE PERSONAL FINANCIAL SKILLS—The student will be able to:

- 14.01 Identify and prioritize personal financial goals.
- 14.02 Create and maintain a budget that supports financial goals.
- 14.03 Describe importance of long-range financial planning.
- 14.04 Evaluate various investment opportunities for financial growth.
- 14.05 Compare and evaluate banking services (checking and savings accounts, ATM/check cashing cards, on-line banking).
- 14.06 Demonstrate ability to manage a checking and savings account.
- 14.07 Complete a 1040EZ income tax form.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8812120
Course Title: Business Management and Law
Course Credit: 1

COURSE DESCRIPTION:

This course is designed to provide an introduction to business management techniques. Topics include human relations, decision making, communication techniques, business law concepts, and characteristics of the American enterprise system. Students will have met occupational completion point Data Code A: Business Manager - Industry Title.

15.0 IDENTIFY PRINCIPLES OF MANAGEMENT--The student will be able to:

- 15.01 Discuss the evolution of management as a science and as an art.
- 15.02 Explain role of management in small business.
- 15.03 Define five (5) functions of management: planning, organizing, staffing, directing, and controlling.
- 15.04 Discuss different types of leadership styles.
- 15.05 Identify characteristics of effective leaders.
- 15.06 Explain the steps in decision-making and problem solving.
- 15.07 Discuss strategies for dealing with conflict.
- 15.08 Identify procedures for recruiting employees.
- 15.09 Identify criteria for selecting prospective employees.
- 15.10 Review methods utilized in training employees.
- 15.11 Discuss reasons for promoting and transferring employees.
- 15.12 Identify various types of wage and salary plans.
- 15.13 Identify the most frequently offered fringe benefits.
- 15.14 Describe obligations employers have to employees.

16.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP AND THE FREE ENTERPRISE SYSTEM--The student will be able to:

- 16.01 Research role of entrepreneurship in the free enterprise system.
- 16.02 Compare and contrast different types of business ownership.
- 16.03 Assess advantages and disadvantages of business ownership.
- 16.04 Analyze risks and responsibilities involved in ownership of a business.
- 16.05 Examine the obligations of business ownership.
- 16.06 Diagram the economic/business cycle.
- 16.07 Interpret concepts of Law of Supply and Demand in relation to a specific product and/or service.
- 16.08 Investigate current trends contributing to economic change.

17.0 DEMONSTRATE KNOWLEDGE OF THE GLOBAL ECONOMY--The student will be able to:

- 17.01 Identify the role of an Internet site in generating international interest.
- 17.02 Define and explain exchange rate, letter of credit (L/C), and freight forwarder.
- 17.03 Analyze characteristics of the global economy.

- 17.04 Discuss impact of international trade on small business (e.g., balance of trade).
 - 17.05 Compare and contrast global business opportunities.
 - 17.06 Describe methods of researching specific international markets.
 - 17.07 Identify potential barriers to international trade.
 - 17.08 Identify differences between importing and exporting.
 - 17.09 Examine impact of changes in trade barriers and technology.
- 18.0 DEMONSTRATE KNOWLEDGE OF THE IMPORTANCE OF THE BUSINESS PLAN--The student will be able to:
- 18.01 Discuss how a business plan contributes to the success of a business.
 - 18.02 Describe the circumstances for conducting a feasibility study.
 - 18.03 Analyze examples of business plans.
 - 18.04 Explain importance of the presentation of the business plan.
 - 18.05 Express importance of reviewing and updating the business plan.
- 19.0 INVESTIGATE AND ANALYZE COMPONENTS OF FINANCIAL MANAGEMENT--The student will be able to:
- 19.01 Demonstrate the importance of financial and accounting management to the entrepreneur.
 - 19.02 Demonstrate and calculate how to determine start-up costs for a business in a given situation.
 - 19.03 Compare and contrast the three means of obtaining equity funding (e.g., private corporation, public corporation, venture capitalists).
 - 19.04 Compare and contrast sources of start-up and operating capital.
 - 19.05 Analyze fixed and variable costs, equity financing, debt financing, and trade credit.
 - 19.06 Explain components and importance of a profit and loss statement.
 - 19.07 Create a balance sheet, income statement, and cash flow projection.
 - 19.08 Identify records necessary for effective inventory control.
 - 19.09 Discuss the use of computers in financial analysis.
- 20.0 DEMONSTRATE THE KNOWLEDGE OF MERCHANDISING AND INVENTORY—The student will be able to:
- 20.01 Define planned sales, planned stock levels, estimated markdowns, and shrinkage.
 - 20.02 Analyze options for inventory control (cost vs. retail).
 - 20.03 Explain the purchasing procedures for a small business by defining model stock.
 - 20.04 Describe factors to consider when selecting vendors (e.g., terms of sale, cash discount, quantity discount, seasonal discount, future dating, Free On Board destination, consignment buying).
 - 20.05 Define and calculate basic business measurements (e.g., break-even point, stock turnover, cost of goods sold, markup, markdown, and discounts/terms).
 - 20.06 Explain methods that businesses use to authorize payments for goods and services.
 - 20.07 Identify use of computer systems in managing merchandise and inventory.
- 21.0 IDENTIFY THE ELEMENTS OF MANUFACTURING AND PRODUCTION--The student will be able to:

- 21.01 Identify different types of manufacturing (e.g., custom, mass, continuous, repetitive, and intermittent).
 - 21.02 Identify the elements of product production planning (e.g., inventory, human resources, and production scheduling).
 - 21.03 Identify factors that influence the location of a manufacturing business.
 - 21.04 Discuss the principles of quality management.
- 22.0 DEMONSTRATE KNOWLEDGE OF MANAGEMENT OF CUSTOMER CREDIT AND COLLECTION--The student will be able to:
- 22.01 Define credit policy, credit bureau, credit limits, accounts receivable, and aging of accounts.
 - 22.02 Discuss the advantages and disadvantages of offering customer credit.
 - 22.03 Analyze credit options for a small business.
 - 22.04 Examine criteria for granting customer credit.
 - 22.05 Identify costs to a business of offering credit card service to its customers.
 - 22.06 Identify agencies providing credit information on customers.
 - 22.07 Describe use of credit records or reports.
 - 22.08 Analyze procedures used for credit collections.
 - 22.09 Explain the purpose of an accounts receivable aging report.
 - 22.10 Identify the role of small claims court and collection agencies in debt collection.
- 23.0 DESCRIBE RISK/SHRINKAGE MANAGEMENT--The student will be able to:
- 23.01 Identify methods to minimize shoplifting.
 - 23.02 Determine procedures that can be used to reduce amount of loss from internal theft.
 - 23.03 Identify procedures that can be used to reduce amount of loss from bad checks.
 - 23.04 Discuss security procedures to discourage burglary and robbery.
 - 23.05 Discuss how accidents and lawsuits can be prevented.
 - 23.06 Identify different types of business insurance policies required for a variety of types of businesses.
 - 23.07 Identify procedures for handling cash transactions.
 - 23.08 Compare and contrast different store policies concerning shrinkage (e.g., returns, mark out of stocks, charge backs).
 - 23.09 Identify procedures for maintaining quality customer service.
- 24.0 DEMONSTRATE KNOWLEDGE OF GOVERNMENT REGULATION OF BUSINESS--The student will be able to:
- 24.01 Analyze government regulations and agencies that impact a business venture (e.g., OSHA, FTC, FCC, UCC).
 - 24.02 Investigate the role of government regulations in dealing with customers and employees.
 - 24.03 Explain differences between a license and permit and identify issuing agencies.
 - 24.04 Discuss importance of evaluating environmental impact of business.
 - 24.05 Describe health and safety issues that should be considered by an entrepreneur.
 - 24.06 Describe facility/equipment maintenance records.
 - 24.07 Discuss consumer product safety laws.
- 25.0 DEMONSTRATE KNOWLEDGE OF BUSINESS LAW--The student will be able to:

- 25.01 Explain evolution of business law.
- 25.02 Explain and analyze the elements of a contractual relationship (e.g., power of attorney, limited power of attorney).
- 25.03 Analyze elements of an enforceable contract.
- 25.04 Identify essential information to maintain compliance with statutes of frauds.
- 25.05 Analyze various breaches of contract and available remedies.
- 25.06 Identify enforceable or non-enforceable elements of a case study.
- 25.07 Identify requirements of negotiability.

26.0 INVESTIGATE AND ANALYZE COMPONENTS OF HUMAN RESOURCES MANAGEMENT--The student will be able to:

- 26.01 Compare and contrast using independent contractors, temporary help agencies, co-op programs, interns, and permanent employees.
- 26.02 Create a job description.
- 26.03 Role-play an interview using appropriate, legal questions.
- 26.04 Evaluate appropriate work habits (e.g., punctuality, initiative, self-management, reliability).
- 26.05 Analyze traits that promote human relations and increase job productivity.
- 26.06 Discuss components and functions of a company policy manual (e.g., drinking and smoking, tardiness and absenteeism, sexual harassment, medical insurance, holidays, vacation and sick time).
- 26.07 Select and develop written solutions to behavior problems affecting job performance.
- 26.08 Describe procedures for training and promoting employees.
- 26.09 Describe methods for supervising and motivating employees.
- 26.10 Discuss alternative methods for evaluating employee performance.
- 26.11 Examine and critique a performance appraisal of an employee.
- 26.12 Identify steps in developing a comprehensive employee compensation package.
- 26.13 Identify records necessary for payroll taxes.
- 26.14 Describe components of employee contracts (e.g., noncompete clause, nonsolicitation clause).
- 26.15 Identify records used for effective human resource management.
- 26.16 Describe the legal implications of using performance appraisals to terminate or demote employees.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Business Ownership
Secondary Number: 8812000
Postsecondary Number: M618020

The purpose of this course is to prepare students as entrepreneurs, present entrepreneurship as a career path that is worth consideration, provide students with the skills needed to realistically evaluate their potential as a business owner, and develop the fundamental knowledge and skills necessary to start and operate a business. At the conclusion of this course, the students will have met Occupational Completion Point Data Code B: Entrepreneur, Industry Title.

- 27.0 ANALYZE CHANGING ROLE OF ENTREPRENEURSHIP IN THE GLOBAL MARKETPLACE--The student will be able to:
- 27.01 Evaluate importance of entrepreneurship to the American economy.
 - 27.02 Analyze business trends created by changes in technology.
 - 27.03 Summarize factors that have led to increased interdependence within the global marketplace.
 - 27.04 Analyze the impact of international law on sales transactions.
- 28.0 COMPARE AND CONTRAST MANAGEMENT THEORIES--The student will be able to:
- 28.01 Identify motivational theories that impact management (e.g., Maslow, Herzberg).
 - 28.02 Identify an appropriate motivational strategy after determining the wants, needs, and motives of a particular audience.
 - 28.03 Discuss reward and punishment theories as they relate to the business setting.
 - 28.04 Compare and contrast Theory X, Theory Y, and Theory Z.
 - 28.05 Define and discuss the impact of Total Quality Management (TQM) in the global marketplace.
- 29.0 EXPLAIN ROLE OF MANAGEMENT IN OPERATION OF AN ENTERPRISE--The student will be able to:
- 29.01 Evaluate possibility of and procedure for buying an existing business or franchise.
 - 29.02 Analyze and explain the functions of management.
 - 29.03 Prepare an organization chart and explain its importance.
 - 29.04 Discuss various aspects of supervising employees.
 - 29.05 Interpret the term "control" and explain its importance in operating a business.
 - 29.06 Analyze the relationship of government (federal, state, and local) to a small business.
 - 29.07 Provide examples of regulations that affect a small business.
 - 29.08 Prepare calculations for various types of taxes levied on a small business.
 - 29.09 Compare sources of technical assistance for the small business owner.
- 30.0 LIST COMPONENTS OF A BUSINESS PLAN AND EXPLAIN HOW SUCH A PLAN CONTRIBUTES TO SMALL BUSINESS SUCCESS--The student will be able to:

- 30.01 Describe components of a business plan (e.g., Executive Summary, Introduction, Analysis of Business Situation, Planned Operation, Planned Financing).
 - 30.02 Analyze importance of a business plan in developing a business idea and evaluating success.
 - 30.03 Select data/graphics, maps, and diagrams to be included in the business plan.
 - 30.04 Utilize current technology for research and communication in developing the business plan (Internet, World Wide Web).
- 31.0 PREPARE AN INTRODUCTION FOR A BUSINESS PLAN--The student will be able to:
- 31.01 Identify and describe type of business.
 - 31.02 Analyze how current or changing economic situation has created an unfulfilled consumer demand for business.
 - 31.03 Create a business philosophy stating how business is to be run and attitude toward customers, employees, and competitors.
 - 31.04 Compose a description of product/service and advantages and benefits product/service will provide for customers.
 - 31.05 Substantiate why the business will be successful.
- 32.0 PREPARE A SELF-ANALYSIS--The student will be able to:
- 32.01 Describe personal education, training, strengths, and weaknesses relevant to operation of business.
 - 32.02 Outline personal development in field of business including obtaining special licenses and/or skills.
 - 32.03 Describe personality traits and work habits relevant to operation of the business.
- 33.0 PREPARE AN ANALYSIS OF THE TRADING AREA--The student will be able to:
- 33.01 Analyze trading area with respect to geographic, demographic, and economic data.
 - 33.02 Assess competition and affect of seasonal fluctuations.
 - 33.03 Analyze projected growth of trading area.
- 34.0 PREPARE A MARKET SEGMENT ANALYSIS--The student will be able to:
- 34.01 Analyze target market by geographics, demographics, lifestyle, and product benefits.
 - 34.02 Explain importance of market segmentation.
 - 34.03 Describe customer buying behavior related to proposed business.
 - 34.04 Profile potential customers.
- 35.0 PREPARE AN ANALYSIS OF POTENTIAL LOCATION--The student will be able to:
- 35.01 Evaluate availability, cost, traffic patterns, accessibility, and proximity to competition of appropriate business location.
 - 35.02 Research cultural, income, vocational, age, and mobility characteristics of inhabitants of potential location.
 - 35.03 Describe market trends affecting potential location.

- 35.04 Determine advantages and disadvantages of different types of business locations.
- 35.05 Determine steps involved in selecting a specific business site.

- 36.0 PREPARE A DESCRIPTION OF PROPOSED ORGANIZATION--The student will be able to:
 - 36.01 Determine type of ownership best suited to business situation.
 - 36.02 Identify steps in starting to form business.
 - 36.03 Outline steps in hiring of employees.
 - 36.04 Prepare an organization chart.
 - 36.05 Compose job descriptions of identified positions.

- 37.0 PREPARE A DESCRIPTION OF PROPOSED PRODUCT/SERVICE--The student will be able to:
 - 37.01 Summarize details of product(s)/service(s) to be offered.
 - 37.02 Identify potential suppliers/manufacturers.
 - 37.03 Develop an inventory policy, if applicable.
 - 37.04 Identify supplies necessary for operation of the business.
 - 37.05 Compose and develop a customer profile.
 - 37.06 Evaluate importance of determining a product policy.

- 38.0 PREPARE A PROPOSED PRICING POLICY--The student will be able to:
 - 38.01 Identify costs and proposed markups.
 - 38.02 Explain relationship to competitors.
 - 38.03 Evaluate importance of determining a price line.
 - 38.04 Describe profit margin.
 - 38.05 Determine how to compute profit margin.
 - 38.06 Identify pricing incentive options
 - 38.07 Describe pricing strategy choices.

- 39.0 PREPARE A MARKETING STRATEGY--The student will be able to:
 - 39.01 Determine and describe appropriate store image.
 - 39.02 Select a promotional mix for the business.
 - 39.03 Establish promotional objectives for the business.
 - 39.04 Identify methods of promotion to be used by comparing and contrasting costs versus benefits.
 - 39.05 Develop an advertising plan identifying types and costs of media to be used.
 - 39.06 Develop a promotional plan including sales promotion.
 - 39.07 Develop ideas for obtaining publicity for the business.
 - 39.08 Write a press release.
 - 39.09 Plan a web site for the business.
 - 39.10 Identify the role of customer service.

- 40.0 DEVELOP A FINANCIAL PLAN FOR A SMALL BUSINESS--The student will be able to:
 - 40.01 Estimate dollar amount needed to open a business.

- 40.02 Compare available funding sources, identifying amount of personal financial commitment.
 - 40.03 Complete a loan application.
 - 40.04 Prepare plan to repay borrowed funds or provide return on investment to equity funds.
 - 40.05 Project monthly and annual business income for the first year of operation.
 - 40.06 Estimate monthly and annual cash flow for the first year of operation.
 - 40.07 Calculate sales volume required for first year of operation to be profitable.
 - 40.08 Prepare a statement of opening assets, liabilities, and net worth (balance sheet).
 - 40.09 Prepare a cash flow projection for simulated business.
 - 40.10 Prepare a five-year financial plan.
 - 40.11 Develop summary of key points for supporting financial requests.
- 41.0 DEMONSTRATE USES OF MARKETING RELATED SOFTWARE--The student will be able to:
- 41.01 Perform data entry procedures.
 - 41.02 Perform merchandising math data entry procedures (e.g., stock turnover, markup, markdown, open to buy, pricing, invoicing).
 - 41.03 Perform marketing spreadsheet data entry and output procedures.
 - 41.04 Analyze a marketing spreadsheet in a decision-making situation.
 - 41.05 Design and prepare an advertising brochure.
 - 41.06 Discuss the importance of e-mail, fax, and an on-line service to a small business.
- 42.0 APPLY A CAREER PLAN TO ENTREPRENEURSHIP--The student will be able to:
- 42.01 Develop a plan for pursuing a career as an entrepreneur including training and educational requirements, needed skills and abilities, and steps for reaching career goal.
 - 42.02 Demonstrate specific technology applications related to career plan.
 - 42.03 Develop forms of documentation for inclusion in a career portfolio, i.e., Entrepreneurship Written Event (see DECA Guide).

Florida Department of Education CURRICULUM FRAMEWORK

Program Title: Academy of Finance
Occupational Area: Marketing

	<u>Secondary</u>	<u>PSAV</u>
Program Numbers	8815100	M804011
CIP Number	0208.040110	0208.040110
Grade Level	9-12, 30, 31	30, 31
Length	5 credits	750 hours
Certification	BANK FINC @7 G TEACH CDE @7 DIST ED @7 BUS ED 1 @2 @4 MKTG 1 @2 MKTG MGMT @7 G	BANK FINC @7 G TEACH CDE @7 DIST ED @7 BUS ED 1 @2 @4 MKTG 1 @2 MKTG MGMT @7 G
CTSO	DECA	DEX
Coop Method	Yes	Yes
Basic Skills		
Math		9
Language		9
Reading		9

- I. **MAJOR CONCEPTS/CONTENT:** The purpose of this program is to prepare students for employment in the financial industry. This program also provides supplemental training for persons previously or currently employed in the financial industry. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the financial industry: planning; management; finance; economics; technical and production skills; underlying principles of technology; labor issues; community issues and health, safety, and environmental issues; risk management liability; and health, life, and disability insurance.

Listed below are the courses that comprise this program when offered at the secondary level:

8815150 - Financial Computing
8815140 - Financial Accounting
8815110 - Financial Operations
8815130 - Financial Internship **OR** 8800410 - Marketing OJT
8815120 - Financial Planning

- II. **LABORATORY ACTIVITIES:** Laboratory activities are an integral part of this program. Industry specific equipment should be utilized for each job for which the student receives instruction.
- III. **SPECIAL NOTE:** DECA, “An Association of Marketing Students” (secondary), and Delta Epsilon Chi, “An Association of Marketing Students” (postsecondary), are the appropriate career and technical student organizations for providing leadership training and for reinforcing specific career and technical skills. Career and Technical Student Organizations, when provided, shall be an integral part of the career and technical instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065 (8), FAC.

Cooperative training (OJT), 8800410/M89990/0208.9999CP, or Financial Internship, 8815130, are the appropriate work-based learning experiences for this program. Whenever OJT is offered a training agreement and an individualized training plan, signed by the student, parent/guardian,

teacher/coordinator, and employer are required. The training plan is to include a diverse list of instructional objectives and on-the-job skills and in-school learning experiences. The workstation should reflect equipment, skills, and tasks relevant to the occupation the student has chosen as a career goal. The student must receive compensation for work performed. The employer will evaluate the student's job performance of the instructional objectives and competencies each grading period.

Students who choose the internship option must work a minimum of 150 hours to earn one credit. Each student intern is required to have a job performance skills plan, signed by the student/intern, parent/guardian, teacher, and employer. The plan should include competencies developed through classroom experiences, a list of on-the-job duties and tasks to be performed, and applicable student performance standards. The Financial Internship course may provide paid or non-paid work experience based on the needs of the students and availability of positions.

It is highly recommended that for every 20 students (or portion thereof) enrolled in OJT/Internship, the teacher/coordinator be given a minimum of one hour of OJT-coordination release time per day for the purposes of visiting students on the job and managing the cooperative method of instruction.

The teacher/coordinator should visit each intern/OJT site a minimum of once during each grading period for the purpose of observation, preferably while the student is actually working. A second contact during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the job performance basic skills plan is highly recommended.

On-the-job training and internship may be continued as a summer learning experience without classroom instruction for those students who successfully participated in the program during the school year immediately preceding the summer assignment.

The OJT course may be taken by a student for one or more semesters at the secondary level enabling the student to earn multiple credits. The specific student performance standards that the student must achieve to earn credit must be specified in the OJT training plan.

In accordance with Rule 6A-10.040, FAC, the minimum basic skills grade level required for adult vocational students to complete this program are: Mathematics 9.0, Language 9.0, Reading 9.0. These grade-level numbers correspond to grade-equivalent scores obtained on one of the state-designated basic skills examinations. If a student does not meet the basic-skills level required for completion of the program, remediation should be provided concurrently through Vocational Preparatory Instruction (VPI). Please refer to the Rule for exemptions.

To be transferable statewide between institutions, this program/course must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific program or course articulation agreements with each other.

When offered at the postsecondary adult vocational level, this program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F. S.

When a secondary student with a disability is enrolled in a vocational class with modifications to the curriculum framework, the particular outcomes and student performance standards, which the student must master to earn credit, must be specified on an individual basis. The job or jobs for which the student is being trained should be reflected in the student's desired postschool outcome statement on the Transition Individual Educational Plan (Transition IEP).

SCANS Competencies: Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other

cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate methods to improve students' personal qualities, higher-order critical thinking skills, and problem-solving, technical, and literacy skills.

- IV. **INTENDED OUTCOMES:** After successfully completing appropriate course(s) for each Occupational Completion Point of this program, the student will be able to perform the following:

OCCUPATIONAL COMPLETION POINT DATA CODE-A

DATA ENTRY CLERK - DOT 203.582-054

- 49.0 Identify careers in finance.
- 01.0 Perform data processing activities.
- 02.0 Demonstrate communication skills needed in finance and finance-related occupations.
- 03.0 Identify functions of data processing.
- 04.0 Demonstrate decision-making activities.

OCCUPATIONAL COMPLETION POINT DATA CODE - B

LOAN AND CREDIT CLERK - OES 53121

- 05.0 Practice quality performance in the learning environment and workplace.
- 06.0 Demonstrate financial accounting activities.
- 07.0 Compare the differences between the various economic systems.
- 08.0 Explain the nature of American capitalism through its various concepts.
- 09.0 Explain the profit motive in our economic system.
- 10.0 Demonstrate by examples capital markets and the role securities have within these markets.
- 11.0 Develop skill in interpreting the financial section of the daily newspaper.
- 12.0 Demonstrate an understanding of the different types of business organization.
- 13.0 Outline the role the Federal Reserve System plays in our money, credit, and banking processes.
- 14.0 Summarize how economic growth and stability impact the business cycle.
- 15.0 State the banking concept as used in America.
- 16.0 Outline the historical transition the banking system in America has taken from its early years to its current position.
- 17.0 Define banking operations.
- 18.0 Analyze the types of investments used by banks.
- 19.0 Evaluate the effectiveness of bank regulation and examination.
- 20.0 Identify terminology unique to the finance and finance-related industries.
- 21.0 Describe the role of consumer credit in today's society.
- 22.0 Identify the principles of saving and borrowing.
- 23.0 Identify career opportunities available in the consumer credit field.
- 24.0 Describe consumer credit products.
- 25.0 Define risk and consumer lending.
- 26.0 Outline the procedures utilized in processing a credit application.
- 27.0 Demonstrate the procedures utilized in gathering credit information.
- 28.0 Outline the procedures used in evaluating a loan.
- 29.0 Identify the documents and procedures utilized in closing a loan.
- 30.0 Outline the methods utilized in servicing a loan.
- 31.0 Evaluate the role automation plays in the buying and selling of securities.
- 32.0 Analyze home financing options.
- 33.0 Evaluate the impact fluctuating stock prices might have upon the financial community.
- 34.0 Analyze the reasons for the purchase of bonds.
- 35.0 Identify the laws and regulations for consumer protection.
- 48.0 Demonstrate employability skills.
- 36.0 Perform designated job skills.

37.0 Demonstrate work ethics.

OCCUPATIONAL COMPLETION POINT - DATA CODE - C
BROKERAGE CLERKS - OES 53128

38.0 Summarize global banking functions.

39.0 Define global trade.

40.0 Explain the processes used in the field of financial planning.

41.0 Describe the role of a financial planner.

42.0 Outline the components of a financial plan.

43.0 Define the concept of risk management and insurance products.

44.0 Outline investment opportunities available in today's financial market.

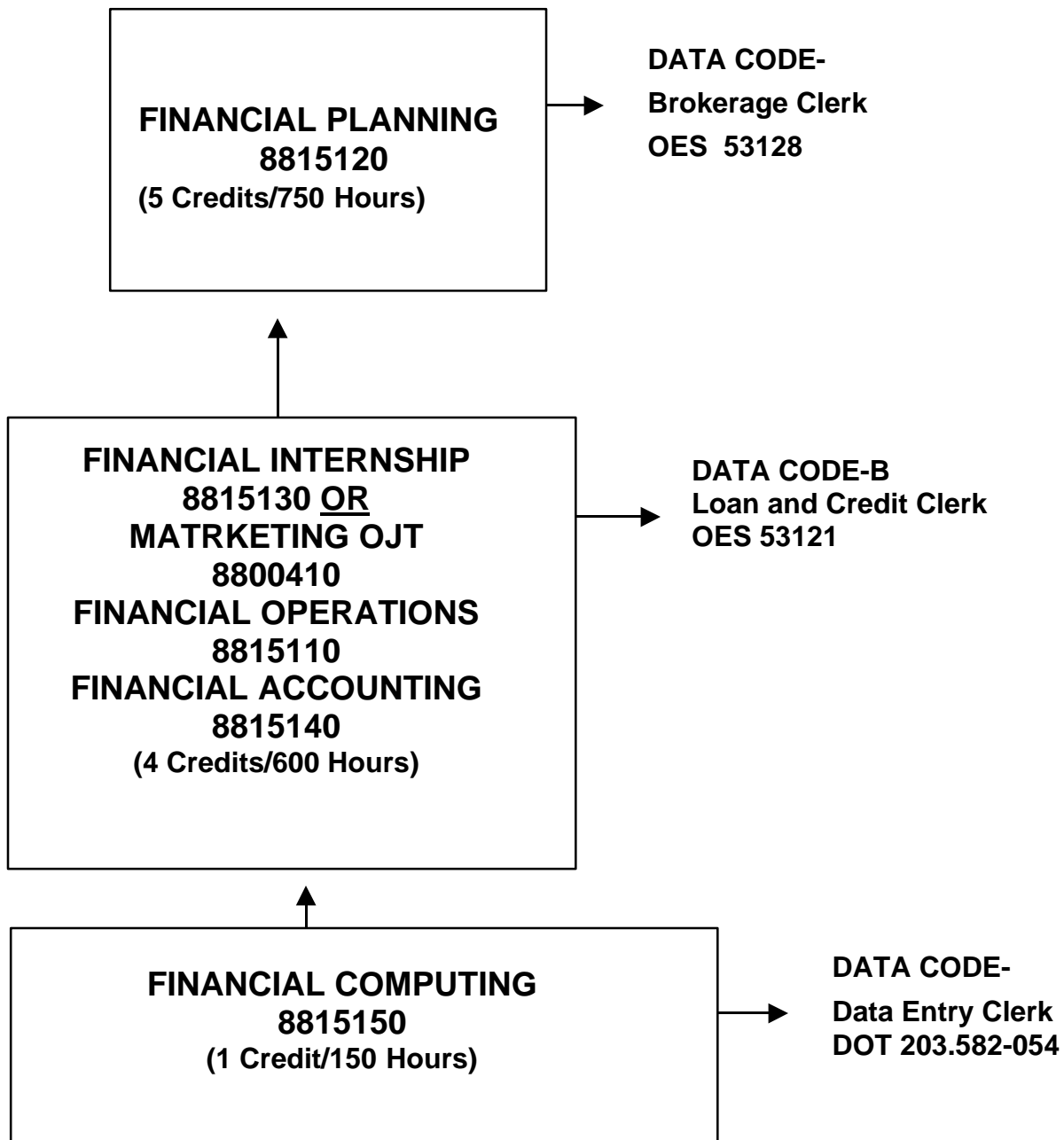
45.0 Identify retirement planning strategies.

Identify estate-planning strategies.

Select a financial industry career for research.

The following diagram illustrates the program structure:

ACADEMY OF FINANCE
8812100/M803010/0208.030100



Florida Department of Education

Course Number: 8815150
Financial Computing

Course Credit:

COURSE DESCRIPTION:

This course provides students with a basic knowledge of Data Processing. In addition, this course is the terminology are covered. Hands-on data entry and microcomputer applications with commercially prepared software in the areas of text electronic spreadsheets are covered. Students will have met occupational completion point Data Code A:

49.0 IDENTIFY CAREERS IN FINANCE

- 49.01 Identify employment opportunities, requirements for entry and advancement, and career
- 49.02 Explain duties and information.
- 49.03
- 49.04 Identify advantages and disadvantages of working in the finance industry.

PERFORM DATA PROCESSING ACTIVITIES--The student will be able to:

- Explain the following terms: accounts payable, accounts receivable, cash payments, cash receipts, and payroll.
- Enter data into an accounts payable system.
- 01.03 Enter data into an accounts receivable system.
- 01.04
- 01.05 Enter data into a cash receipts system.
Enter data into a payroll system.

02.0

RELATED OCCUPATIONS--The student will be able to:

- 02.01 Compose and key a resume (electronic and traditional) and cover letter.
- 02.02 documents, instructions, e-mail, Internet) to solve business problems and complete
- 02.03 Use current and emerging technology and software to perform personal and related tasks, solve problems, and organize and communicate information.
- 02.04 tasks and solve problems in business environments.

IDENTIFY FUNCTIONS OF DATA PROCESSING--The student will be able to:

- Identify computer hardware and software.
- 03.02
- 03.03 Describe the relationship between record.
- 03.04

- 03.05 Identify symbols used in flowchart application.
- 04.0 DEMONSTRATE DECISION-MAKING ACTIVITIES--The student will be able to:
 - 04.01 Describe ethical issues and problems associated with computers and information systems.
 - 04.02 Select the appropriate action in situations requiring the application of ethics in business.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Course Number: 8815140
Course Title: Financial Accounting
Course Credit: 1

COURSE DESCRIPTION:

This is an accelerated course that covers two years of accounting in one. There is a focus on the accounting cycle for both business and manufacturing industries through the trial balance and adjusting entries. Students learn how to use special journals, ledgers, and controlling accounts. In addition, they prepare financial statements for single proprietors, partnerships, and corporations. An emphasis is placed on the analysis and interpretation of financial reports. There is not an occupational completion point after completion of this course.

- 05.0 PRACTICE QUALITY PERFORMANCE IN THE LEARNING ENVIRONMENT AND WORKPLACE--The student will be able to:
 - 05.01 Apply organizational skills to manage time and resources appropriately.
 - 05.02 Perform tasks accurately, completely, and with attention to detail.
 - 05.03 Organize ideas and communicate oral and written messages appropriate to an accounting environment.
 - 05.04 Identify, define, and discuss professional accounting terminology appropriate for internal and external communications in an accounting environment
 - 05.05 Demonstrate an awareness of the role and responsibilities of employees within the organization of an accounting and business environment.
 - 05.06 Project a professional image through appropriate business attire, ethical behavior, personal responsibility, flexibility, and respect for confidentiality.
 - 05.07 Participate in work-based learning experiences in an accounting environment.
- 06.0 DEMONSTRATE FINANCIAL ACCOUNTING ACTIVITIES--The student will be able to:
 - 06.01 Identify the basic elements of the bookkeeping/accounting cycle.
 - 06.03 Post entries from the general journal to the general ledger.
 - 06.04 Prepare an income statement.
 - 06.05 Prepare a balance sheet.
 - 06.06 Record purchases transactions in the purchases journal.
 - 06.07 Record a sales transaction in the sales journal.
 - 06.08 Post sales journal entries to the accounts receivable ledger and general ledger.
 - 06.09 Record sales returns and allowances transactions in the general journal.
 - 06.10 Post cash receipts journal entries to the accounts receivable ledger and general ledger.
 - 06.11 Post cash disbursements from the checkbook to the cash disbursement journal.
 - 06.12 Reconcile bank statement to the checkbook.

- 06.13 straight line and declining balance methods.
- 06.14 ACRS (accelerated cost recovery system) method of depreciation.
- 06.15 average cost methods.
- 06.16 record a payroll and payroll taxes.
- 06.17
- 06.18 Gather information, extract key elements, analyze the impact of the data, and develop an
- 06.19 Discuss the use of technology in an accounting
- 06.20 Use spreadsheet and accounting software to maintain accounting records.
Describe the differences between manual and computerized accounting systems.

July 2001

STUDENT PERFORMANCE STANDARDS

Course Number:

Course Title: Financial Operations
1

COURSE DESCRIPTION:

banking, credit, and consumer lending in the United States. Additional emphasis is placed on money, credit and banking, economic growth and stability, use of limited resources, characteristics of different

students become familiar with the major functions of banks and other financial intermediaries, central banking by the Federal Reserve System, and modern trends in the finance industry. The students are also

and bonds. There is not an occupational completion point after the completion of this course.

07.0 _____ --The student will be able to:

- Describe the terms "market" and "market system."
- 07.02 major features of a variety of economic systems.
- 07.03
- 07.04 Explain factors that have led to an increased international in
- 07.05 Explain concepts associated with trade between nations.

EXPLAIN THE NATURE OF AMERICAN CAPITALISM THROUGH ITS VARIOUS CONCEPTS

- 08.01 Describe the characteristics of America's market economy.
Explain the impact of supply and demand on the American economy.

09.0 _____ --The student will be able to:

- 09.01
- 09.02 Explain the role of the profit motive in investment decis

- 10.0 DEMONSTRATE BY EXAMPLES CAPITAL MARKETS AND THE ROLE SECURITIES HAVE WITHIN THESE MARKETS--The student will be able to:
- 10.01 Develop reasons for corporate efforts to raise capital.
 - 10.02 Explain a variety of methods available to corporations for raising capital.
 - 10.03 Show the major purposes of corporate annual reports.
- 11.0 DEVELOP SKILL IN INTERPRETING THE FINANCIAL SECTION OF THE DAILY NEWSPAPER--The student will be able to:
- 11.01 Identify important financial data components found in the financial section of a daily newspaper.
 - 11.02 Demonstrate the importance of data relating to daily trading of a stock as listed in the business section of the newspaper or on the Internet.
- 12.0 DEMONSTRATE AN UNDERSTANDING OF THE DIFFERENT TYPES OF BUSINESS ORGANIZATION--The student will be able to:
- 12.01 Compare the features of proprietorship, partnership, and corporation.
 - 12.02 List the advantages and disadvantages of forming a corporation.
 - 12.03 Discuss reasons for corporate acquisitions and mergers.
- 13.0 OUTLINE THE ROLE THE FEDERAL RESERVE SYSTEM PLAYS IN OUR MONEY, CREDIT, AND BANKING PROCESSES--The student will be able to:
- 13.01 Define money and the role it plays in the American economic system.
 - 13.02 Describe the role financial institutions play in the economic growth and development of a society.
- 14.0 SUMMARIZE HOW ECONOMIC GROWTH AND STABILITY IMPACT THE BUSINESS CYCLE--The student will be able to:
- 14.01 Interpret the concept of economic growth.
 - 14.02 Explain the various business cycles that occur in our society.
- 15.0 STATE THE BANKING CONCEPT AS USED IN AMERICA--The student will be able to:
- 15.01 Identify the basic functions of banks.
 - 15.02 Describe the services offered by a full service bank.
 - 15.03 Identify financial services offered by major non-bank competitors.
 - 15.04 Explain the importance of the selling of financial services by all financial institutions.
- 16.0 OUTLINE THE HISTORICAL TRANSITION THE BANKING SYSTEM IN AMERICA HAS TAKEN FROM ITS EARLY YEARS TO ITS CURRENT POSITION--The student will be able to:
- 16.01 Review the Federal Reserve System's various roles in banking.
 - 16.02 Identify the major Federal banking laws and their role in banking.
 - 16.03 Diagram the organization of the Federal Reserve.
 - 16.04 Identify new financial products and services offered by a variety of financial institutions.
- 17.0 DEFINE BANKING OPERATIONS--The student will be able to:
- 17.01 Identify the major departments of financial institutions.
 - 17.02 Describe the characteristics of a time deposit transaction.

- 26.01 Outline the information needed on a credit application.
 - 26.02 List the documents involved in consumer lending.
 - 26.03 Develop a letter to notify the applicant of a credit decision.
- 27.0 DEMONSTRATE THE PROCEDURES UTILIZED IN GATHERING CREDIT INFORMATION--The student will be able to:
- 27.01 Demonstrate a loan interview.
 - 27.02 Complete a loan application.
 - 27.03 Outline the procedures involved in credit verification.
 - 27.04 Explain the function of a credit bureau.
- 28.0 OUTLINE THE PROCEDURES USED IN EVALUATING A LOAN--The student will be able to:
- 28.01 Analyze a credit grading system.
 - 28.02 Describe signals that may be fraud indicators.
 - 28.03 Analyze the reasons why credit information should be verified.
- 29.0 IDENTIFY THE DOCUMENTS AND PROCEDURES UTILIZED IN CLOSING A LOAN--The student will be able to:
- 29.01 Explain the significance of a loan closing.
 - 29.02 Identify the documents involved in general consumer lending.
- 30.0 OUTLINE THE METHODS UTILIZED IN SERVICING A LOAN--The student will be able to:
- 30.01 Describe how consumer loans are serviced.
 - 30.02 Outline collection procedures for a consumer loan.
 - 30.03 Define bankruptcy.
 - 30.04 Outline the job responsibilities of a bankruptcy specialist.
- 31.0 EVALUATE THE ROLE AUTOMATION PLAYS IN THE BUYING AND SELLING OF SECURITIES--The student will be able to:
- 31.01 Identify the key terms relating to stock trading.
 - 31.02 Outline the sequence of events in making a stock trade.
- 32.0 ANALYZE HOME FINANCING OPTIONS--The student will be able to:
- 32.01 Identify terms related to mortgages.
 - 32.02 Contrast variable and fixed rate mortgages.
 - 32.03 Compare and contrast VA, FHA, and conventional mortgages.
- 33.0 EVALUATE THE IMPACT FLUCTUATING STOCK PRICES MIGHT HAVE UPON THE FINANCIAL COMMUNITY--The student will be able to:
- 33.01 Explain how stocks are valued.
 - 33.02 Analyze the factors that influence the pricing of stocks.
- 34.0 ANALYZE THE REASONS FOR THE PURCHASE OF BONDS--The student will be able to:
- 34.01 Analyze the characteristics of corporate bonds.
 - 34.02 Compare rating services used to evaluate bonds.
 - 34.03 Evaluate the impact that fluctuating interest rates have on bonds.

35.0 _____--The student
will be able to:

Interpret the purpose of the Truth-In-Lending Act.

35.02

35.03 Explain the importance of the Fair Credit Billing Act.

48.0 _____--The student will be able to:

48.01 Identify and utilize resources used in a job search (e.g., networking, newspaper, Internet).
Discuss importance of drug tests and criminal background checks in identifying possible
employment options.

Identify steps in the job application process including arranging for references and proper
documentation (e.g., green card).

Identify procedures and documents required when applying for a job (e.g., application,
W-4, I-9).

Prepare a resume (electronic and written), letter of application, follow-up letter,
acceptance/rejection letter, letter of resignation, and letter of recommendation.

Identify and demonstrate appropriate dress and grooming for employment.

48.07 Identify and demonstrate effective interviewing skills (e.g., behavioral).

48.08

48.09 Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law,
EEOC, ADA, OSHA).

48.10

responsibility, fairness, trustworthiness, and caring.

48.11

the physically challenged.

diverse populations and

Describe importance of producing quality work and meeting performance standards.

48.13

discounting).

48.14

planner.

48.15

responsibility).

48.16

ion and re-employment.

48.17

letters of
recommendation, awards, evidence of participation in school/community/volunteer

48.18 Identify and

48.19 Maintain confidentiality of business matters.

Discuss importance of practicing positive customer service skills.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Course Number: 8815120
Course Title: Financial Planning
Course Credit: 1

COURSE DESCRIPTION:

This course develops an awareness of the need for care and organization in planning for the wise use of economic resources and financial products available through a study of savings, credit, insurance, banking, and financial goals. The students are provided with the concepts needed to understand international trade. The students are also made aware of the career opportunities offered by lending institutions. Students will have met Occupational Completion Point Data Code C: Brokerage Clerk - OES 53128.

38.0 SUMMARIZE GLOBAL BANKING FUNCTIONS--The student will be able to:

- 38.01 Describe the promotion of global trade.
- 38.02 Analyze the global credit crisis.
- 38.03 Identify global exchange services.

39.0 DEFINE GLOBAL TRADE--The student will be able to:

- 39.01 Describe what takes place during the rise or fall of the exchange rate of the U.S. dollar.
- 39.02 Outline the advantages and disadvantages of a protectionist policy.
- 39.03 Identify possible solutions to the problem of meeting global competition.
- 39.04 Distinguish between imports and exports.
- 39.05 Discuss the financial interdependence of nations.
- 39.06 Explain the advantages and disadvantages of global trade.
- 39.07 Define the major agreements governing the world: General Agreement on Tariffs and Trade (GATT), North American Free Trade Agreement (NAFTA), European Union (EU), ASEAN Free Trade Area (AFTA), and Southern Cone Common Market (Mercosur).
- 39.08 Discuss the U. S. balance of trade.
- 39.09 Know terms: trade, tariff, quota, embargo, voluntary export restraints, most favored nation status, foreign trade zones, export, import, dumping, kickbacks, international monetary fund (IMF).

40.0 EXPLAIN THE PROCESSES USED IN THE FIELD OF FINANCIAL PLANNING--The student will be able to:

- 40.01 Discuss financial planning.
- 40.02 Explain basic steps in the financial planning process.
- 40.03 Evaluate a hypothetical situation from a financial planning point of view.
- 40.04 Summarize the extent to which financial planning would benefit people of different financial circumstances.

41.0 DESCRIBE THE ROLE OF A FINANCIAL PLANNER--The student will be able to:

- 41.01 Define abbreviations associated with degrees granted by various financial institutions and industries.
- 41.02 Develop a set of criteria for evaluating a planner's credentials.
- 41.03 Describe the skills, education, and training necessary for a career in financial planning.
- 41.04 List the basic steps in the financial planning process.

**Florida Department of Education
CURRICULUM FRAMEWORK**

Program Title: Academy of International Marketing
Occupational Area: Marketing

	<u>Secondary</u>	<u>PSAV</u>
Program Numbers	8839100	M807030
CIP Number	0208.070300	0208.070300
Grade Level	9-12, 30, 31	30, 31
Length	4 credits	600 hours
Certification	RETAILING @7 G DIST ED @7 TEACH CDE @7 WHOLESAL @7 G MKTG 1 @2 MKTG MGMT @7 G	RETAILING @7 G DIST ED @7 TEACH CDE @7 WHOLESAL @7 G MKTG 1 @2 MKTG MGMT @7 G
CTSO	DECA	DEX
Coop Method	Yes	Yes
Basic Skills		
Math		9
Language		9
Reading		9

- I. **MAJOR CONCEPTS/CONTENT:** The purpose of this program is to prepare students for employment as traffic clerk (214.587-014), traffic rate clerk (214.362-038), and import/export agent (184.117-022), or to provide supplemental training for persons previously or currently employed in these occupations.

The content includes, but is not limited to, selling, buying, transporting, regulating, and financing goods and services for import or export.

Listed below are the courses that comprise this program when offered at the secondary level:

8827110 - Marketing Essentials
8839110 - International Marketing 1
8839120 - International Marketing 2
8839130 - International Marketing 3

- II. **LABORATORY ACTIVITIES:** Laboratory activities are an integral part of this program and should be used to apply theory to the operation of an import/export business.
- III. **SPECIAL NOTE:** DECA, “An Association of Marketing Students” (secondary), and Delta Epsilon Chi, “An Association of Marketing Students” (postsecondary), are the appropriate career and technical student organizations for providing leadership training and for reinforcing specific career and technical skills. Career and Technical Student Organizations, when provided, shall be an integral part of the career and technical

instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065 (8), FAC.

Cooperative training (OJT), 8800410/M899990/0208.9999CP, or Guided Workplace-Learning, 8300430/D886300/1098.8630CP, are highly recommended to use with this program as a work-based learning experience. When OJT is offered, each student is required to have a training agreement and a training plan, signed by the student, parent/guardian, teacher/coordinator, and employer. The training plan shall include a diverse list of instructional objectives and on-the-job and in-school learning experiences. The workstation shall reflect equipment, skills, and tasks relevant to the occupation the student has chosen as a career goal. The student must receive compensation for work performed.

When Guided Workplace-Learning is offered, the student is allowed to work a maximum of 450 hours and must participate, with the work-based learning site supervisor, in a preplacement conference. A work-based learning plan must be developed to include the learning objectives, methods of learning, activities/responsibilities, time required, provisions for supervision, and method(s) of student evaluation. Students must also meet a minimum of once per week for the purpose of related instruction and developmental activities. Employment may be either paid or unpaid. (For additional information consult the Guided Workplace-Learning framework.)

It is highly recommended that for every 20 students (or portion thereof) enrolled in Marketing OJT and/or Guided Workplace-Learning, the teacher/coordinator be given a minimum of one hour of OJT-coordination release time per day for the purposes of visiting students on the job and managing the cooperative method of instruction.

The teacher/coordinator should visit each training site for the purpose of observation a minimum of once during each grading period, preferably while the student is actually working. A second contact each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the work-based learning plan/training plan is highly recommended.

In accordance with Rule 6A-10.040, FAC, the minimum basic-skills grade levels required for adult vocational students to exit this program are: Mathematics 9.0, Language 9.0, Reading 9.0. These grade-level numbers correspond to grade-equivalent scores obtained on one of the state-designated basic-skills examinations. If a student does not meet the basic-skills level required for completion of the program, remediation should be provided concurrently through Vocational Preparatory Instruction (VPI). Please refer to the Rule for exemptions.

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned to the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific program or course articulation agreements with each other.

When offered at the postsecondary adult vocational level, this program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F. S.

When a secondary student with a disability is enrolled in a vocational class with modifications to the curriculum framework, the particular outcomes and student performance standards, which the student must master to earn credit, must be specified on an individual basis. The job or jobs for which the student is being trained should be reflected in the student's desired postschool outcome statement on the Transition Individual Educational Plan (Transition IEP).

SCANS Competencies: Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate methods to improve students' personal qualities, higher-order critical thinking skills, and problem-solving, technical, and literacy skills.

- IV. **INTENDED OUTCOMES**: After successfully completing appropriate course(s) for each occupational completion point of this program, student will be able to:

OCCUPATIONAL COMPLETION POINT - DATA CODE - A

IMPORT/EXPORT CLERK – INDUSTRY TITLE

- 01.0 Demonstrate employability skills.
- 02.0 Demonstrate human relations skills necessary for success in marketing occupations.
- 03.0 Demonstrate proficiency in applying communication and technology skills.
- 04.0 Demonstrate proficiency in applying math skills unique to marketing.
- 05.0 Identify economic principles.
- 06.0 Identify marketing and business fundamentals.
- 07.0 Identify effective selling techniques and procedures.
- 08.0 Demonstrate an understanding of global marketing.
- 09.0 Define global trade.
- 10.0 Demonstrate an understanding of global economics.
- 11.0 Demonstrate an understanding of import and export basics.
- 12.0 Demonstrate an understanding of trade documentation.
- 13.0 Develop knowledge of government agencies administering trade regulations.

OCCUPATIONAL COMPLETION POINT - DATA CODE - B

IMPORT/EXPORT DOCUMENTATION CLERK – INDUSTRY TITLE

- 14.0 Analyze global and economic issues.
- 15.0 Demonstrate an understanding of global marketing and transportation.
- 16.0 Demonstrate an understanding of global finance.
- 17.0 Demonstrate an understanding of laws and regulations relating to global marketing.
- 18.0 Discuss global marketing strategies.
- 19.0 Demonstrate an understanding of global advertising and promotion.
- 20.0 Demonstrate effective communication skills specific to global marketing.
- 21.0 Explain concept and importance of entrepreneurship.

OCCUPATIONAL COMPLETION POINT - DATA CODE - C
IMPORT/EXPORT ENTREPRENEUR – INDUSTRY TITLE

- 22.0 List components of a business plan and understand how such a plan contributes to an import/export business success.
- 23.0 Prepare an introduction for a business plan for an import/export business.
- 24.0 Prepare an analysis of trading country.
- 25.0 Prepare a market segment analysis.
- 26.0 Prepare an analysis of potential location.
- 27.0 Prepare a description of proposed organization.
- 28.0 Prepare a description of proposed product/service.
- 29.0 Prepare a proposed pricing policy.
- 30.0 Prepare a marketing strategy.
- 31.0 Develop a financial plan for an import/export business.
- 32.0 Demonstrate uses of marketing related software.
- 33.0 Apply a career plan to international marketing.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8827110
Course Title: Marketing Essentials
Course Credit: 1

COURSE DESCRIPTION:

The purpose of this course is to develop the competencies essential to marketing. These competencies include human relations, employability, communication, math, and economic skills. The fundamentals of marketing and selling are also included. There is not an occupational completion point after the completion of this course.

01.0 **DEMONSTRATE EMPLOYABILITY SKILLS**--The student will be able to:

- 01.01 Identify and utilize resources used in a job search (e.g., networking, newspaper, Internet).
- 01.02 Discuss importance of drug tests and criminal background checks in identifying possible employment options.
- 01.03 Identify steps in the job application process including arranging for references and proper documentation (e.g., green card).
- 01.04 Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9).
- 01.05 Prepare a resume (electronic and written), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.
- 01.06 Identify and demonstrate appropriate dress and grooming for employment.
- 01.07 Identify and demonstrate effective interviewing skills (e.g., behavioral).

- 01.08 Describe methods for handling illegal interview and application questions.
 - 01.09 Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA, OSHA).
 - 01.10 Identify positive work attitudes and behaviors such as honesty, compassion, respect, responsibility, fairness, trustworthiness, and caring.
 - 01.11 Identify ways to work cooperatively in a business situation with diverse populations and the physically challenged.
 - 01.12 Describe importance of producing quality work and meeting performance standards.
 - 01.13 Identify personal and business ethics (e.g., preventing theft, pilfering, and unauthorized discounting).
 - 01.14 Demonstrate orderly and systematic behavior by creating and maintaining a monthly planner.
 - 01.15 Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).
 - 01.16 Identify how to prepare for job separation and re-employment.
 - 01.17 Create and maintain a portfolio of documents for job placement (e.g., resume, letters of recommendation, awards, evidence of participation in school/community/volunteer activities, employer evaluations).
 - 01.18 Identify and practice stress management and relaxation techniques.
 - 01.19 Discuss importance of practicing positive customer service skills.
- 02.0 **DEMONSTRATE HUMAN RELATIONS SKILLS NECESSARY FOR SUCCESS IN MARKETING OCCUPATIONS**--The student will be able to:
- 02.01 Demonstrate ability to work cooperatively with team members, supervisors, and customers from diverse cultural backgrounds.
 - 02.02 Define and discuss issues involving gender equity, disability, and age.
 - 02.03 Demonstrate interpersonal skills (e.g., courtesy, loyalty, being a team player).
 - 02.04 Identify and define friendliness, adaptability, empathy, and politeness as relates to business.
 - 02.05 Explain concepts of integrity, credibility, reliability, and perseverance.
 - 02.06 Demonstrate personality traits important to business (e.g., interest, enthusiasm, honesty, responsibility, flexibility).
 - 02.07 Maintain professional personal appearance and attitude.
 - 02.08 Demonstrate ability to use creative problem solving, decision-making, and critical thinking strategies.
 - 02.09 Demonstrate self-management, initiative, and multi-tasking.
 - 02.10 Explain concepts of self-understanding, self-esteem, and self-image.
 - 02.11 Demonstrate professional behavior and etiquette.
 - 02.12 Demonstrate respect for the opinions, customs, and individual differences of others.
 - 02.13 Set personal and career goals and develop a plan of action to achieve those goals.
 - 02.14 Identify areas where personal and professional change and adjustment may be necessary.
 - 02.15 Demonstrate ability to offer and accept feedback.
 - 02.16 Identify and practice stress management and relaxation techniques.
 - 02.17 Maintain confidentiality of business matters.
 - 02.18 Support and follow company policies and procedures (e.g., attendance, tardiness, returns).

- 02.19 Develop and demonstrate human relations skills needed for successful entry and progress in occupation selected by the student as a career objective.

03.0 DEMONSTRATE PROFICIENCY IN APPLYING COMMUNICATION AND TECHNOLOGY SKILLS--The student will be able to:

- 03.01 Identify and apply effective workplace communication skills (e.g., verbal, nonverbal, written, electronic).
- 03.02 Describe effective staff communication and its uses (e.g., inter-personal, departmental, inter-departmental, company).
- 03.03 Demonstrate ability to read and comprehend written communications.
- 03.04 Identify a variety of forms of written business communications utilized in the workplace.
- 03.05 Prepare a business letter, memorandum, fax, and e-mail.
- 03.06 Demonstrate ability to speak effectively to customers/clients, co-workers, supervisors, and vendors using appropriate grammar and terminology.
- 03.07 Discuss importance of developing networking skills to expand business contacts.
- 03.08 Prepare and deliver a business-related presentation.
- 03.09 Demonstrate active listening strategies that improve understanding and performance.
- 03.10 Describe positive customer relations.
- 03.11 Demonstrate conflict and dispute resolution techniques.
- 03.12 Identify means of nonverbal communication.
- 03.13 Demonstrate effective telephone and e-mail techniques and etiquette/netiquette in a business situation.
- 03.14 Discuss methods of resolving customer complaints.
- 03.15 Interpret business policies to customers/clients.
- 03.16 Discuss importance of providing clear directions, descriptions, and explanations.
- 03.17 Demonstrate ability to locate, understand, interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, and Internet resources.
- 03.18 Identify types of technology/equipment used in the workplace.
- 03.19 Define hypertext, URL, links, Internet Service Provider (ISP), bulletin board service (BBS), electronic storefront, e-mail, newsgroups, flames.

04.0 DEMONSTRATE PROFICIENCY IN APPLYING MATH SKILLS UNIQUE TO MARKETING--The student will be able to:

- 04.01 Perform addition, subtraction, multiplication, division, ratios, and percentage problems as related to industry.
- 04.02 Apply problem solving techniques to sales related transactions including cash, checks, debit cards, credit cards, discounts, layaway, C. O. D., returns, gift certificates, and automatic fee withdrawals.
- 04.03 Interpret quantitative information from tables, charts, and graphs as related to the workplace.
- 04.04 Demonstrate ability to make change correctly.
- 04.05 Calculate tax, gratuity, commission, and miscellaneous charges.
- 04.06 Demonstrate ability to collect, organize, and interpret data, and predict outcomes relative to opening and closing procedures for a sales terminal.
- 04.07 Collect and analyze sales information to determine stock turnover and stock-sales ratio.

- 04.08 Apply standard industry formula to determine markup and markdown on merchandise.
 - 04.09 Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges.
 - 04.10 Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice.
 - 04.11 Identify components of a break-even analysis.
 - 04.12 Compute and analyze a break-even point.
 - 04.13 Operate 10-key keypad.
 - 04.14 Read and interpret a lease agreement.
 - 04.15 Read and interpret a contract for purchase of real estate.
 - 04.16 Read and complete an application for a bank loan.
 - 04.17 Calculate the areas of surface and complete an accurate estimate of the costs of materials for covering those surfaces, including applicable taxes.
 - 04.18 Use ratios, proportions, and scales to calculate distance on a map and calculate the square footage of rooms in a building using a scaled plan.
- 05.0 IDENTIFY ECONOMIC PRINCIPLES--The student will be able to:
- 05.01 Explain concept of economics and economic activities.
 - 05.02 Explain concept of economic goods and services.
 - 05.03 Explain concept of economic resources.
 - 05.04 Explain concept of utility (form, place, time, possession, information).
 - 05.05 Explain concept of "supply and demand."
 - 05.06 Explain concept of price.
 - 05.07 Identify, compare, and contrast major types of economic systems.
 - 05.08 Explain relationship between government and business.
 - 05.09 Explain concept of private enterprise and business ownership.
 - 05.10 Explain role of profit motive.
 - 05.11 Explain concept of risk.
 - 05.12 Explain concept of competition.
 - 05.13 Explain concept of productivity.
 - 05.14 Identify components of gross national product (GNP) and gross domestic product (GDP).
 - 05.15 Explain function of the Federal Reserve Board.
- 06.0 IDENTIFY MARKETING AND BUSINESS FUNDAMENTALS--The student will be able to:
- 06.01 Define marketing and its role.
 - 06.02 Explain purpose of marketing in the free enterprise system.
 - 06.03 Identify and explain the four foundations of marketing.
 - 06.04 Identify and explain differences between indirect and direct marketing.
 - 06.05 Identify and explain the functions of and differences between marketing and merchandising.
 - 06.06 Explain relationship of marketing to business and the economy (e.g., SWOT analysis--strength, weakness, opportunity, threat).
 - 06.07 Explain importance and methods of conducting market research (e.g., sampling, surveys, focus groups, etc.).

- 06.08 Discuss major fields of business activity (extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).
 - 06.09 Identify, explain, compare, and contrast the different types of business ownership (sole-proprietorship, partnership, corporation, franchise, licensing).
 - 06.10 Explain concept of marketing strategies.
 - 06.11 Explain concept of market segmentation and demographics.
 - 06.12 Explain importance and techniques of offering the right merchandising blend.
 - 06.13 Explain nature of channels of distribution.
 - 06.14 Explain elements that allow development of a marketing plan (e.g., research, advertising, public relations, direct and indirect marketing, promotions, merchandising, distribution, etc.).
 - 06.15 Explain factors affecting pricing decisions.
 - 06.16 Differentiate among the three basic categories of consumer goods (convenience, shopping, and specialty).
 - 06.17 Discuss role e-commerce will play in the marketing of goods and services.
 - 06.18 Explain network marketing (multilevel marketing) and how it differs from a pyramid scheme.
 - 06.19 Discuss the role of federal regulatory agencies [e.g., Food and Drug Administration (FDA), Consumer Product Safety Commission (CPSC), Environmental Protection Agency (EPA), Securities and Exchange Commission (SEC), Federal Trade Commission (FTC), Occupational Safety and Health Administration (OSHA)].
- 07.0 IDENTIFY EFFECTIVE SELLING TECHNIQUES AND PROCEDURES--The student will be able to:
- 07.01 Explain purpose, principles, and importance of selling.
 - 07.02 Identify qualities of a professional sales associate.
 - 07.03 Identify an effective sales presentation for a target market, including steps of a sale; consumer buying motives; approaches through greeting, merchandise, and service; proper time to approach a customer to open sale; feature-benefit analysis; building and closing the sale; and suggestion and substitution selling.
 - 07.04 Handle different customer types, such as the casual looker, the decided customer, the undecided customer, and the difficult customer.
 - 07.05 Discuss importance of meeting specialized sales needs.
 - 07.06 Demonstrate completing the sales transaction, including method of payment and counting back change; the proper way to fold, wrap, and bag merchandise after sale; and thanking the customer and inviting them to return.
 - 07.07 Discuss reasons for maintaining a client file.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8839110
Course Title: International Marketing 1
Course Credit: 1

COURSE DESCRIPTION:

The purpose of this course is to introduce the student to the basics of international marketing. These competencies include an understanding of import and export basics. Students will have met Occupational Completion Point Data Code A: Import/Export Clerk – Industry Title

08.0 DEMONSTRATE AN UNDERSTANDING OF GLOBAL MARKETING--The student will be able to:

- 08.01 Define the terms “international marketing” and “international trade.”
- 08.02 Discuss the importance of global marketing to the individual consumer and his/her country of residence with emphasis on cultural differences.
- 08.03 Identify the major global trade regions.
- 08.04 Explain the purpose of global trade agreements.
- 08.05 Discuss opportunities available in global business.
- 08.06 Explain why a knowledge and understanding of geography, cultures, history, world market potential, and global economic, social, and political trends is critical for success in global marketing.
- 08.07 Describe how cultural and technological characteristics can link or divide regions.
- 08.08 Explain the importance of market research in determining cultural and economic development.
- 08.09 Discuss licensing agreements and cartels.

09.0 DEFINE GLOBAL TRADE--The student will be able to:

- 09.01 Describe what takes place during the rise or fall of the exchange rate of the U.S. dollar.
- 09.02 Outline the advantages and disadvantages of a protectionist policy.
- 09.03 Identify possible solutions to the problem of meeting foreign competition.
- 09.04 Distinguish between imports and exports.
- 09.05 Discuss the financial interdependence of nations.
- 09.06 Explain the advantages and disadvantages of global trade.
- 09.07 Discuss the factors that have led to increased international interdependence and basic concepts associated with trade between nations.
- 09.08 Define the major agreements governing the world: General Agreement on Tariffs and Trade (GATT), North American Free Trade Agreement (NAFTA), European Union (EU), ASEAN Free Trade Area (AFTA), and Southern Cone Common Market (Mercosur).
- 09.09 Discuss the U.S. balance of trade.
- 09.10 Discuss how government taxes, policies, and programs affect individuals, groups, businesses, and countries.

- 09.11 Define trade, tariff, quota, voluntary export restraints, embargo, most favored nation status, foreign trade zones, dumping, kickbacks, international monetary fund (IMF).
 - 09.12 Discuss the role of the World Trade Organization (WTO).
- 10.0 DEMONSTRATE AN UNDERSTANDING OF GLOBAL ECONOMICS--The student will be able to:
- 10.01 Describe role of global trade.
 - 10.02 Explain the economic terms of global trade.
 - 10.03 Discuss the economic systems of other countries.
 - 10.04 Identify potential barriers to international trade.
 - 10.05 Profile a nation's economy.
 - 10.06 Discuss events concerning issues relevant to global economics.
- 11.0 DEMONSTRATE AN UNDERSTANDING OF IMPORT AND EXPORT BASICS--The student will be able to:
- 11.01 Identify differences and similarities between domestic and international business.
 - 11.02 Explain reasons for exporting and importing.
 - 11.03 Describe the exporting process.
 - 11.04 Describe the importing process.
 - 11.05 Explain global data.
 - 11.06 Identify global business resources.
 - 11.07 Explain the need for overseas business travel.
- 12.0 DEMONSTRATE AN UNDERSTANDING OF TRADE DOCUMENTATION--The student will be able to:
- 12.01 Identify documents necessary for exporting.
 - 12.02 Identify documents necessary for importing.
 - 12.03 Practice calculations using the metric system.
 - 12.04 Discuss the flow of documentation.
 - 12.05 Prepare trade documentation.
 - 12.06 Describe export and commercial licensing.
 - 12.07 Explain documentation needed for letters of credit.
 - 12.08 Prepare export packing list.
 - 12.09 Prepare a pro forma invoice/commercial invoice.
 - 12.10 Prepare a Shipper's Export Declaration.
 - 12.11 Prepare a Certificate of Origin.
 - 12.12 Prepare bill of lading.
 - 12.13 Prepare customs entry forms.
 - 12.14 Explain consular invoices.
 - 12.15 Finalize insurance documentation.
 - 12.16 Report a claim for damaged goods.
- 13.0 DEVELOP KNOWLEDGE OF GOVERNMENT AGENCIES ADMINISTERING TRADE REGULATIONS--The student will be able to:
- 13.01 Explain role of Department of Treasury.
 - 13.02 Explain role of U.S. Customs Service.

- 13.03 Explain role of Department of Commerce.
- 13.04 Explain role of Bureau of Export Administration.
- 13.05 Explain role of International Trade Administration.
- 13.06 Explain role of Eximbank.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Course Number: 8839120
Course Title: International Marketing 2
Course Credit: 1

COURSE DESCRIPTION:

The purpose of this course is to develop competencies regarding international marketing, transportation, finance, laws and regulations, and communications. Students will have met Occupational Completion Point Data Code B: Import/Export Documentation Clerk – Industry Title

14.0 ANALYZE GLOBAL AND ECONOMIC ISSUES—The student will be able to:

- 14.01 Analyze characteristics of the global economy.
- 14.02 Compare and contrast global business opportunities.
- 14.03 Analyze scenarios to determine how trade barriers work.
- 14.04 Analyze role of Internet in promoting international trade.

15.0 DEMONSTRATE AN UNDERSTANDING OF GLOBAL MARKETING AND TRANSPORTATION--The student will be able to:

- 15.01 Analyze global distribution systems.
- 15.02 Explain cargo insurance.
- 15.03 Explain global pricing.
- 15.04 Select an export distribution system.
- 15.05 Apply pricing strategies.
- 15.06 Apply sales strategies.
- 15.07 Develop an import/export plan.
- 15.08 Explain terms of sale.
- 15.09 Discuss methods of payment.
- 15.10 Identify basic shipping terminology.
- 15.11 Explain the function of a foreign-freight forwarder.

16.0 DEMONSTRATE AN UNDERSTANDING OF GLOBAL FINANCE--The student will be able to:

- 16.01 Explain basic concepts of global finance.
- 16.02 Identify foreign currency/exchange rates.
- 16.03 Describe methods of global payment and finance.
- 16.04 Discuss the importance of global finance to global trade.

- 16.05 List types of financial institutions involved in global trade.
 - 16.06 Analyze the effects of fluctuating exchange rates.
 - 16.07 Profile a nation's financial system.
 - 16.08 Analyze current events concerning issues relevant to global finance.
 - 16.09 Explain concepts of letter of credit and bills of exchange.
 - 16.10 Explain barter, compensation deals, counter purchase, and buy-back as types of countertrades.
 - 16.11 Describe the major types of financial risk: commercial, political, and foreign-exchange.
 - 16.12 Describe the major ways to minimize potential financial risk: hedging, foreign-exchange options, and European Currency Unit (ECU).
- 17.0 DEMONSTRATE AN UNDERSTANDING OF LAWS AND REGULATIONS RELATING TO GLOBAL MARKETING--The student will be able to:
- 17.01 Explain laws regulating exports.
 - 17.02 Explain laws regulating imports.
 - 17.03 Explain intellectual property rights protection.
 - 17.04 Explain basic legal concepts of Uniform Commercial Code.
 - 17.05 Explain basic legal concepts of convention on the global sale of goods.
- 18.0 DISCUSS GLOBAL MARKETING STRATEGIES--The student will be able to:
- 18.01 Describe importance of designing quality products to meet customer needs and advancing technology.
 - 18.02 Explain importance of cost containment, customer satisfaction, and after-sale support.
- 19.0 DEMONSTRATE AN UNDERSTANDING OF GLOBAL ADVERTISING AND PROMOTION--The student will be able to:
- 19.01 Analyze advantages and disadvantages of centralized and decentralized advertising.
 - 19.02 Discuss importance of global market segmentation and promotion.
 - 19.03 Explain the barriers to effective communication presented by language.
 - 19.04 Discuss the impact of cultural diversity on global advertising.
 - 19.05 Explain importance of media availability, coverage, and effectiveness.
- 20.0 DEMONSTRATE EFFECTIVE COMMUNICATION SKILLS SPECIFIC TO GLOBAL MARKETING--The student will be able to:
- 20.01 Explain how methods of communication differ throughout the world.
 - 20.02 Identify communication modes used to facilitate global trade.
- 21.0 EXPLAIN CONCEPT AND IMPORTANCE OF ENTREPRENEURSHIP--The student will be able to:
- 21.01 Define "entrepreneurship" and "entrepreneur."
 - 21.02 Describe the differences between a product-based and service-based business.
 - 21.03 Discuss the role of the entrepreneur in the global community.

- 21.04 Identify the opportunities and risks involved in ownership of an import/export business.
- 21.05 Discuss role of the entrepreneur in promoting ethical business practices and relationships.
- 21.06 List components of a business plan.
- 21.07 Identify how a business plan contributes to the success of a business.
- 21.08 Determine advantages and disadvantages of becoming an entrepreneur.
- 21.09 Discuss entrepreneurship as a career choice.
- 21.10 Evaluate entrepreneurial potential.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Course Number: 8839130
Course Title: International Marketing 3
Course Credit: 1

COURSE DESCRIPTION:

This course provides instruction for career sustaining level employment in the industry. The content includes applied skills related to international marketing functions including employment skills required for success in international marketing and career planning. Entrepreneurship as related to an international market is also included in this course. Student will have met Occupational Completion Point Data Code C: Import/Export Entrepreneur – Industry Title.

22.0 LIST COMPONENTS OF A BUSINESS PLAN AND UNDERSTAND HOW SUCH A PLAN CONTRIBUTES TO AN IMPORT/EXPORT BUSINESS SUCCESS--The student will be able to:

- 22.01 Describe components of a business plan (e.g., Executive Summary, Introduction, Analysis of Business Situation, Planned Operation, Planned Financing).
- 22.02 Discuss importance of a business plan in developing a business idea and evaluating success.
- 22.03 Select data/graphics, maps, and diagrams to be included in the business plan.
- 22.04 Utilize current technology for research and communication in developing the business plan (Internet, World Wide Web).

23.0 PREPARE AN INTRODUCTION FOR A BUSINESS PLAN FOR AN IMPORT/EXPORT BUSINESS--The student will be able to:

- 23.01 Identify and describe type of import/export business.
- 23.02 Analyze how current or changing economic situation has created an unfulfilled consumer demand for business.
- 23.03 Create a business philosophy stating how business is to be run and attitude toward customers, employees, and competitors.
- 23.04 Compose a description of product/service and advantages and benefits product/service will provide for customers.
- 23.05 Predict why the business will be successful.

- 24.0 PREPARE AN ANALYSIS OF TRADING COUNTRY--The student will be able to:
- 24.01 Analyze trading country with respect to geographic, demographic, and economic data.
 - 24.02 Assess competition and affect of seasonal fluctuations.
 - 24.03 Analyze projected growth of trading country.
- 25.0 PREPARE A MARKET SEGMENT ANALYSIS--The student will be able to:
- 25.01 Analyze target market by geographics, demographics, lifestyle, and product benefits.
 - 25.02 Explain importance of market segmentation.
 - 25.03 Describe customer-buying behavior related to proposed business.
 - 25.04 Profile potential customers.
- 26.0 PREPARE AN ANALYSIS OF POTENTIAL LOCATION--The student will be able to:
- 26.01 Evaluate availability, cost, traffic patterns, accessibility, and proximity to competition and shipping facilities of appropriate business locations.
 - 26.02 Research cultural, income, vocational, age, and mobility characteristics of inhabitants of potential locations.
 - 26.03 Describe market trends affecting potential locations.
 - 26.04 Determine advantages and disadvantages of different types of business locations.
 - 26.05 Determine steps involved in selecting a specific business site.
- 27.0 PREPARE A DESCRIPTION OF PROPOSED ORGANIZATION--The student will be able to:
- 27.01 Determine type of ownership best suited to business situation.
 - 27.02 Identify steps in starting to form business.
 - 27.03 Outline steps in hiring of employees.
 - 27.04 Prepare an organization chart.
 - 27.05 Compose job descriptions of identified positions.
- 28.0 PREPARE A DESCRIPTION OF PROPOSED PRODUCT/SERVICE--The student will be able to:
- 28.01 Summarize details of product(s)/service(s) to be offered.
 - 28.02 Identify potential suppliers/manufacturers.
 - 28.03 Develop an inventory policy, if applicable.
 - 28.04 Identify supplies necessary for operation of the business.
 - 28.05 Compose and develop a customer profile.
 - 28.06 Evaluate importance of determining a product policy.
- 29.0 PREPARE A PROPOSED PRICING POLICY--The student will be able to:
- 29.01 Identify costs and proposed markups.
 - 29.02 Explain relationship to competitors.
 - 29.03 Evaluate importance of determining a price line.
 - 29.04 Describe profit margin.

- 29.05 Determine how to compute profit margin.
 - 29.06 Identify pricing incentive options.
 - 29.07 Describe pricing strategy choices.
- 30.0 PREPARE A MARKETING STRATEGY--The student will be able to:
- 30.01 Determine appropriate image.
 - 30.02 Select a promotional mix for the business.
 - 30.03 Establish promotional objectives for the business.
 - 30.04 Identify methods of promotion to be used by comparing and contrasting costs versus benefits.
 - 30.05 Develop an advertising plan identifying types and costs of media to be used.
 - 30.06 Develop a promotional plan including sales promotion.
 - 30.07 Develop ideas for obtaining publicity for the business.
 - 30.08 Write a press release.
 - 30.09 Plan a web site for the business.
 - 30.10 Discuss importance of the Internet in marketing products/ services globally.
 - 30.11 Identify the role of customer service.
 - 30.12 Discuss role of selling in an import/export business.
- 31.0 DEVELOP A FINANCIAL PLAN FOR AN IMPORT/EXPORT BUSINESS--The student will be able to:
- 31.01 Estimate dollar amount needed to open a business.
 - 31.02 Compare available funding sources, identifying amount of personal financial commitment.
 - 31.03 Complete a loan application.
 - 31.04 Prepare plan to repay borrowed funds or provide return on investment to equity funds.
 - 31.05 Project monthly and annual business income for the first year of operation.
 - 31.06 Estimate monthly and annual cash flow for the first year of operation.
 - 31.07 Calculate sales volume required for profitability during first year of operation.
 - 31.08 Prepare a statement of opening assets, liabilities, and net worth (balance sheet).
 - 31.09 Prepare a cash flow projection for import/export simulated business.
 - 31.10 Prepare a five-year financial plan.
 - 31.11 Develop summary of key points for supporting financial requests.
- 32.0 DEMONSTRATE USES OF MARKETING RELATED SOFTWARE--The student will be able to:
- 32.01 Perform data entry procedures.
 - 32.02 Perform merchandising math data entry procedures (e.g., stock turnover, markup, markdown, open to buy, pricing, invoicing).
 - 32.03 Perform marketing spreadsheet data entry and output procedures.
 - 32.04 Analyze a marketing spreadsheet in a decision-making situation.
 - 32.05 Design and prepare an advertising brochure.
 - 32.06 Discuss the importance of e-mail, fax, and an on-line service to a small business.

33.0 APPLY A CAREER PLAN TO INTERNATIONAL MARKETING—The student will be able to:

- 33.01 Develop a plan for pursuing a specific career in international marketing, including training and educational requirements, needed skills and abilities, and steps for reaching career goal.
- 33.02 Demonstrate competencies required for career sustaining and mid-level management positions in the international marketing field.
- 33.03 Demonstrate specific technology applications related to the student's selected international marketing career plan.
- 33.04 Develop forms of documentation for inclusion in an international marketing career portfolio.

**Florida Department of Education
CURRICULUM FRAMEWORK**

Program Title: Floral Design and Marketing
Occupational Area: Marketing

	<u>Secondary</u>	<u>PSAV</u>
Program Numbers	8818000	M805030
CIP Number	0208.050300	0208.050300
Grade Level	9-12, 30, 31	30, 31
Length	6 credits	900 hours
Certification	RETAILING @7 G MKTG 1 @2 DIST ED @7 TEACH CDE @7 MKTG MGMT @7 G	RETAILING @7 G MKTG 1 @2 DIST ED @7 TEACH CDE @7 MKTG MGMT @7 G
CTSO	DECA	DEX
Coop Method	Yes	Yes
Basic Skills		
Math		9
Language		9
Reading		9

- I. **MAJOR CONCEPTS/CONTENT:** This program is designed to prepare students for employment as delivery persons, floral (deliverer-merchandising) (299.477-010), salespersons, flowers (260.357-026), weighers, measurers, checkers, samplers, suppliers, and recordkeeping (floral) - OES 58017, floral design helper/assistants, sales persons, florist supplies (275.357-054), floral designers (142.081-010), (floral) retail managers, store (185.167-046), floral (business) records clerks, and to provide supplemental training for persons previously or currently employed in any of these occupations.

The content includes, but is not limited to, planning and preparing floral designs, selling, buying, transporting, storing, advertising, displaying, and managing the floral goods and services industry.

Listed below are the courses that comprise this program when offered at the secondary level:

- 8818010 - Floral Design and Marketing 1**
- 8818020 - Floral Design and Marketing 2**
- 8818030 - Floral Design and Marketing 3**
- 8818040 - Floral Design and Marketing 4**
- 8818050 - Floral Design and Marketing 5**
- 8818060 - Floral Design and Marketing 6**

- II. **LABORATORY ACTIVITIES:** Laboratory activities are an integral part of this program. For the laboratory activities to be meaningful, facilities adequate for classroom, sales and display areas, laboratory, and storage should be provided. Floral arranging and merchandising equipment is needed for hands-on experiences.

- III. **SPECIAL NOTE:** DECA, “An Association of Marketing Students” (secondary), and Delta Epsilon Chi, “An Association of Marketing Students” (postsecondary), are the appropriate career and technical student organizations for providing leadership training and for reinforcing specific career and technical skills. Career and Technical Student Organizations, when provided, shall be an integral part of the career and technical instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065 (8), FAC.

Cooperative training (OJT), 8800410/M899990/0208.999CP, or Guided Workplace-Learning, 8300430/D886300/1098.8630CP, are highly recommended to use with this program as a work-based learning experience. When OJT is offered, each student is required to have a training agreement and a training plan, signed by the student, parent/guardian, teacher/coordinator, and employer. The training plan shall include a diverse list of instructional objectives and on-the-job and in-school learning experiences. The workstation shall reflect equipment, skills, and tasks relevant to the occupation the student has chosen as a career goal. The student must receive compensation for work performed.

When Guided Workplace-Learning is offered, the student is allowed to work a maximum of 450 hours and must participate, with the work-based learning site supervisor, in a preplacement conference. A work-based learning plan must be developed to include the learning objectives, methods of learning, activities/responsibilities, time required, provisions for supervision, and method(s) of student evaluation. Students must also meet a minimum of once per week for the purpose of related instruction and developmental activities. Employment may be either paid or unpaid. (For additional information consult the Guided Workplace-Learning framework.)

It is highly recommended that for every 20 students (or portion thereof) enrolled in Marketing OJT and/or Guided Workplace Learning, the teacher/coordinator be given a minimum of one hour of OJT-coordination release time per day for the purposes of visiting students on the job and managing the cooperative method of instruction.

The teacher/coordinator should visit each training site for the purpose of observation a minimum of once during each grading period, preferably while the student is actually working. A second contact each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the work-based learning plan/training plan is highly recommended.

SCANS Competencies: Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate methods to improve students' personal qualities, higher-order critical thinking skills, and problem solving, technical, and literacy skills.

In accordance with Rule 6A-10.040, FAC, the minimum basic skills grade levels required for adult vocational students to complete this program are: Mathematics 9.0, Language 9.0, Reading 9.0. These grade level numbers corresponds to a grade-equivalent scores obtained on one of the state-designated basic-skills examinations. If a student does not meet the basic-skills level required for completion of the program, remediation should be

provided concurrently through Vocational Preparatory Instruction (VPI). Please refer to the Rule for exemptions.

When a secondary student with a disability is enrolled in a vocational class with modifications to the curriculum framework, the particular outcomes and student performance standards that the student must master to earn credit must be specified on an individual basis. The job or jobs for which the student is being trained should be reflected in the student's desired postschool outcome statement on the Transition Individual Educational Plan (Transition IEP).

To be transferable statewide between institutions, this program/course must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific program or course articulation agreements with each other.

When offered at the postsecondary adult vocational level, this program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F. S.

- IV. **INTENDED OUTCOMES:** After successfully completing appropriate course(s) for each occupational completion point of this program, the student will be able to perform the following:

OCCUPATIONAL COMPLETION POINT - DATA CODE - A

DELIVERY PERSON, FLORAL - DOT 299.477-010

- 01.0 Demonstrate knowledge of the floral design and marketing industry.
- 02.0 Demonstrate human relations skills necessary for success in marketing occupations.
- 03.0 Demonstrate ability to communicate skillfully.
- 04.0 Demonstrate employability skills.
- 05.0 Perform basic merchandising math operations unique to floral marketing.
- 06.0 Demonstrate knowledge and application of product and service technology.
- 07.0 Demonstrate distribution skills involved in floral marketing.

OCCUPATIONAL COMPLETION POINT - DATA CODE - B

SALESPERSON, FLOWERS - DOT 260.357-026

- 08.0 Perform higher order merchandising math operations unique to floral marketing.
- 09.0 Apply sales techniques and procedures to the marketing of floral products.
- 10.0 Demonstrate advanced knowledge and application of product and service technology.
- 11.0 Identify factors for the promotion of floristry products and services.

OCCUPATIONAL COMPLETION POINT - DATA CODE - C

WEIGHERS, MEASURERS, CHECKERS, SAMPLERS, SUPPLIERS, AND
RECORDKEEPING (FLORAL) - OES 58017

- 12.0 Demonstrate knowledge of merchandising activities.
- 13.0 Operate computers utilizing business software appropriate to floral marketing.

OCCUPATIONAL COMPLETION POINT - DATA CODE - D

FLORAL DESIGN ASSISTANT/HELPER-SALESPERSON, FLORIST SUPPLIES
DOT- 275.357-054

- 14.0 Demonstrate knowledge and application of post harvest physiological technology.
- 15.0 Create basic symmetrical and asymmetrical fresh and silk floral designs.

OCCUPATIONAL COMPLETION POINT - DATA CODE - E

FLORAL DESIGNER - DOT 142.081-010

- 16.0 Create advanced symmetrical and asymmetrical fresh and silk floral design.
- 17.0 Create fresh and/or permanent sympathy designs.
- 18.0 Create fresh and/or permanent wedding designs.

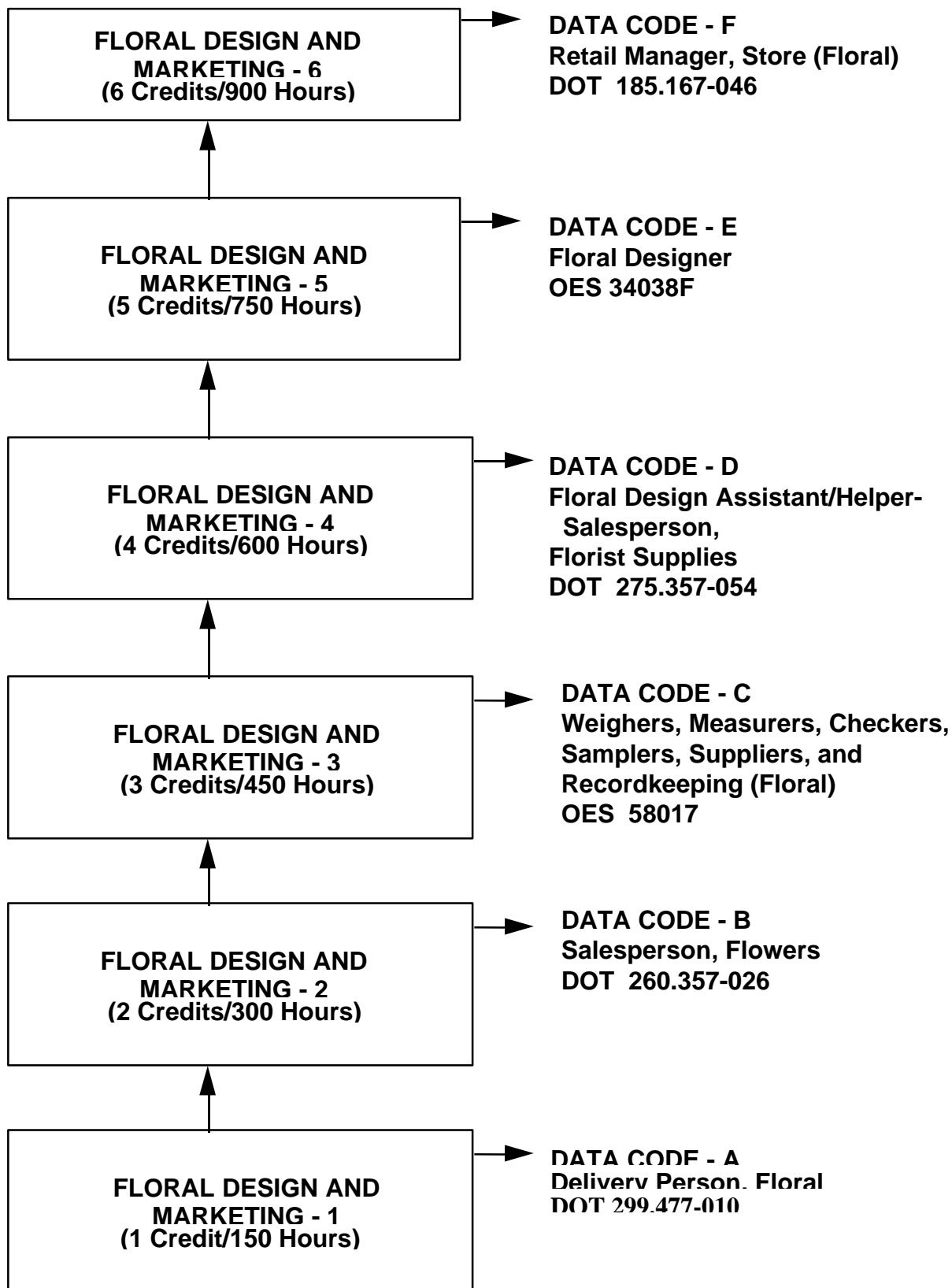
OCCUPATIONAL COMPLETION POINT - DATA CODE - F

(FLORAL) RETAIL MANAGER, STORE - DOT 185.167-046

- 19.0 Apply sales promotion techniques and procedures to the marketing of floral products.
- 20.0 Demonstrate an understanding of entrepreneurship.
- 21.0 Demonstrate an understanding of the functions of management.
- 22.0 Identify factors to consider when opening/managing a floral business.

The following diagram illustrates the program structure:

FLORAL DESIGN AND MARKETING
8818000/M805030/0208.050300



Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8818010
Course Title: Floral Design and Marketing 1
Course Credit: 1

COURSE DESCRIPTION:

This course is designed to develop the fundamental competencies necessary for employment in the floral design and marketing industry. Topics include: introduction to the floral industry, human relations skills that are vital to employment in the field, communications and employability skills. Students will have met Occupational Completion Point Data Code A: Delivery Person, Floral - DOT 299.477-010.

01.0 DEMONSTRATE KNOWLEDGE OF THE FLORAL DESIGN AND MARKETING INDUSTRY--The student will be able to:

- 01.01 Identify trends in the floral design and marketing industry.
- 01.02 Identify careers in the floral design and marketing industry.
- 01.03 Identify floral services.

02.0 DEMONSTRATE HUMAN RELATIONS SKILLS NECESSARY FOR SUCCESS IN MARKETING OCCUPATIONS--The student will be able to:

- 02.01 Demonstrate such interpersonal skills as punctuality, initiative, courtesy, loyalty, and being a team player.
- 02.02 Exhibit ability to work with others.
- 02.03 Demonstrate personality traits important to business.
- 02.04 Maintain appropriate personal appearance and attitude.
- 02.05 Demonstrate problem-solving and decision-making strategies.
- 02.06 Demonstrate interest and enthusiasm.
- 02.07 Demonstrate responsible behavior.
- 02.08 Demonstrate honesty and integrity.
- 02.09 Demonstrate orderly and systematic behavior.
- 02.10 Demonstrate initiative.
- 02.11 Demonstrate self-management.
- 02.12 Explain concepts of self-understanding, self-esteem, and self-image.
- 02.13 Explain concepts of integrity, credibility, and reliability.
- 02.14 Use feedback for personal growth.
- 02.15 Adjust to change.
- 02.16 Show empathy for others.
- 02.17 Use appropriate assertiveness.
- 02.18 Set personal goals.
- 02.19 Foster positive working relationships.

03.0 DEMONSTRATE ABILITY TO COMMUNICATE SKILLFULLY--The student will be able to:

- 03.01 Discuss the role communication plays in marketing.
- 03.02 Demonstrate a proficiency in the effective use of speech and vocabulary.

- 03.03 Demonstrate effective written communication skills.
- 03.04 Demonstrate effective oral communication skills.
- 03.05 Demonstrate effective listening skills.

04.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

- 04.01 Identify and utilize resources used in a job search (e.g., newspaper, Internet, networking).
- 04.02 Discuss importance of drug tests and criminal background checks in identifying possible employment options.
- 04.03 Identify steps in the job application process including arranging for references and proper documentation (e.g., green card).
- 04.04 Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9).
- 04.05 Prepare a resume (electronic and traditional), cover letter, letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.
- 04.06 Demonstrate appropriate dress and grooming for employment.
- 04.07 Demonstrate effective interviewing skills (e.g., behavioral).
- 04.08 Describe methods for handling illegal interview and application questions.
- 04.09 Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA).
- 04.10 Identify positive work attitudes and behaviors such as honesty, compassion, respect, responsibility, fairness, trustworthiness, and caring.
- 04.11 Describe importance of producing quality work and meeting performance standards.
- 04.12 Identify personal and business ethics (e.g., preventing theft, pilfering, and unauthorized discounting).
- 04.13 Demonstrate orderly and systematic behavior by creating and maintaining a monthly planner.
- 04.14 Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).
- 04.15 Identify how to prepare for job separation and re-employment.
- 04.16 Create and maintain a career portfolio (e.g., resume, letters of recommendation, awards, evidence of participation in school/community/volunteer activities, employer evaluations).

05.0 PERFORM BASIC MERCHANDISING MATH OPERATIONS UNIQUE TO FLORAL MARKETING--The student will be able to:

- 05.01 Perform addition, subtraction, multiplication, and division.
- 05.02 Complete problems using percentages, decimals, and fractions.

06.0 DEMONSTRATE KNOWLEDGE AND APPLICATION OF PRODUCT AND SERVICE TECHNOLOGY--The student will be able to:

- 06.01 Identify varieties of flowers and plants utilized in floral arrangements.
- 06.02 Perform specialized care and handling of flowers and plants utilized in floral arrangements.
- 06.03 Perform correct storage procedures for plants, flowers, and prepared floral arrangements.
- 06.04 Perform “greening-in”, prepping containers, and fresh flower maintenance.

07.0 DEMONSTRATE DISTRIBUTION SKILLS INVOLVED IN FLORAL MARKETING-
-The student will be able to:

- 07.01 Tag floral orders.
- 07.02 Package products.
- 07.03 Route and organize deliveries according to priority, location, time, and fuel consumption.
- 07.04 Make confirmation phone calls.
- 07.05 Apply techniques for correct loading of delivery trucks.
- 07.06 Solve delivery problems, such as wrong address, damaged merchandise, and inability to deliver.
- 07.07 Maintain general floral shop upkeep.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Course Number: 8818020
Course Title: Floral Design and Marketing 2
Course Credit: 1

COURSE DESCRIPTION:

This course prepares the student in the skills of merchandising math, pricing, and selling. In addition the course includes skills for ordering fresh and silk flowers, maintaining stock, receiving and processing wholesale and retail sales orders, pricing stock, and utilizing appropriate sales techniques and customer relations. Student will have met Occupational Completion Point Data Code B, Salesperson, Flowers DOT 260.357-026.

08.0 PERFORM HIGHER ORDER MERCHANDISING MATH OPERATIONS UNIQUE TO FLORAL MARKETING--The student will be able to:

- 08.01 Demonstrate correct procedures for handling basic types of customer sales transactions, including cash and charge.
- 08.02 Demonstrate a knowledge of pricing policies.
- 08.03 Calculate mark-up as a percentage of cost.
- 08.04 Calculate mark-up as a percentage of retail.
- 08.05 Demonstrate opening and closing procedures for a cash register.

09.0 APPLY SALES TECHNIQUES AND PROCEDURES TO THE MARKETING OF FLORAL PRODUCTS--The student will be able to:

- 09.01 Demonstrate steps of a sale utilizing floral products.
- 09.02 Perform telephone sales.
- 09.03 Process orders using both telephone and computer wire services.

10.0 DEMONSTRATE ADVANCED KNOWLEDGE AND APPLICATION OF PRODUCT AND SERVICE TECHNOLOGY--The student will be able to:

- 10.01 Identify types of floral arrangements.
- 10.02 Utilize available resources to obtain product knowledge.

11.0 IDENTIFY FACTORS FOR THE PROMOTION OF FLORISTRY PRODUCTS AND SERVICES--The student will be able to:

- 11.01 Identify the major classifications of retail flower operations.
- 11.02 Describe product presentation and importance of window and store display.
- 11.03 Identify primary goals of display.
- 11.04 Identify types and functions of business records maintained.
- 11.05 Develop a floor plan for a flower shop.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Course Number: 8818030
Course Title: Floral Design and Marketing 3
Course Credit: 1

COURSE DESCRIPTION:

This course prepares the student to use data entry and appropriate business software to complete weighers, measures, checkers, and samplers, recordkeeping (Floral) OES 58017 including weighing, measuring and checking materials, supplies, and equipment for the purpose of keeping relevant records. Content includes basic skills in accounts receivable, accounts payable, payroll, inventory control, wire service orders, collecting and keeping record of samples of products or materials and maintaining other financial records required for small business operations. Students will have met Occupational Completion Point Data Code C, Weighers, Measurers, Checkers, Samplers, Suppliers, and Recordkeeping (Floral)-OES 58017.

12.0 DEMONSTRATE A KNOWLEDGE OF MERCHANDISING ACTIVITIES--The student will be able to:

- 12.01 Explain the role of buying and purchasing in a retailing situation.
- 12.02 Follow accepted procedures for inventory control.
- 12.03 Demonstrate stockkeeping procedures.
- 12.04 Operate appropriate weighing and measuring devices for floral products and materials.

13.0 OPERATE COMPUTERS UTILIZING BUSINESS SOFTWARE APPROPRIATE TO FLORAL MARKETING--The student will be able to:

- 13.01 Demonstrate data entry procedures.
- 13.02 Demonstrate merchandising math data entry procedures such as stock turnover, mark-up, mark-down, open-to-buy, pricing, invoicing, etc.
- 13.03 Demonstrate marketing spreadsheet data entry and output procedures.
- 13.04 Demonstrate marketing spreadsheet data decision making skills.
- 13.05 Send and receive computerized wire service orders.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Course Number: 8818040
Course Title: Floral Design and Marketing 4
Course Credit: 1

COURSE DESCRIPTION:

This course prepares the student with basic skills in making symmetrical and asymmetrical fresh and silk floral designs under the supervision of a designer. Students will copy designs, perform skills appropriate for an interior decorator's assist, a floral manufacturing assembly line worker, and/or a craft shop worker. Students will have met Occupational Completion Point Data Code D, Floral Design Assistant/Helper-Salesperson, Florist Supplies - DOT 275.357-054.

14.0 DEMONSTRATE KNOWLEDGE AND APPLICATION OF POST HARVEST PHYSIOLOGICAL TECHNOLOGY--The student will be able to:

- 14.01 Demonstrate operation of underwater floral cutting equipment.
- 14.02 Demonstrate use of electric floral stem stripper.
- 14.03 Apply knowledge in the use of floral preservatives and pre-hydrating solutions.
- 14.04 Demonstrate knowledge and application of refrigeration, sanitation, and ethylene control.
- 14.05 Identify grower-packaging quantities used for cut flowers and foliage.
- 14.06 Apply knowledge of specialized techniques for conditioning post-harvest plant material.

15.0 CREATE BASIC SYMMETRICAL AND ASYMMETRICAL FRESH AND SILK FLORAL DESIGNS--The student will be able to:

- 15.01 Identify fundamentals of color and texture.
- 15.02 Identify mechanics, principles, and styles of design.
- 15.03 Apply fundamentals of creativity.
- 15.04 Maintain portfolios.
- 15.05 Identify and practice safety procedures.
- 15.06 Identify, use, and maintain hand tools and equipment.
- 15.07 Select appropriate containers.
- 15.08 Create circular designs.
- 15.09 Create triangular designs.
- 15.10 Apply horizontal and vertical design principles as appropriate.

- 15.11 Apply symmetrical and asymmetrical design principles as appropriate.
- 15.12 Create body flowers (boutonnieres, corsages, hairpieces, etc.) appropriate to designer's locale.
- 15.13 Construct dish gardens.
- 15.14 Decorate blooming plants.
- 15.15 Construct balloon bouquets.
- 15.16 Apply principles of mass production skills where and when appropriate.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Course Number: 8818050
Course Title: Floral Design and Marketing 5
Course Credit: 1

COURSE DESCRIPTION:

This course provides advanced training for the student to utilize creative skills and previous experience to design appropriate floral arrangements according to customer requirements. Content includes creating advanced designs for symmetrical and asymmetrical silk and fresh floral arrangements, including seasonal periods, special events, banquet, sympathy, and wedding designs. Students will have met Occupational Completion Point Data Code E - Floral Designer DOT 142.081-010.

16.0 CREATE ADVANCED SYMMETRICAL AND ASYMMETRICAL FRESH AND SILK FLORAL DESIGNS--The student will be able to:

- 16.01 Create orchid corsages.
- 16.02 Create a nosegay and corsages.
- 16.03 Create seasonal/holiday designs.
- 16.04 Create pieces for religious events.
- 16.05 Create special event pieces: conventions, parties, banquets, showers, and receptions.
- 16.06 Create oriental style designs.
- 16.07 Create silk arrangements working with the limited use of acrylics/polymers.
- 16.08 Create designs for recipients in special care facilities (maternity, pediatrics, mental health, burns, general hospital, extended care).
- 16.09 Create period designs (southwest, colonial, country, European, etc.).

17.0 CREATE FRESH AND/OR PERMANENT SYMPATHY DESIGNS--The student will be able to:

- 17.01 Create family pieces.
- 17.02 Create funeral baskets.
- 17.03 Create set pieces.
- 17.04 Create easel pieces.
- 17.05 Create interior lid pieces.

18.0 CREATE FRESH AND/OR PERMANENT WEDDING DESIGNS--The student will be able to:

- 18.01 Create designs for church/synagogue weddings.
- 18.02 Create designs for special weddings.
- 18.03 Create designs for wedding receptions.
- 18.04 Create designs for wedding party members.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Course Number: 8818060
Course Title: Floral Design and Marketing 6
Course Credit: 1

COURSE DESCRIPTION:

The course prepares students in the basic skills involved with marketing and management of a floral business. Content includes sales promotion and marketing techniques, entrepreneurship, and management functions. Students will have met Occupational Completion Point Data Code F, (Floral) Retail Manager, Store - DOT 185.167-046.

19.0 APPLY SALES PROMOTION TECHNIQUES AND PROCEDURES TO THE MARKETING OF FLORAL PRODUCTS--The student will be able to:

- 19.01 List the purposes of advertising, display, and public relations.
- 19.02 Explain the importance of sales promotion.
- 19.03 Identify various forms of advertising media including the Internet.
- 19.04 Conduct wedding consultations.
- 19.05 Conduct funeral consultations.
- 19.06 Conduct life events consultations.
- 19.07 Plan and conduct a sales promotion plan for a product.

20.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

- 20.01 Define entrepreneurship.
- 20.02 Describe the importance of entrepreneurship to the American economy.
- 20.03 List the advantages and disadvantages of business ownership.
- 20.04 Identify the risks involved in ownership of a business.
- 20.05 Identify the necessary personal characteristics of a successful entrepreneur.
- 20.06 Identify the business skills needed to operate a small business efficiently and effectively.

21.0 DEMONSTRATE AN UNDERSTANDING OF THE FUNCTIONS OF MANAGEMENT--The student will be able to:

- 21.01 Identify and describe steps in the planning process.

- 21.02 Define Management by Objectives (MBO).
 - 21.03 Develop an organizational chart to illustrate line and staff relationships.
 - 21.04 Identify how to plan personnel needs and how to find employees for specific positions.
 - 21.05 Describe the responsibilities for selecting, training, and appraising employees.
 - 21.06 Identify steps for avoiding difficulties resulting from delegation.
 - 21.07 Define the principles of “chain of command” and “span of control.”
 - 21.08 Justify the importance of accountability.
 - 21.09 Name and define the functions of management (planning, organizing, staffing, directing, controlling).
 - 21.10 Discuss the importance of a manager’s philosophy of management in creating a work environment.
 - 21.11 Analyze management techniques used by effective managers.
 - 21.12 Explain how motivation, leadership, and communication influence people within an organization.
 - 21.13 Describe methods used in training and development.
- 22.0 IDENTIFY FACTORS TO CONSIDER WHEN OPENING/MANAGING A FLORAL BUSINESS--The student will be able to:
- 22.01 Identify primary functions of a retail flower shop.
 - 22.02 Explain the characteristics of store location options.
 - 22.03 Characterize the principle responsibilities of employees.
 - 22.04 Summarize the key management responsibilities required for a successful and profitable flower shop.

**Florida Department of Education
CURRICULUM FRAMEWORK**

Program Title: Customer Service Representative
Occupational Area: Marketing

	<u>Secondary</u>	<u>PSAV</u>
Program Number:	8848100	M807060
CIP Number:	0208.070600	0208.070600
Grade Level:	9-12, 30, 31	30, 31
Length:	4 Credits	600 Hours
Certification:	RETAILING @7 G MKTG 1@2 TEACH CDE @7 DIST ED @7 ADVR PROM @7 G BANK FINC @7 G HOTEL TRNG @7 G INSURANCE @7 G MKTG MGMT @7 G TRANSPORT @4 @7 G WHOLESALE @7 G	RETAILING @7 G MKTG 1@2 TEACH CDE @7 DIST ED @7 ADVR PROM @7 G BANK FINC @7 G HOTEL TRNG @7 G INSURANCE @7 G MKTG MGMT @7 G TRANSPORT @4 @7 G WHOLESALE @7 G

CTSO:	DECA	DEX
Coop Method	Yes	Yes

Basic Skills

Math	9
Language	9
Reading	9

- I. **MAJOR CONCEPTS/CONTENT:** The purpose of this program is to prepare students for employment in customer service occupations such as customer service representative, customer service consultant, customer service agent, and customer care manager. The program is designed to prepare students for employment in entry-level positions involving customer service activities.

The content includes interpersonal skills, customer service and selling concepts, math, keyboarding, communication skills, and employability skills.

Instruction is structured to meet the requirements for gainful entry-level employment in any customer service industry areas such as Fashion Marketing, Finance and Credit, Food, Import/Export Marketing, Insurance, Telecommunications, Hospitality, and virtually all other industry categories.

Listed below are the courses that comprise this program:

- 8848110 Customer Service 1**
- 8848120 Customer Service 2**
- 8848130 Customer Service 3**
- 8848140 Customer Service 4**

- II. **LABORATORY ACTIVITIES:** Laboratory activities are an integral part of this program and include the use of computers and peripheral equipment.
- III. **SPECIAL NOTE:** DECA, “An Association of Marketing Students” (secondary), and Delta Epsilon Chi, “An Association of Marketing Students” (postsecondary), are the appropriate career and technical student organizations for providing leadership learning experiences and for reinforcing specific career and technical skills. Career and Technical Student Organizations, when provided, shall be an integral part of the career and technical instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065 (8), FAC.

Cooperative training (OJT), 8800410/M899990/0208.9999CP, or Guided Workplace-Learning, 8300430/D886300/1098.8630CP, are highly recommended to use with this program as a work-based learning experience. When OJT is offered, each student is required to have a training agreement and a training plan, signed by the student, parent/guardian, teacher/coordinator, and employer. The training plan shall include a diverse list of instructional objectives and on-the-job and in-school learning experiences. The workstation shall reflect equipment, skills, and tasks relevant to the occupation the student has chosen as a career goal. The student must receive compensation for work performed.

When Guided Workplace-Learning is offered, the student is allowed to work a maximum of 450 hours and must participate, with the work-based learning site supervisor, in a preplacement conference. A work-based learning plan must be developed to include the learning objectives, methods of learning, activities/responsibilities, time required, provisions for supervision, and method(s) of student evaluation. Students must also meet a minimum of once per week for the purpose of related instruction and developmental activities. Employment may be either paid or unpaid. (For additional information consult the Guided Workplace-Learning framework.)

It is highly recommended that for every 20 students (or portion thereof) enrolled in Marketing OJT and/or Guided Workplace Learning, the teacher/coordinator be given a minimum of one hour of OJT-coordination release time per day for the purposes of visiting students on the job and managing the cooperative method of instruction.

The teacher/coordinator should visit each training site for the purpose of observation a minimum of once during each grading period, preferably while the student is actually working. A second contact each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the work-based learning plan/training plan is highly recommended.

In accordance with Rule 6A-10.040, FAC, the minimum basic-skills grade levels required for adult vocational students to complete this program are: Mathematics 9.0, Language 9.0, Reading 9.0. These grade-level numbers correspond to grade-equivalent scores obtained on one of the state-designated basic-skills examinations. If a student does not meet the basic-skills level required for completion of the program, remediation should be provided concurrently through Vocational Preparatory Instruction (VPI). Please refer to the Rule for exemptions.

SCANS Competencies: Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate methods to improve students' personal qualities, higher-order critical thinking skills, and problem solving, technical, and literacy skills.

To be transferable statewide between institutions, this program/course must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific program or course articulation agreements with each other.

When offered at the postsecondary adult vocational level, this program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F.S.

When a secondary student with a disability is enrolled in a vocational class with modifications to the curriculum framework, the particular outcomes and student performance standards, which the student must master to earn credit, must be specified on an individual basis. The job or jobs for which the student is being trained should be reflected in the student's desired postschool outcome statement on the Transition Individual Education Plan (Transition IEP).

- IV. **INTENDED OUTCOMES:** After successfully completing appropriate course(s) for each Occupational Completion Point of this program, the student will be able to perform the following:

OCCUPATIONAL COMPLETION POINT - DATA CODE - A
CALL CENTER REPRESENTATIVE 1- Industry Title

- 01.0 Demonstrate knowledge of identification and classification of customer services.
- 02.0 Demonstrate technology literacy appropriate to customer service.
- 03.0 Describe and demonstrate human relations skills necessary for success in customer service.
- 04.0 Demonstrate communication skills necessary for success in customer service.
- 05.0 Identify terminology unique to customer service operations.
- 06.0 Describe call center representative duties and responsibilities.
- 07.0 Explain and perform telephone activities unique to customer service.
- 08.0 Identify customer service activities.
- 09.0 Demonstrate job seeking and employability skills.
- 10.0 Develop a plan for a career in customer service.

OCCUPATIONAL COMPLETION POINT - DATA CODE - B

CALL CENTER REPRESENTATIVE 2- Industry Title

- 02.0 Demonstrate technology literacy appropriate to customer service.
- 04.0 Demonstrate communication skills necessary for success in customer service.
- 06.0 Describe call center representative duties and responsibilities.
- 07.0 Explain and perform telephone activities unique to customer service.
- 08.0 Identify customer service activities.
- 09.0 Demonstrate job seeking and employability skills.
- 10.0 Develop a plan for a career in customer service.
- 11.0 Describe leadership and organizational skills necessary for success in customer service.
- 12.0 Utilize effective techniques and procedures for selling customer services.
- 13.0 Demonstrate basic math operations relevant to customer services.
- 14.0 Demonstrate an understanding of a client's business, policies, and procedures.

OCCUPATIONAL COMPLETION POINT - DATA CODE - C

CUSTOMER CARE REPRESENTATIVE - Industry Title

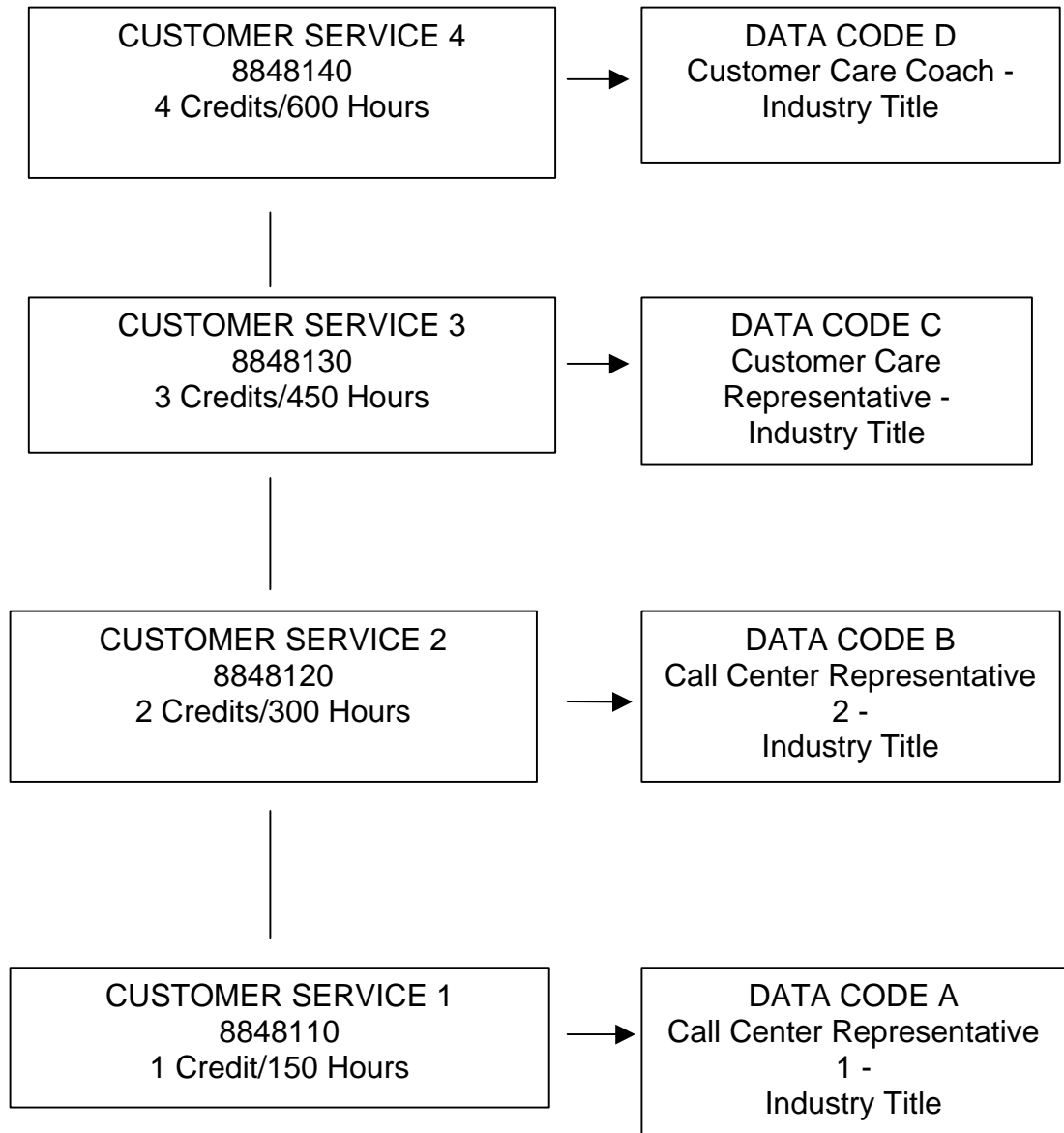
- 13.0 Demonstrate basic math operations relevant to customer services.
- 15.0 Demonstrate higher order human relations skills necessary for success in customer service occupations.
- 16.0 Demonstrate higher order ability to communicate skillfully.
- 17.0 Demonstrate an awareness of management functions and organizational structures.
- 18.0 Demonstrate an understanding of basic contractual obligations.
- 19.0 Perform higher order keyboarding activities and use of office equipment appropriate to customer service.

OCCUPATIONAL COMPLETION POINT - DATA CODE - D

CUSTOMER CARE COACH - Industry Title

- 20.0 Analyze impact and relationship of government regulations and community involvement of management decisions.
- 21.0 Demonstrate an advanced ability to communicate skillfully.
- 22.0 Utilize higher order effective techniques and procedures for selling customer services.
- 23.0 Demonstrate higher order math operations relevant to customer services.
- 24.0 Perform higher order keyboarding activities and use of office equipment appropriate to customer service.
- 25.0 Demonstrate performance of supervisory/management functions.
- 26.0 Demonstrate an understanding of business ownership.

CUSTOMER SERVICE REPRESENTATIVE
8848100/M807060/0208.070600



Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8848110
Course Title: Customer Service 1
Course Credit: 1

COURSE DESCRIPTION:

This course provides instruction in the basic principles of customer service including knowledge of identification and classification of customer service, technology literacy related to customer service, the human relations, leadership, organization, and communication skills necessary for success in the customer service industry, and the terminology unique to customer service. At the completion of this course, the student will have met Occupational Completion Data Code A: Call Center Representative 1 – Industry Title.

01.0 DEMONSTRATE KNOWLEDGE OF IDENTIFICATION AND CLASSIFICATION OF CUSTOMER SERVICES--The student will be able to:

- 01.01 Define customer, customer service, and quality.
- 01.02 Explain the nature of quality customer/client relations.
- 01.03 Demonstrate ability to handle customer inquiries/complaints.
- 01.04 Demonstrate ability to handle difficult customers.
- 01.05 Interpret company policies to customer/clients.
- 01.06 Classify customer services according to nature and characteristics of the activity.
- 01.07 Demonstrate competence in resolving customer problems through clarifying, explaining policy/procedure, and coming to a consensus.
- 01.08 Explain the importance of stress management as it relates to job performance.

02.0 DEMONSTRATE TECHNOLOGY LITERACY APPROPRIATE TO CUSTOMER SERVICE--The student will be able to:

- 02.01 Identify types of technology, systems, and software used in customer service.
- 02.02 Describe applications of technology in customer service (e.g., file management, e-mail management).
- 02.03 Discuss ethical issues involving the use of technology, employer/employee relationships, and customers.
- 02.04 Demonstrate proficiency with touch keyboarding skills to enter and manipulate text and data.
- 02.05 Demonstrate computer literacy by producing documents generated by word processing software.
- 02.06 Explain relationship between database management and call centers.
- 02.07 Employ current and emerging computer technology and software to perform customer service related tasks.
- 02.08 Demonstrate use of electronic communication and networking systems (e.g., fax, e-mail, voice mail, Internet).
- 02.09 Research current and emerging telecommunications systems.

02.10 Analyze situations in which technology can positively and negatively impact customer service.

03.0 DESCRIBE AND DEMONSTRATE HUMAN RELATIONS SKILLS NECESSARY FOR SUCCESS IN CUSTOMER SERVICE--The student will be able to:

- 03.01 Model punctuality, initiative, courtesy, loyalty, honesty, respect, responsibility, fairness, and trustworthiness.
- 03.02 List acceptable health and grooming habits.
- 03.03 Explain importance of adhering to absentee and tardy policy.
- 03.04 Exhibit the ability to work as a team player.
- 03.05 Discuss and develop the human relations skills essential for successful entry and progress in the customer service field.
- 03.06 Model empathy, compassion, caring, enthusiasm, integrity, positive attitude, self motivation, and responsible behavior.
- 03.07 Demonstrate orderly and systematic behavior (follow chain of command).
- 03.08 Explain the importance of working effectively with persons from diverse backgrounds.
- 03.09 Demonstrate ability to maintain professional respect for co-workers and customers without prejudice.
- 03.10 Demonstrate conflict and dispute resolution techniques for effective teamwork.
- 03.11 Demonstrate techniques to persuade and convince others.
- 03.12 Explain importance of self-management when minimum direction and supervision are given.
- 03.13 Describe ethical situations in the customer service field.
- 03.14 Describe importance and benefits of time management, both professional and personal.
- 03.15 Prepare a time management analysis.
- 03.16 Use a personality inventory for personal improvement.
- 03.17 Employ feedback for personal and professional growth.
- 03.18 Demonstrate ability to adjust to change.
- 03.19 Exhibit corporate and professional etiquette.

04.0 DEMONSTRATE COMMUNICATION SKILLS NECESSARY FOR SUCCESS IN CUSTOMER SERVICE--The student will be able to:

- 04.01 Role-play greeting and assisting visitors and clients in a professional manner.
- 04.02 Demonstrate appropriate use of grammar, vocabulary, diction, and body language for delivering professional customer service.
- 04.03 Identify appropriate conversation for work-related settings.
- 04.04 Model professional vocabulary appropriate for the work environment.
- 04.05 Demonstrate ability to communicate in a multi-cultural setting.
- 04.06 Demonstrate ability to interact with customers, co-workers, and supervisors in a logical, clear, understandable, and effective manner.
- 04.07 Describe and demonstrate listening, speaking, and non-verbal skills necessary to determine customer needs.
- 04.08 Identify major barriers to listening and demonstrate techniques to overcome those barriers.
- 04.09 Explain the importance of using a pleasant tone of voice, smiling, making eye contact, maintaining proper posture, listening, being prepared to answer questions, using customer's name, handling customer complaints, and thanking

the customer.

- 04.10 Demonstrate ability to focus on problem, not person, so as to avoid becoming defensive.
- 04.11 Monitor written, oral, and electronic sources of information and materials relevant to delivering accurate customer service.

05.0 IDENTIFY TERMINOLOGY UNIQUE TO CUSTOMER SERVICE OPERATIONS--

The student will be able to:

- 05.01 Identify and define commonly used customer service terms such as credit, adjustments, complaints, delivery service, and internal and external customers.
- 05.02 Identify and record customer service data using current terminology.

06.0 DESCRIBE CALL CENTER REPRESENTATIVE DUTIES AND RESPONSIBILITIES--The student will be able to:

- 06.01 Identify different types of call centers.
- 06.02 Discuss the role of the customer service specialist.
- 06.03 Identify benefits of customer service.
- 06.04 Identify reasons for providing customer service.
- 06.05 Describe the customer-service mindset.
- 06.06 Identify factors to be considered when deciding which customer services to provide.
- 06.07 Compare various types of customer service (e.g., mass market, department store, specialty).
- 06.08 Explain the importance of good customer service relations to a business.
- 06.09 Describe importance of possessing adequate knowledge of services and products to perform the customer service job competently.
- 06.10 Demonstrate methods of communicating with customers to identify their needs and expectations.
- 06.11 Discuss importance of accuracy, efficiency, and follow through when dealing with customers.
- 06.12 Demonstrate methods of communicating with customers to identify their problems and expectations.
- 06.13 Identify major areas of customer complaints (e.g., product, personnel, business).
- 06.14 List the costs, tangible and intangible, of complaints to both the salesperson and business.
- 06.15 Explain how to handle customer inquiries/complaints including appropriate documentation.
- 06.16 Identify types of resources to be used in resolving the problems and satisfying the needs of customers.
- 06.17 Identify types of difficult customers (e.g., disagreeable, domineering/superior, suspicious, slow/methodical, dishonest).
- 06.18 Explain procedures for handling difficult internal and external customers.
- 06.19 Identify possible actions that lead to customer satisfaction.
- 06.20 Identify the ways that the level of customer service may affect company success.
- 06.21 Identify the ways that the reputation of a business is influenced by customer satisfaction.
- 06.22 Recognize the importance of stress management as it relates to job performance.
- 06.23 Demonstrate an understanding of gender, age, disability, and cultural courtesy.

07.0 EXPLAIN AND PERFORM TELEPHONE ACTIVITIES UNIQUE TO CUSTOMER SERVICE--The student will be able to:

- 07.01 Demonstrate techniques for making a positive first impression or continue a positive relationship using the telephone (e.g., vocabulary, voice quality and tone, grammar, courteousness, rapport).
- 07.02 Identify and demonstrate techniques of placing, answering, screening, placing on hold, and directing telephone calls.
- 07.03 Identify and demonstrate procedures for recording and relaying accurate messages.
- 07.04 Explain procedures for dealing with an obscene telephone call.
- 07.05 Identify components of a customer service call.
- 07.06 Demonstrate use of the telephone as a customer service tool to gather, receive, record, and convey accurate and complete information in a professional and courteous manner.
- 07.07 Demonstrate active listening skills.
- 07.08 Demonstrate ability to organize ideas and communicate oral messages appropriate to listener and situation.
- 07.09 Review guidelines to inform customers of order receipt, prices, shipping date, and delays.
- 07.10 Describe a positive and caring telephone voice.
- 07.11 Demonstrate techniques for dealing with an irate or upset caller, remembering that “the customer is always right.”
- 07.12 Model the impact of facial expression on tone of voice.
- 07.13 Explain importance of maintaining a telephone log.
- 07.14 Demonstrate ability to maintain a telephone log accurately and in accordance with organization procedures.
- 07.15 Demonstrate ability to access voice mail and record information accurately and neatly and note if response is required.
- 07.16 Demonstrate ability to retrieve messages from an answering machine and record information accurately and neatly and note if response is required.
- 07.17 Practice logging in and out of telephone systems.

08.0 IDENTIFY CUSTOMER SERVICE ACTIVITIES--The student will be able to:

- 08.01 Role-play appropriate customer greetings.
- 08.02 Describe how an employee represents the firm to customers.
- 08.03 Explain techniques to balance responsive telephone service with in-store service.
- 08.04 Demonstrate ability to determine the individual customer's need for specific types of product support and customer services.
- 08.05 Discuss the importance of suggestive selling of complimentary goods/services.
- 08.06 Demonstrate knowledge of current and potential customer services offered by selected marketing organizations.
- 08.07 Demonstrate ability to overcome objections.
- 08.08 Explain role of customer mailing lists in the customer service industry.
- 08.09 Role-play thanking the customer using appropriate English.
- 08.10 Explain methods of observation that can be used to obtain customer's surname.
- 08.11 Discuss importance of customer follow-up including those instances when writing a thank you note could be appropriate.
- 08.12 Describe techniques for identifying and satisfying customer needs/ wants/ problems.

- 08.13 Explain techniques for determining customer merchandise/ service interests.
 - 08.14 Discuss techniques for recognizing and responding to customer preference(s).
 - 08.15 Explain importance of listening to customer needs/wants/ problems.
 - 08.16 Explain importance of product knowledge, features, and benefits to successful cross selling.
 - 08.17 Demonstrate ability to obtain customer commitment.
 - 08.18 Model methods of resolving customer complaints.
 - 08.19 Discuss importance of assisting customer in location of desired item(s).
 - 08.20 List abilities and qualities customers expect.
- 09.0 DEMONSTRATE JOB SEEKING AND EMPLOYABILITY SKILLS--The student will be able to:
- 09.01 Identify resources used in a customer service job search.
 - 09.02 Identify steps of the job application process including researching the company prior to an interview and obtaining proper documentation (e.g., green card).
 - 09.03 Locate company site on the Internet.
 - 09.04 Identify documentation needed prior to seeking employment.
 - 09.05 Discuss importance of drug tests and criminal background checks in identifying possible customer service employment opportunities.
 - 09.06 Demonstrate appropriate dress and grooming for employment.
 - 09.07 List documents an employer is required to have completed by an employee for payroll and eligibility purposes.
 - 09.08 Arrange for personal references.
 - 09.09 Prepare a neat, legible resume (traditional and electronic).
 - 09.10 Prepare a job application letter for a customer service position.
 - 09.11 Read and accurately complete job application forms for customer service positions.
 - 09.12 Participate in a behavioral job interview by role playing as an interviewer and an applicant.
 - 09.13 Demonstrate methods for handling illegal interview and application form questions.
 - 09.14 Compose a set of questions to ask of an interviewer.
 - 09.15 Participate in pre-employment testing (e.g., simulations, telephone interview, telephone screening).
 - 09.16 Conduct an interview follow-up.
 - 09.17 List procedures to follow when accepting an employment offer.
 - 09.18 Illustrate an understanding of the appropriate techniques to use when changing jobs.
 - 09.19 Describe appropriate methods for resigning from a position.
 - 09.20 Identify reasons for termination.
 - 09.21 Prepare a letter of resignation.
 - 09.22 Identify and demonstrate appropriate responses to feedback from supervisors.
 - 09.23 Identify and demonstrate acceptable work habits.
 - 09.24 Demonstrate acceptable health and hygiene habits.
 - 09.25 Discuss examples of company standards, policies, and procedures.
 - 09.26 Explain importance of following accepted rules, regulations, policies, and workplace safety guidelines.
 - 09.27 Describe importance of producing quality work and meeting performance standards.

- 09.28 Describe implications of racial, ethnic, regional, educational, social, and age differences.
 - 09.29 Demonstrate attitudes and behaviors that eliminate stereotyping, gender bias, and recognize the value of cultural diversity.
 - 09.30 Demonstrate ability to work as a team member.
 - 09.31 Demonstrate a strong work ethic and a positive attitude both personally and professionally.
 - 09.32 Recognize the importance of the efficient use of materials and space on the job.
 - 09.33 Demonstrate an understanding of ethical business practices.
 - 09.34 Explain the importance of confidentiality in the workplace concerning any written, oral, or technically transmitted information pertaining to personnel, customers, or materials.
 - 09.35 Obtain letters of reference summarizing work/volunteer experiences.
- 10.0 DEVELOP A PLAN FOR A CAREER IN CUSTOMER SERVICE--The student will be able to:
- 10.01 Discuss the advantages and disadvantages of working in the customer service field.
 - 10.02 Identify personal qualities necessary to be successful as a customer service representative.
 - 10.03 Research a customer service occupation.
 - 10.04 Diagram a career path for the customer service associate.
 - 10.05 Write a job description for a customer service associate.
 - 10.06 Identify the educational requirements and work experience needed for a customer service associate.
 - 10.07 Identify personal qualities and skills necessary for job enhancement and career development in the customer service field.
 - 10.08 Develop forms of documentation for inclusion in a career portfolio.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8848120
Course Title: Customer Service 2
Course Credit: 1

COURSE DESCRIPTION:

This course provides instruction concerning the duties and responsibilities of a customer service specialist, the telephone activities performed by a customer service representative, customer relations activities, job seeking and employability skills, and developing a career plan for a career in customer service. At the completion of this course, the student will have met Occupational Completion Data Code B: Call Center Representative 2 – Industry Title.

02.0 DEMONSTRATE TECHNOLOGY LITERACY APPROPRIATE TO CUSTOMER SERVICE-- The student will be able to:

- 02.11 Demonstrate computer literacy by producing documents generated by database and spreadsheet software.
- 02.12 Employ reference materials such as on-line help, vendor bulletin boards, tutorials, and manuals available for application software.
- 02.12 Employ computer networks (e.g., Internet, on-line databases, e-mail) to facilitate collaborative or individual learning and communication.

04.0 DEMONSTRATE COMMUNICATION SKILLS NECESSARY FOR SUCCESS IN CUSTOMER SERVICE--The student will be able

- 04.12 Demonstrate techniques for writing letters and memorandums appropriate to the particular audience (e.g., management, customers, co-workers, manufacturers).
- 04.13 Monitor written, oral, and electronic sources of information and materials relevant to delivering accurate customer service.
- 04.14 Compose e-mail and business letters.
- 04.15 Demonstrate effective probing skills.

06.0 DESCRIBE CALL CENTER REPRESENTATIVE DUTIES AND RESPONSIBILITIES--The student will be able to:

- 06.24 Identify potentially difficult customers and strategies to meet their needs.
- 06.25 Explain differences between consumer rights and business responsibilities.
- 06.26 Explain differences between internal and external customers (e.g., productivity, motivation, commitment, and stress management vs. order taking, handling routine inquiries and application questions, and problem solving).
- 06.27 Exhibit how to interpret policies to internal and external customers.
- 06.28 Exhibit sensitivity to internal and external customer needs.
- 06.29 Classify customer services according to nature and characteristics of the activity.
- 06.30 Classify customer services considered primary or essential and those considered secondary or optional.

- 06.31 Review methods to resolve customer problems through clarifying, explaining policy/procedure, and coming to a consensus.
 - 06.32 Analyze the relationship between public relations and marketing.
 - 06.33 Demonstrate methods to initiate and maintain client account records.
 - 06.34 Prepare statements for clients.
- 07.0 EXPLAIN AND PERFORM TELEPHONE ACTIVITIES UNIQUE TO CUSTOMER SERVICE--The student will be able to:
- 07.17 Assume accountability for the technical and customer services provided during service calls.
 - 07.18 Demonstrate ability to maintain a file of addresses and telephone numbers.
- 08.0 IDENTIFY CUSTOMER SERVICE ACTIVITIES--The student will be able to:
- 08.10 Discuss importance of changing displays to maintain customer interest.
 - 08.11 Explain the concepts of market segmentation and niche marketing.
- 09.0 DEMONSTRATE JOB SEEKING AND EMPLOYABILITY SKILLS--The student will be able to:
- 09.36 Create and maintain an employability portfolio demonstrating awareness of personal abilities, interests, and skills as they relate to seeking employment.
 - 09.37 Identify qualities typically required for promotion and job advancement (e.g., productivity, dependability, initiative, responsibility).
 - 09.38 Practice providing direction and assistance to other team members by acting as a role model, coach, and motivator.
 - 09.39 Illustrate working independently with little supervision.
 - 09.40 Identify how to prepare for job separation and reemployment.
 - 09.41 Relate the importance of quality control in job performance (TQM).
 - 09.42 Participate in a job shadowing experience.
 - 09.43 Demonstrate knowledge of how to make job changes appropriately.
- 10.0 DEVELOP A PLAN FOR A CAREER IN CUSTOMER SERVICE--The student will be able to:
- 10.09 Prepare and implement an individual career and education plan for continuous career development.
- 11.0 DESCRIBE LEADERSHIP AND ORGANIZATIONAL SKILLS NECESSARY FOR SUCCESS IN CUSTOMER SERVICE--The student will be able to:
- 11.01 Describe qualities of an effective leader.
 - 11.02 Describe different types of leadership.
 - 11.03 Identify and utilize the planning process.
 - 11.04 Outline steps utilized in problem resolution when dealing with customers.
 - 11.05 Outline and apply steps used in decision-making when dealing with customers.
 - 11.06 Work cooperatively within a group to achieve organizational goals.
 - 11.07 Describe the role of the vision and mission statement in a customer service organization.

- 11.08 Explain how innovation and efficiency impact the customer service organization.
- 11.09 Display the ability to adjust behavior as appropriate to the situation, listening and responding with appropriate manners.
- 11.10 Model personal responsibility for the welfare of others.
- 11.11 Model appropriate technique for shaking hands as a professional.

12.0 UTILIZE EFFECTIVE TECHNIQUES AND PROCEDURES FOR SELLING CUSTOMER SERVICES--The student will be able to:

- 12.01 Demonstrate how to increase total sales volume by selling complementary services to the main product(s).
- 12.02 Demonstrate knowledge of current and potential customer services offered by selected marketing organizations.
- 12.03 Demonstrate the ability to determine the individual customer's need for specific types of product support customer services.
- 12.04 Explain the "value added" concept as it applies to customer services.
- 12.05 Evaluate ability to overcome objections.
- 12.06 Demonstrate ability to identify and satisfy customer needs/wants/problems.
- 12.07 Evaluate ability to obtain customer commitment.
- 12.08 Identify and demonstrate cross-selling techniques.
- 12.09 Explain the concept of "product" as an ingredient in the marketing mix.
- 12.10 Explain the relationship of economic utilities and customer services.

13.0 DEMONSTRATE BASIC MATH OPERATIONS RELEVANT TO CUSTOMER SERVICE--

The student will be able to:

- 13.01 Perform basic computational operations.
- 13.02 Solve work-related problems using whole numbers, fractions, decimals, ratios, and percentages.
- 13.03 Operate a 10-key keypad.

14.0 DEMONSTRATE AN UNDERSTANDING OF A CLIENT'S BUSINESS, POLICIES, AND PROCEDURES--The student will be able to:

- 14.01 Identify client's mission and objectives.
- 14.02 Identify the type of business in which the client is engaged.
- 14.03 Identify customer service guidelines.
- 14.04 Identify procedure for logging in and out of client's system.
- 14.05 Identify correct screen management techniques.
- 14.06 Identify codes for different procedures.
- 14.07 Identify data entry guidelines including procedure for error editing and correction.
- 14.08 Identify procedure to obtain assistance (i.e., help desk, on-line help).
- 14.09 Demonstrate ability to receive and process calls per client's guidelines.
- 14.10 Practice taking orders, requests, etc., as required by client.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8848130
Course Title: Customer Service 3
Course Credit: 1

COURSE DESCRIPTION:

The purpose of this course is to provide students with the competencies required for employment at the career specialist level in the customer service industry. Students will have met Occupational Completion Point Data Code C: Customer Care Representative – Industry Title.

- 13.0 DEMONSTRATE BASIC MATH OPERATIONS RELEVANT TO CUSTOMER SERVICES--The student will be able to:
- 13.04 Demonstrate correct procedures for handling major types of sales transactions.
 - 13.05 Reconcile a customer account.
- 15.0 DEMONSTRATE HIGHER ORDER HUMAN RELATIONS SKILLS NECESSARY FOR SUCCESS IN CUSTOMER SERVICE OCCUPATIONS--The student will be able to:
- 15.01 Identify benefits of professional staff development (e.g., workshops, conferences, course work, and membership in professional associations).
 - 15.02 Explain the need for employee evaluations, describe the procedures used in the evaluation process, and identify the consequences of positive or negative performance appraisals.
 - 15.03 Describe methods used to compensate employees (e.g., wages, salary, commission).
 - 15.04 Practice accurately answering call center representative questions on policies, procedures, and systems.
 - 15.05 Practice guiding call center representatives through reference materials.
 - 15.06 Practice monitoring and providing coaching and feedback to call center representatives.
 - 15.07 Identify a variety of action plans to educate new hires.
- 16.0 DEMONSTRATE HIGHER ORDER ABILITY TO COMMUNICATE SKILLFULLY--The student will be able to:
- 16.01 Give oral reports to demonstrate the ability to express oneself in a concise, timely, and professional manner.
 - 16.02 Demonstrate effective probing skills.
 - 16.03 Demonstrate effective communication of impact of a business decision.
- 17.0 DEMONSTRATE AN AWARENESS OF MANAGEMENT FUNCTIONS AND ORGANIZATIONAL STRUCTURES--The student will be able to:

- 17.01 Identify the different levels of management.
 - 17.02 Identify, compare, and contrast the various forms of business ownership (e.g., sole proprietorship, partnership, corporation, franchise) and other organizational structures (nonprofit organizations, government agencies).
 - 17.03 Compare and contrast the legal procedures and processes involved when establishing business ownership (e.g., sole proprietorship, partnership, limited partnership, joint ventures, limited partnership associations, registered partnerships with limited liability, limited liability corporation, corporation, franchise).
 - 17.04 Compare and contrast the advantages and disadvantages of each type of business ownership based upon complexity and risk of legal procedures and processes.
 - 17.05 Demonstrate knowledge of procedures, systems, and reference materials.
- 18.0 DEMONSTRATE AN UNDERSTANDING OF BASIC CONTRACTUAL OBLIGATIONS--The student will be able to:
- 18.01 Demonstrate an understanding of contractual relationships.
 - 18.02 Explain how an offer and acceptance can create contractual rights and duties.
 - 18.03 Identify people who lack contractual capacity.
 - 18.04 Describe breach of contract and the remedies available when a contract is breached.
 - 18.05 Define an agency relationship and list the ways that agency relationships may be created.
 - 18.06 Identify which applicants may be asked to participate in testing (e.g., aptitude, psychological, polygraph, drug).
- 19.0 PERFORM HIGHER ORDER KEYBOARDING ACTIVITIES AND USE OF OFFICE EQUIPMENT APPROPRIATE TO CUSTOMER SERVICE--The student will be able to:
- 19.01 Key and apply formatting principles.
 - 19.02 Obtain and transmit credit information.
 - 19.03 Perform basic computer operations.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Course Number: 8848140
Course Title: Customer Service 4
Course Credit: 1

COURSE DESCRIPTION:

The purpose of this course is to provide students with the skills and knowledge required for supervisory level and mid-management level employment in the customer service industry. Students will have met Occupational Completion Point Data Code D: Customer Care Coach – Industry Title.

20.0 ANALYZE IMPACT AND RELATIONSHIP OF GOVERNMENT REGULATIONS AND COMMUNITY INVOLVEMENT ON MANAGEMENT DECISIONS--The student will be able to:

- 20.01 Understand anti-trust laws and how they affect corporate behavior.
- 20.02 Describe the pros and cons of various levels of community involvement by a business.
- 20.03 Describe how tax policies affect a business.
- 20.04 Describe how licensure requirements affect a business.
- 20.05 Describe how government regulations affect a business.
- 20.06 Identify and evaluate various ways in which government affects business.

21.0 DEMONSTRATE AN ADVANCED ABILITY TO COMMUNICATE SKILLFULLY--The student will be able to:

- 21.01 Prepare a variety of categories/structures of messages.
- 21.02 Practice providing written/verbal feedback that is clear, concise, and professional.

22.0 UTILIZE HIGHER ORDER EFFECTIVE TECHNIQUES AND PROCEDURES FOR SELLING CUSTOMER SERVICES--The student will be able to:

- 22.01 Develop a written feature-benefit analysis sheet for a specified customer service.
- 22.02 Effectively critique a sales demonstration involving customer services.
- 22.03 Demonstrate effective suggestion selling techniques to solve client problems.
- 22.04 Develop an action plan to improve call center representative performance.

23.0 DEMONSTRATE HIGHER ORDER MATH OPERATIONS RELEVANT TO CUSTOMER SERVICES--The student will be able to:

- 23.01 Complete an invoice and purchase order return.
- 23.02 Calculate discount dates, due dates, and amount of payment.
- 23.03 Read charts and graphs.
- 23.04 Post debits and credits.
- 23.05 Calculate basis points.

- 24.0 PERFORM HIGHER ORDER KEYBOARDING ACTIVITIES AND USE OF OFFICE EQUIPMENT APPROPRIATE TO CUSTOMER SERVICE--The students will be able to:
- 24.01 Obtain information, schedule, place orders, and route using e-mail, telephone, fax, Internet, and other communication and calculating devices.
- 25.0 DEMONSTRATE PERFORMANCE OF SUPERVISORY/MANAGEMENT FUNCTIONS—The student will be able to:
- 25.01 Describe the functions of management (e.g., planning, organizing, staffing, directing, controlling) and discuss how functions are interrelated.
 - 25.02 Identify factors of strategic planning and define the role of strategic planning in a business environment.
 - 25.03 Demonstrate project management skills.
 - 25.04 Prepare training materials or update existing material.
 - 25.05 Dramatize handling elevated customer calls.
 - 25.06 Demonstrate ways to support team members to achieve personal and team goals.
 - 25.07 Identify relevant management information based on business' existing records.
 - 25.08 Identify appropriate information at various management decision-making levels.
 - 25.09 Identify appropriate applications for computer usage.
 - 25.10 Identify administrative tasks that would be the responsibility of the customer care coach.
- 26.0 OPERATE COMPUTERS AND OTHER EQUIPMENT APPROPRIATE TO MARKETING AND MANAGING CUSTOMER SERVICES--The student will be able to:
- 26.01 Obtain and transmit credit information.
 - 26.02 Obtain information, schedule, place orders, and route using phone, fax, C.P.U., cash register, and other communications and calculating devices.
 - 26.03 Demonstrate merchandising and operations data entry procedures such as prices, sales, inventory changes, costs, and reductions.
- 27.0 DEMONSTRATE AN UNDERSTANDING OF BUSINESS OWNERSHIP--The student will be able to:
- 27.01 Define entrepreneurship.
 - 27.02 List advantages and disadvantages of business ownership.
 - 27.03 Identify risks involved in ownership of a business.
 - 27.04 Identify the personal characteristics necessary to be a successful entrepreneur.
 - 27.05 Identify the business skills needed to operate a business efficiently and effectively.
 - 27.06 Define the purpose and identify and describe the major components of a business plan.
 - 27.07 Identify pros and cons of a home-based business.

**Florida Department of Education
CURRICULUM FRAMEWORK**

Program Title: Marketing, Merchandising, and Parts Operations
Occupational Area: Marketing

	<u>Secondary</u>	<u>PSAV</u>
Program Numbers	8809100	M812031
CIP Number	0208.120302	0208.120302
Grade Level	9-12, 30, 31	30, 31
Length	9 Credits	1350 Hours
Certification	RETAILING @7 G MKTG 1 @2 TEACH CDE @7 WHOLESALE @7 G MKTG MGMT @7 G	RETAILING @7 G MKTG 1 @2 TEACH CDE @7 DIST ED @7 WHOLESALE @7 G MKTG MGMT @7 G
CTSO	DECA	DEX
Coop Method	Yes	Yes
Basic Skills		
Math		9
Language		9
Reading		9

- I. **MAJOR CONCEPTS/CONTENT:** The purpose of this nine credit program is to prepare students for employment in parts operations, marketing, sales, and service occupations such as salesperson, delivery specialist, stock clerk, billing clerk, bookkeeping, parts specialist, inventory control clerk, purchasing agent, and manager.

The content includes, but is not limited to, risk management, marketing math, equipment operations, marketing and business fundamentals, communications, human relations, advertising, sales promotion, sales, customer relations, obtaining and maintaining employment, delivery operations, warehouse operations, billing operations, accounts receivable and payable, cataloging, parts systems, components and their functions, automotive systems parts sales, inventory control, purchasing, and management.

Listed below are the twelve courses that comprise this program when offered at the secondary level:

8809108 - Retail Essentials	1 cr/150 hrs
8809101 - Delivery Operations	.5 cr/75 hrs
8809102 - Warehousing Operations	1 cr/150 hrs
8809103 - Billing Operations	..5 cr/75 hrs
8809104 - Parts Accounting Operations	1 cr/150 hrs
8809107 – Cataloging Operations	.5 cr/75 hrs
8809109 - Parts Specialist 1	.5 cr/75 hrs
8809110 - Parts Specialist 2	1 cr/150 hrs
8809111 – Parts Specialist 3	1 cr/150 hrs
8809105 - Inventory Control Operations	.5 cr/75 hrs
8809106 - Purchasing Operations	.5 cr/75 hrs
8809112 – Marketing Management Operations	1 cr/150 hrs

After the completion of the program, excluding Marketing Managerial Operations, and one year on the job, the student will be prepared to register for the Parts Specialist certification examination sponsored by the National Institute for Automotive Service Excellence (ASE) for either Automobile Parts Specialist or Medium/Heavy Truck Parts Specialist.

- II. **LABORATORY ACTIVITIES:** Laboratory activities are an integral part of this program. For the laboratory activities to be meaningful, facilities must be adequate for classroom, sales and display areas, laboratory, and storage should be provided. Computers and a delivery vehicle are recommended for hands-on experiences.
- III. **SPECIAL NOTE:** DECA, “An Association of Marketing Students” (secondary), and Delta Epsilon Chi, “An Association of Marketing Students” (post secondary), are the appropriate career and technical student organizations for providing leadership training and for reinforcing specific career and technical skills. Career and Technical Student Organizations, when provided, shall be an integral part of the career and technical instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065 (8), FAC.

Cooperative training (OJT), 8800410/M899990/0208.999CP, or Guided Workplace-Learning, 8300430/D886300/1098.8630CP, are highly recommended to use with this program as a work-based learning experience. When OJT is offered, each student is required to have a training agreement and a training plan, signed by the student, parent/guardian, teacher/coordinator, and employer. The training plan shall include a diverse list of instructional objectives and on-the-job and in-school learning experiences. The workstation shall reflect equipment, skills, and tasks relevant to the occupation the student has chosen as a career goal. The student must receive compensation for work performed.

When Guided Workplace-Learning is offered, the student is allowed to work a maximum of 450 hours and must participate, with the work-based learning site supervisor, in a preplacement conference. A work-based learning plan must be developed to include the learning objectives, methods of learning, activities/responsibilities, time required, provisions for supervision, and method(s) of student evaluation. Students must also meet a minimum of once per week for the purpose of related instruction and developmental activities. Employment may be either paid or unpaid. (For additional information consult the Guided Workplace-Learning framework.)

It is highly recommended that for every 20 students (or portion thereof) enrolled in Marketing OJT and/or Guided Workplace-Learning, the teacher/coordinator be given a minimum of one hour of OJT-coordination release time per day for the purposes of visiting students on the job and managing the cooperative method of instruction.

The teacher/coordinator should visit each training site for the purpose of observation a minimum of once during each grading period, preferably while the student is actually working. A second contact each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the work-based learning plan/training plan is highly recommended.

In accordance with Rule 6A-10.040, FAC, the minimum basic-skills grade levels required for adult vocational students to exit this program are: Mathematics 9.0, Language 9.0, Reading 9.0. These grade-level numbers correspond to grade-equivalent scores obtained on one of the state-designated basic-skills examinations. If a student does not meet the basic-skills level required for completion of the program, remediation should be provided concurrently through Vocational Preparatory Instruction (VPI). Please refer to the Rule for exemptions.

When a secondary student with a disability is enrolled in a vocational class with modifications to the curriculum framework, the particular outcomes and student performance standards that the student must master to earn credit must be specified on an individual basis. The job or jobs for which the student is being trained should be reflected in the student's desired postschool outcome statement on the Transition Individual Educational Plan (Transition IEP).

SCANS Competencies: Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate methods to improve students' personal qualities, higher-order critical thinking skills, and problem-solving, technical, and literacy skills.

To be transferable statewide between institutions, this program/course must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific program or course articulation agreements with each other.

When offered at the postsecondary adult vocational level, this program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F.S.

- IV. **INTENDED OUTCOMES**: After successfully completing appropriate course(s) for each occupational completion point of this program, the student will be able to perform the following:

OCCUPATIONAL COMPLETION POINT - DATA CODE - A
SALES REPRESENTATIVE – Industry Title

- 01.0 Demonstrate risk management skills.
- 02.0 Demonstrate basic marketing math skills.
- 03.0 Demonstrate basic marketing equipment operations.
- 04.0 Identify marketing and business fundamentals.
- 05.0 Demonstrate communication and human relations skills.
- 06.0 Demonstrate principles of advertising and sales promotion.
- 07.0 Demonstrate sales and customer relation's techniques.
- 08.0 Demonstrate employability skills.

OCCUPATIONAL COMPLETION POINT - DATA CODE - B
DRIVER/SALES WORKERS- OES Code 97117

09.0 Demonstrate delivery operations skills.

OCCUPATIONAL COMPLETION POINT - DATA CODE - C
STOCK CLERKS - WAREHOUSE - OES Code 58023

10.0 Demonstrate warehouse operations.

OCCUPATIONAL COMPLETION POINT - DATA CODE - D
BILLING CLERK - OES Code 55344

11.0 Demonstrate billing operations skills.

OCCUPATIONAL COMPLETION POINT - DATA CODE - E
BOOKKEEPING, ACCOUNTING, AND AUDITING CLERK - OES Code 55338

12.0 Demonstrate accounts receivable skills.

13.0 Demonstrate accounts payable skills.

OCCUPATIONAL COMPLETION POINT - DATA CODE - F
CLERK, PARTS - Industry Title

14.0 Research parts data and technical information.

15.0 Demonstrate automotive specialty parts sales skills.

16.0 Demonstrate parts service skills.

OCCUPATIONAL COMPLETION POINT - DATA CODE - G
PARTS SPECIALIST – Industry Title

17.0 Identify parts systems, components, and their functions.

18.0 Research automotive systems parts.

19.0 Demonstrate automotive systems parts sales.

OCCUPATIONAL COMPLETION POINT - DATA CODE - H
INVENTORY CONTROL CLERK - DOT 222.387-026

20.0 Demonstrate inventory control operations.

OCCUPATIONAL COMPLETION POINT - DATA CODE - I
PURCHASING AGENT – OES Code 21308A

21.0 Demonstrate purchasing operations skills.

OCCUPATIONAL COMPLETION POINT - DATA CODE - J
FIRST-LINE SUPERVISORS AND MANAGER/SUPERVISORS-SALES AND
RELATED WORKERS - OES Code 41002

22.0 Demonstrate management and supervision techniques.

23.0 Research career opportunities in the industry.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8809108
Course Title: Retail Essentials
Course Credit: 1

COURSE DESCRIPTION:

The purpose of this course is to develop the competencies essential to parts marketing. These competencies include human relations, employability skills, communication, math, and economic skills. The fundamentals of marketing and selling are also included. After successful completion of this course, the student will have attained **Occupational Completion Point - Data Code A, Sales Representative – Industry Title**.

01.0 DEMONSTRATE RISK MANAGEMENT SKILLS--The student will be able to:

- 01.01 Identify school rules and policies (e.g., fire evacuation plans, code of conduct, financial aid opportunities).
- 01.02 Identify program objectives and requirements to reach occupational completion points and certificate prerequisites.
- 01.03 Discuss the importance of testing and grading procedures.
- 01.04 Identify, discuss, and demonstrate safe lifting procedures.
- 01.05 Identify and discuss the laws and procedures for disposing of hazardous wastes.
- 01.06 Identify safety and accident prevention procedures.
- 01.07 Identify and discuss clean and orderly storing techniques.
- 01.08 Identify and discuss appropriate dress and grooming for employment.
- 01.09 Identify and discuss the purpose and importance of an accident prevention plan.
- 01.10 Identify and discuss workplace safety and health guidelines.
- 01.11 Demonstrate safety and accident prevention techniques.
- 01.12 Discuss state and federal labor laws regulating the workplace.

02.0 DEMONSTRATE BASIC MARKETING MATH SKILLS--The student will be able to:

- 02.01 Calculate mark-ups, mark-downs, and discounts.
- 02.02 Read and interpret charts and graphs.
- 02.03 Identify the importance and purpose of product codes.
- 02.04 Write and communicate product codes according to industry standards.
- 02.05 Calculate county and state sales taxes.
- 02.06 Demonstrate mastery of the 10-key keyboard.
- 02.07 Discuss sales terminal opening and closing procedures.
- 02.08 Demonstrate ability to provide customer with proper change.
- 02.09 Identify check, credit card, and debit card payments and procedures.
- 02.10 Demonstrate sales calculations (e.g., cash, discount, C.O.D., returns).
- 02.11 Interpret sales receipts.
- 02.12 Discuss refund procedures and policies.

03.0 DEMONSTRATE BASIC MARKETING EQUIPMENT OPERATIONS--The student will be able to:

- 03.01 Demonstrate techniques for making a positive first impression.

- 03.02 Identify techniques for placing, answering, holding, and transferring telephone calls.
- 03.03 Identify and demonstrate procedures for recording and relaying accurate messages.
- 03.04 Demonstrate ability to use telephone to gather information.
- 03.05 Demonstrate ability to use telephone book as a resource.
- 03.06 Discuss uses of a fax machine.
- 03.07 Demonstrate ability to send and receive fax documents.
- 03.08 Identify procedures for operating and maintaining imaging equipment.
- 03.09 Identify and discuss imaging feeder, sorter, and collating procedures.
- 03.10 Process single and multiple copies using manual and automated methods.
- 03.11 Identify and discuss imaging maintenance procedures.
- 03.12 Identify labeling applications and fonts.
- 03.13 Identify characteristics of labeling ribbon.
- 03.14 Identify single and multi-line labeling applications.
- 03.15 Demonstrate ability to change labeling ribbon.
- 03.16 Enter and proofread typed labeling data.
- 03.17 Demonstrate use of labeling machine.

04.0 IDENTIFY MARKETING AND BUSINESS FUNDAMENTALS--The student will be able to:

- 04.01 Discuss concept of economic goods and services.
- 04.02 Discuss concept of economic resources and activities.
- 04.03 Discuss concept of utility and supply and demand.
- 04.04 Identify and discuss relationship of government and business.
- 04.05 Identify and discuss concepts of private enterprise, business ownership, profit, risk, competition, and productivity.
- 04.06 Identify major components of gross national product.
- 04.07 Identify and explain major types of economic systems.
- 04.08 Identify and explain functions of business and relationship between business and society.
- 04.09 Identify categories of business activity (e.g., extractive, agriculture, manufacturing, processing, construction, distribution, and service).
- 04.10 Identify types of business ownership and compare and contrast their advantages and disadvantages.
- 04.11 Identify and discuss ethics in business.
- 04.12 Identify and discuss functions of business and channels of distribution.
- 04.13 Identify and discuss elements of the marketing mix.

05.0 DEMONSTRATE COMMUNICATION AND HUMAN RELATIONS SKILLS--The student will be able to:

- 05.01 Identify and apply effective communication: verbal, nonverbal, written, and electronic.
- 05.02 Describe effective staff communication and its uses: inter-personal, departmental, inter-departmental, and company.
- 05.03 Demonstrate ability to read and comprehend written communications.
- 05.04 Identify a variety of forms of written business communications utilized in the workplace.
- 05.05 Prepare a business letter, memorandum, fax, and e-mail.

- 05.06 Demonstrate ability to speak effectively to customers/clients, co-workers, supervisors, and vendors using proper grammar and terminology.
 - 05.07 Discuss importance of developing networking skills to expand business contacts.
 - 05.08 Prepare and deliver a business-related presentation.
 - 05.09 Demonstrate active listening strategies that improve understanding and performance.
 - 05.10 Describe positive customer relations.
 - 05.11 Demonstrate conflict resolution techniques.
 - 05.12 Identify means of nonverbal communication.
 - 05.13 Demonstrate effective telephone and e-mail techniques and etiquette/netiquette in a business situation.
 - 05.14 Discuss methods of resolving customer complaints.
 - 05.15 Interpret business policies to customers/clients.
 - 05.16 Discuss importance of providing clear directions, descriptions, and explanations.
 - 05.17 Demonstrate ability to locate, understand, interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, and Internet resources.
 - 05.18 Identify types of technology and equipment used in the workplace.
- 06.0 DEMONSTRATE PRINCIPLES OF ADVERTISING AND SALES PROMOTIONS--
The student will be able to:
- 06.01 Identify purpose, importance, and techniques of advertising.
 - 06.02 Identify purpose, importance, and techniques of sales promotions.
 - 06.03 Identify and discuss the nine elements of design (e.g., color, materials, interior architecture, illusion, landscaping, music, signage, attention to detail, general exterior).
 - 06.04 Identify and discuss the elements of an advertisement (e.g., headline, copy, illustration).
 - 06.05 Discuss target markets and their importance in advertising and sales promotions.
 - 06.06 Identify advertising design techniques and their applications.
 - 06.07 Create sales, holiday, and seasonal advertisements using accepted computer design techniques.
 - 06.08 Identify the purpose and importance of displays.
 - 06.09 Identify and discuss effective display techniques.
 - 06.10 Discuss the importance and purpose of cleaning and maintaining displays.
 - 06.11 Plan and construct an effective sales display.
- 07.0 DEMONSTRATE SALES AND CUSTOMER RELATION'S TECHNIQUES--The student will be able to:
- 07.01 Identify the purpose and importance of selling.
 - 07.02 Identify qualities of a professional sales associate.
 - 07.03 Identify, discuss, and demonstrate the steps in the selling process.
 - 07.04 Identify and discuss the roles of sales associates and customers.
 - 07.05 Describe techniques for identifying customer needs, wants, and/or problems.
 - 07.06 Explain techniques for determining customer merchandise and/or service interests.
 - 07.07 Explain methods of observation that can be used to obtain customers' surname.
 - 07.08 Discuss importance and methods of customer follow-up (e.g., client file).
 - 07.09 Model methods of resolving customer complaints.
 - 07.10 List abilities and qualities customers expect from sales associates.

- 07.11 Demonstrate ability to create accessory sales.
 - 07.12 Identify and discuss importance and purpose of store policies as they relate to customer service.
 - 07.13 Role-play appropriate customer greetings.
 - 07.14 Describe how an employee represents the firm to customers.
 - 07.15 Explain techniques to balance responsive telephone service with in-store service.
- 08.0 DEMONSTRATE EMPLOYABILITY SKILLS --The student will be able to:
- 08.01 Identify and utilize resources used in a job search (e.g., newspaper, Internet, networking).
 - 08.02 Discuss importance of drug tests and criminal background checks in identifying possible employment options.
 - 08.03 Identify steps in the job application process including arranging for references and proper documentation (e.g., green card).
 - 08.04 Identify procedures and complete documents required when applying for a job (e.g., application, W-4, I-9).
 - 08.05 Prepare a resume (electronic and traditional), cover letter, letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.
 - 08.06 Demonstrate appropriate dress and grooming for employment.
 - 08.07 Demonstrate effective interviewing skills (e.g., behavioral).
 - 08.08 Describe methods for handling illegal interview and application questions.
 - 08.09 Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA).
 - 08.10 Identify positive work attitudes and behaviors such as honesty, compassion, respect, responsibility, fairness, trustworthiness, and caring.
 - 08.11 Describe importance of producing quality work and meeting performance standards.
 - 08.12 Identify personal and business ethics (e.g., preventing theft, pilfering, and unauthorized discounting).
 - 08.13 Demonstrate orderly and systematic behavior by creating and maintaining a monthly planner.
 - 08.14 Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).
 - 08.15 Identify how to prepare for job separation and re-employment.
 - 08.16 Create and maintain a career portfolio (e.g., resume, letters of recommendation, awards, evidence of participation in school/community/volunteer activities, employer evaluations).

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Course Number: 8809101
Course Title: Delivery Operations
Course Credit: .5

COURSE DESCRIPTION:

This course is designed to develop the fundamental competencies necessary to effectively and safely deliver automotive parts. Topics include planning and delivery activities, pick up and delivery of merchandise, and delivery vehicle maintenance. Supervisory skills related to delivery operations are included. After successful completion of this course, the student will have attained **Occupational Completion Point - Data Code B, Driver/Sales Workers - OES 97117.**

09.0 DEMONSTRATE DELIVERY OPERATIONS SKILLS--The student will be able to:

- 09.01 Identify and discuss importance, purpose, and characteristics of delivery operations.
- 09.02 Identify delivery documents (e.g., packing slips, invoices, freight bills, return forms, pick-up tickets).
- 09.03 List procedures for processing delivery documents.
- 09.04 Identify delivery vehicle maintenance requirements and limitations.
- 09.05 Inspect vehicle, perform minor maintenance, report maintenance problems, and maintain delivery vehicle according to industry standards.
- 09.06 Plan, prepare, and perform daily pick-up and delivery activities.
- 09.07 Verify ordered merchandise.
- 09.08 Process merchandise for return to supplier.
- 09.09 Identify and discuss cores and their importance.
- 09.10 Identify and discuss keyboarding techniques necessary for the delivery process.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8809102
Course Title: Warehousing Operations
Course Credit: 1

COURSE DESCRIPTION:

This course is designed to develop competencies necessary for the correct performance of warehousing operations skills. Topics include analyzing data, organizing the stockroom, and receiving and inspecting incoming merchandise. Supervisory skills related to warehouse operations are included. After successful completion of this course, the student will have attained **Occupational Completion Point - Data Code C, Stock Clerks, Warehouse - OES 58023.**

10.0 DEMONSTRATE WAREHOUSE OPERATIONS--The student will be able to:

- 10.01 Identify and discuss the characteristics of stockkeeping and warehouse operations.
- 10.02 Identify and discuss the importance and purpose of warehouse operations.
- 10.03 Identify warehouse documents (e.g., pick tickets, special orders, inventory forms).
- 10.04 Discuss and analyze computerized warehouse data.
- 10.05 Describe procedures for using computerized warehouse data.
- 10.06 Identify and discuss stockkeeping methods and fundamentals.
- 10.07 Receive, inspect, price, and stock incoming merchandise.
- 10.08 Verify packing slips and rotate stock.
- 10.09 Perform a physical inventory.
- 10.10 Apply basic computer systems operations.
- 10.11 Explain channels of distribution.
- 10.12 Display and interpret inventory screens.
- 10.13 Send and receive e-mail.
- 10.14 Create a computerized document.
- 10.15 Analyze computerized warehouse data.
- 10.16 Describe delivery and warehouse operations supervisory skills.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Course Number: 8809103
Course Title: Billing Operations
Course Credit: .5

COURSE DESCRIPTION:

This course is designed to develop competencies necessary for the correct processing of work orders. Topics include filing, opening, recording, and closing work orders. Auditing work order skills are included. After successful completion of this course, the student will have attained **Occupational Completion Point - Data Code D, Billing Clerk - OES 55344.**

11.0 DEMONSTRATE BILLING OPERATIONS SKILLS--The student will be able to:

- 11.01 Identify and discuss importance, purpose, and characteristics of billing operations.
- 11.02 Identify, discuss, and demonstrate bill filing methods and procedures according to industry standard.
- 11.03 Explain requirements for opening work orders.
- 11.04 Open work orders using customer given information.
- 11.05 Maintain work orders accounting information.
- 11.06 Close work orders using parts department and technician information.
- 11.07 Verify, audit, and file work order documents.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Course Number: 8809104
Course Title: Parts Accounting Operations
Course Credit: 1

COURSE DESCRIPTION:

This course is designed to develop competencies necessary for accurate computer accounting of inventory. Topics include both accounts receivable and accounts payable duties. After successful completion of this course, the student will have attained **Occupational Completion Point - Data Code E, Bookkeeping, Accounting, and Auditing Clerk (Parts) - OES 55338.**

12.0 DEMONSTRATE ACCOUNTS RECEIVABLE SKILLS--The student will be able to:

- 12.01 Identify and discuss characteristics of a career in accounts receivable.
- 12.02 Identify and discuss importance and purpose of accounts receivable.
- 12.03 Identify and list documents used in the accounts receivable department.
- 12.04 Verify and process pricing documents.
- 12.05 Create and process computerized invoices and credit memos.

- 12.06 Explain accounts receivable filing methods and procedures.
- 12.07 Verify and file accounts receivable records.
- 12.08 Run and analyze accounts receivable reports.
- 12.09 Run and analyze customer statement reports.
- 12.10 Perform customer statements functions.

13.0 DEMONSTRATE ACCOUNTS PAYABLE SKILLS--The student will be able to:

- 13.01 Identify and discuss characteristics of a career in accounts payable.
- 13.02 Identify and discuss importance and purpose of accounts payable.
- 13.03 Identify and list documents used in accounts payable department.
- 13.04 Identify methods to maintain a clean and orderly work area.
- 13.05 Identify, discuss, and demonstrate manual general ledger procedures.
- 13.06 Identify, discuss, and demonstrate computerized general ledger procedures.
- 13.07 Identify and discuss methods to reconcile computerized daily accounts payable.
- 13.08 Demonstrate reconciling computerized daily accounts payable.
- 13.09 Identify and discuss methods to reconcile computerized monthly accounts payable.
- 13.10 Demonstrate reconciling computerized monthly accounts payable.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Course Number: 8809107
Course Title: Cataloging Operations
Course Credit: .5

COURSE DESCRIPTION:

This course is designed to develop competencies necessary for effective customer service and sales. Topics include automotive specialty parts, sales functions, and customer service duties. After successful completion of this course, the student will have attained **Occupational Completion Point - Data Code F, Clerk, Parts – Industry Title**.

14.0 RESEARCH PARTS DATA AND TECHNICAL INFORMATION--The student will be able to:

- 14.01 Identify the purpose and importance of cataloging systems.
- 14.02 Identify product manufacturers and their types of catalogs.
- 14.03 Identify procedures for setting up and maintaining a catalog rack.
- 14.04 Identify manual, systematic procedures for locating specific part numbers.
- 14.05 Demonstrate ability to use manual catalogs and interchanges to locate specific part numbers.
- 14.06 Identify computerized, systematic procedures for locating specific part numbers.
- 14.07 Demonstrate ability to use an automated cataloging system to locate specific part numbers.
- 14.08 Demonstrate use of interchange lists and line cards.

- 14.09 Identify computerized cataloging system maintenance and update procedures.
 - 14.10 Identify methods to call in special orders and stock orders.
 - 14.11 List steps to identify manufacturer and supplier for specific parts.
 - 14.12 Articulate quantities, numbers, and manufacturers of parts according to numerical language.
 - 14.13 Demonstrate ability to call in and fax special and stock orders.
- 15.0 DEMONSTRATE AUTOMOTIVE SPECIALTY PARTS SALES SKILLS--The student will be able to:
- 15.01 Identify types of automotive basic tools.
 - 15.02 Identify types of automotive fasteners.
 - 15.03 Identify and discuss appropriate applications for specific tools.
 - 15.04 Identify and discuss appropriate applications for specific automotive fasteners.
- 16.0 DEMONSTRATE PARTS SERVICE SKILLS--The student will be able to:
- 16.01 Identify standard and metric measurements.
 - 16.02 Identify procedures for using metric devices.
 - 16.03 Identify inside and outside diameters.
 - 16.04 Read standard and metric measurements.
 - 16.05 Measure automotive belts using an industry approved belt measurer.
 - 16.06 Measure inside and outside diameters of hoses.
 - 16.07 Demonstrate use of a micrometer, t-bar, and ruler.
 - 16.08 Identify automotive component testing operational procedures.
 - 16.09 Identify types of testing equipment.
 - 16.10 Demonstrate operation of testing equipment (e.g., battery tester, alternator tester, starter tester, voltage regulator tester).
 - 16.11 Identify, discuss, and demonstrate procedures for refinishing brake drums.
 - 16.12 Identify, discuss, and demonstrate procedures for refinishing rotors.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Course Number: 8809109
Course Title: Parts Specialist 1
Course Credit: .5

COURSE DESCRIPTION:

This course is designed to develop competencies necessary for fuel, emission, exhaust, heating and cooling, air conditioning systems, electrical, ignition, engine systems, brakes, chassis, and power train systems operating fundamentals. There is not an Occupational Completion Point after the completion of this course.

- 17.0 IDENTIFY PARTS SYSTEMS, COMPONENTS, AND THEIR FUNCTIONS--The student will be able to:

- 17.01 Identify operating fundamentals of fuel systems, their parts, and their function.
- 17.02 Identify operating fundamentals of emission control systems, their parts, and their function.
- 17.03 Identify operating fundamentals of exhaust systems, their parts, and their function.
- 17.04 Identify operating fundamentals of heating and cooling systems, their parts, and their function.
- 17.05 Identify operating fundamentals of air conditioning systems, their parts, and their function.
- 17.06 Identify operating fundamentals of electrical systems, their parts, and their function.
- 17.07 Identify operating fundamentals of electrical accessory systems, their parts, and their function.
- 17.08 Identify operating fundamentals of ignition systems, their parts, and their function.
- 17.09 Identify operating fundamentals of engine systems, their parts, and their function.
- 17.10 Identify operating fundamentals of brake systems, their parts, and their function.
- 17.11 Identify operating fundamentals of steering and suspension systems, their parts, and their function.
- 17.12 Identify operating fundamentals of power train systems, their parts, and their function.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Course Number: 8809110
Course Title: Parts Specialist 2
Course Credit: 1

COURSE DESCRIPTION:

This course is designed to develop competencies necessary for researching fuel, emission, exhaust, heating and cooling, air conditioning systems, electrical, ignition, engine systems, brakes, chassis, and power train systems parts systems. There is not an Occupational Completion Point after completion of this course.

18.0 RESEARCH AUTOMOTIVE SYSTEMS PARTS--The student will be able to:

- 18.01 Analyze customer parts requests.
- 18.02 Identify steps to research part numbers using manual and computerized cataloging, interchanges, and price sheets.
- 18.03 Research fuel systems part numbers.
- 18.04 Research emission control systems part numbers.
- 18.05 Research exhaust systems part numbers.
- 18.06 Research heating and cooling systems part numbers.
- 18.07 Research air conditioning systems part numbers.
- 18.08 Research electrical systems part numbers.
- 18.09 Research electrical accessory systems part numbers.
- 18.10 Research ignition systems part numbers.
- 18.11 Research engine systems part numbers.

- 18.12 Research brake systems part numbers.
- 18.13 Research steering and suspension systems part numbers.
- 18.14 Research power train systems part numbers.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Course Number: 8809111
Course Title: Parts Specialist 3
Course Credit: 1

COURSE DESCRIPTION:

This course is designed to develop competencies necessary for demonstrating fuel, emission, exhaust, heating and cooling, air conditioning systems, electrical, ignition, engine systems, brakes, chassis, and power train systems parts sales. After successful completion of this course, the student will have attained **Occupational Completion Point - Data Code G, Parts Specialist - Industry Title.**

19.0 DEMONSTRATE AUTOMOTIVE SYSTEMS PARTS SALES--The student will be able to:

- 19.01 Demonstrate fuel systems parts, using suggestive selling.
- 19.02 Demonstrate emission control systems parts, using suggestive selling.
- 19.03 Demonstrate exhaust systems parts using suggestive selling.
- 19.04 Demonstrate heating and cooling systems using suggestive selling.
- 19.05 Demonstrate air conditioning systems using suggestive selling.
- 19.06 Demonstrate electrical systems using suggestive selling.
- 19.07 Demonstrate electrical accessory systems using suggestive selling.
- 19.08 Demonstrate ignition systems using suggestive selling.
- 19.09 Demonstrate engine systems using suggestive selling.
- 19.10 Demonstrate brake systems using suggestive selling.
- 19.11 Demonstrate steering and suspension systems using suggestive selling.
- 19.12 Demonstrate power train systems using suggestive selling.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Course Number: 8809105
Course Title: Inventory Control Operations
Course Credit: .5

COURSE DESCRIPTION:

This course is designed to develop competencies necessary for inventory control operations. Topics include analyzing inventory reports, applying computerized sequencing procedures, maintaining automated inventory files, pricing information, and periodic automated inventory procedures. After successful completion of this course, the student will have attained **Occupational Completion Point - Data Code H, Inventory Clerk - DOT 222.387-026.**

20.0 DEMONSTRATE INVENTORY CONTROL OPERATIONS--The student will be able to:

- 20.01 Identify the purpose and importance of inventory control.
- 20.02 Identify characteristics of inventory control operations.
- 20.03 Identify inventory fastpaths and their purposes.
- 20.04 Identify and explain various inventory reports.
- 20.05 Prepare and analyze various inventory reports.
- 20.06 Discuss inventory control equipment maintenance procedures.
- 20.07 Enter product and vendor data using a computer system.
- 20.08 Run and analyze product line and vendor's reports using a computer system.
- 20.09 Maintain automated inventory file and parts data.
- 20.10 Describe importance of maintaining current price sheet information.
- 20.11 Describe process to obtain current price sheets.
- 20.12 Verify current manufacturer pricing and price sheets.
- 20.13 Maintain automated pricing data.
- 20.14 Read and interpret price sheets.
- 20.15 Demonstrate periodic inventory procedures using an automated system.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Course Number: 8809106
Course Title: Purchasing Operations
Course Credit: .5

COURSE DESCRIPTION:

This course is designed to develop competencies necessary for the computerized purchasing operations. Topics include analyzing sales potential, and buying parts and supplies using an automated system. Supervisory skills related to purchasing operations are included. After successful completion of this course, the student will have attained **Occupational Completion Point - Data Code I, Purchasing Agent - OES 21308A.**

21.0 DEMONSTRATE PURCHASING OPERATIONS SKILLS--The student will be able to:

- 21.01 Identify the purpose and importance of purchasing procedures.
- 21.02 Describe characteristics of purchasing operations.
- 21.03 Discuss the purpose and importance of analyzing sales potential.
- 21.04 Identify life span and demand for individual parts.
- 21.05 Analyze sales potential of parts and supplies using historical data.
- 21.06 Identify and discuss steps to conduct an Internet search for parts information.
- 21.07 Conduct an Internet research project involving the parts industry.
- 21.08 Identify and discuss specific purchase order control reports.
- 21.09 Generate and control computerized purchase orders.
- 21.10 Demonstrate ability to buy parts and supplies using an automated system.
- 21.11 Identify responsibilities of a back office supervisor.
- 21.12 Evaluate new products for sales potential.
- 21.13 Identify and use inventory classifications.
- 21.14 Maintain effective business communications with supervisors, co-workers, and industry representatives.
- 21.15 Recommend solutions to inventory control and purchasing problems.
- 21.16 Demonstrate ability to supervise inventory management.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Course Number: 8809112
Course Title: Marketing Management Operations
Course Credit: 1

COURSE DESCRIPTION:

This course is designed to develop competencies necessary for the successful management of a parts department, a general lines retail outlet, or an independent parts retail store. Topics include generic marketing management skills, project planning, and employee relations skills. After

successful completion of this course, the student will have attained **Occupational Completion Point - Data Code J, Manager, First-Line Supervisors and Manager/Supervisors-Sales and Related Workers - OES 41002.**

22.0 DEMONSTRATE MANAGEMENT AND SUPERVISION TECHNIQUES--The student will be able to:

- 22.01 Identify and discuss managerial/supervisory functions.
- 22.02 Identify and discuss the roles and responsibilities of a manager/supervisor.
- 22.03 Identify and discuss qualities of effective leaders.
- 22.04 Identify and demonstrate employee motivational techniques.
- 22.05 Identify and demonstrate leadership skills.
- 22.06 Identify and demonstrate time management techniques.
- 22.07 Identify and demonstrate training techniques.
- 22.08 Identify and demonstrate team-building techniques.
- 22.09 Conduct a training session.
- 22.10 Identify and demonstrate management communication techniques.
- 22.11 Conduct a business meeting.
- 22.12 Identify and demonstrate problem-solving techniques.
- 22.13 Identify project planning and implementation techniques.
- 22.14 Demonstrate the ability to develop and implement a project plan.
- 22.15 Identify and demonstrate effective human resource management techniques.
- 22.16 Identify and demonstrate management techniques to promote a productive workforce.
- 22.17 Demonstrate ability to manage employee functions.
- 22.18 Demonstrate ability to manage business operations.
- 22.19 Demonstrate ability to supervise sales functions.
- 22.20 Demonstrate ability to manage a business enterprise.
- 22.21 Demonstrate ability to manage employees.
- 22.22 Evaluate business problems and implement solutions.
- 22.23 Analyze business performance and profit/loss statement.

23.0 RESEARCH CAREER OPPORTUNITIES IN THE INDUSTRY--The student will be able to:

- 23.01 Describe purpose and importance of career objectives.
- 23.02 Identify individual interests, strengths, and weaknesses in relation to a career.
- 23.03 Identify characteristics of selected careers (e.g., salary, working conditions, education requirements, career ladders, technology requirements).
- 23.04 Identify steps to research, gather, and analyze career data.
- 23.05 Prepare a career research plan for a selected career.
- 23.06 Establish realistic career employment goals.

**Florida Department of Education
CURRICULUM FRAMEWORK**

Program Title: Teller Operations
Occupational Area: Marketing

	<u>Secondary</u>	<u>PSAV</u>
Program Numbers	8815200	M804990
CIP Number	0207.020500	0207.020500
Grade Level	9-12, 30, 31	30, 31
Length	1 credit	150 hours
Certification	BUS ED 1 @2 @4 MKTG 1 @2 DIST ED @7 TEACH CDE @7 BANK FINC @7 G	BUS ED 1 @2 @4 MKTG 1 @2 DIST ED @7 TEACH CDE @7 BANK FINC @7 G
CTSO	DECA	DEX
Coop Method	Yes	Yes
Basic Skills		
Math		9
Language		9
Reading		9

- I. **MAJOR CONCEPTS/CONTENT:** The purpose of this program is to prepare students for employment as tellers (53102374) in a financial institution or to provide supplemental training for persons previously or currently employed in this occupation or a related occupation in the financial industry.

- II. **LABORATORY ACTIVITIES:** Laboratory activities are an integral part of this program. Equipment currently used by industry and recommended by advisory committees should be utilized for training.

- III. **SPECIAL NOTE:** DECA, “An Association of Marketing Students” (secondary), and Delta Epsilon Chi, “An Association of Marketing Students” (post secondary), are the appropriate career and technical student organizations for providing leadership training and for reinforcing specific career and technical skills. Career and Technical Student Organizations, when provided, shall be an integral part of the career and technical instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065 (8), FAC.

Cooperative training (OJT), 8800410/M899990/0208.9999CP, or Guided Workplace-Learning, 8300430/D886300/1098.8630CP, are highly recommended to use with this program as a work-based learning experience. When OJT is offered, each student is required to have a training agreement and a training plan, signed by the student, parent/guardian, teacher/coordinator, and employer. The training plan shall include a diverse list of instructional objectives and on-the-job and in-school learning experiences. The workstation shall reflect equipment, skills, and tasks relevant to the occupation the

student has chosen as a career goal. The student must receive compensation for work performed

When Guided Workplace-Learning is offered, the student is allowed to work a maximum of 450 hours and must participate, with the work-based learning site supervisor, in a preplacement conference. A work-based learning plan must be developed to include the learning objectives, methods of learning, activities/responsibilities, time required, provisions for supervision, and method(s) of student evaluation. Students must also meet a minimum of once per week for the purpose of related instruction and developmental activities. Employment may be either paid or unpaid. (For additional information consult the Guided Workplace-Learning framework.)

It is highly recommended that for every 20 students (or portion thereof) enrolled in Marketing OJT and/or Guided Workplace-Learning, the teacher/coordinator be given a minimum of one hour of OJT-coordination release time per day for the purposes of visiting students on the job and managing the cooperative method of instruction.

The teacher/coordinator should visit each training site for the purpose of observation a minimum of once during each grading period, preferably while the student is actually working. A second contact each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the work-based learning plan/training plan is highly recommended.

In accordance with Rule 6A-10.040, FAC, the minimum basic-skills grade levels required for adult vocational students to exit this program are: Mathematics 9.0, Language 9.0, Reading 9.0. These grade-level numbers correspond to grade-equivalent scores obtained on one of the state-designated basic-skills examinations. If a student does not meet the basic-skills level required for completion of the program, remediation should be provided concurrently through Vocational Preparatory Instruction (VPI). Please refer to the Rule for exemptions.

When a secondary student with a disability is enrolled in a vocational class with modifications to the curriculum framework, the particular outcomes and student performance standards that the student must master to earn credit must be specified on an individual basis. The job or jobs for which the student is being trained should be reflected in the student's desired postschool outcome statement on the Transition Individual Educational Plan (Transition IEP).

SCANS Competencies: Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate methods to improve students' personal qualities, higher-order critical thinking skills, and problem-solving, technical, and literacy skills.

To be transferable statewide between institutions, this program/course must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific program or course articulation agreements with each other.

When offered at the postsecondary adult vocational level, this program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F.S.

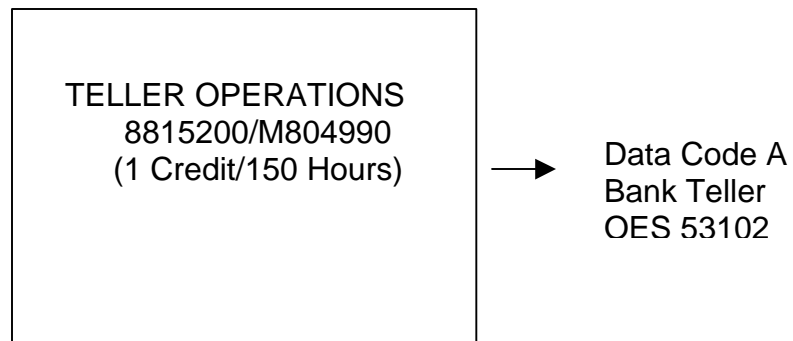
For job placement, a student must meet bonding requirements of financial institutions.

IV. **INTENDED OUTCOMES:** After successfully completing the program, the student will be able to:

- 01.0 Demonstrate knowledge of the history and growth of financial institutions.
- 02.0 Demonstrate skills in handling cash and balancing a cash drawer.
- 03.0 Explain the types of acceptable customer identification and the importance of proper identification.
- 04.0 Demonstrate skills for performing basic teller functions.
- 05.0 Demonstrate an introductory knowledge of special teller duties.
- 06.0 Demonstrate knowledge of other bank services.
- 07.0 Demonstrate techniques for effective customer relations and for cross selling bank services.
- 08.0 Demonstrate security precautions and procedures.
- 09.0 Demonstrate employability skills.

The following diagram illustrates the program structure:

TELLER OPERATIONS
8815200/M804990/0207.02055



Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Teller Operations
Secondary Number: 8815200
Postsecondary Number: M804990

OCCUPATIONAL COMPLETION POINT A
BANK TELLER - OES 53102

01.0 DEMONSTRATE KNOWLEDGE OF THE HISTORY AND GROWTH OF FINANCIAL INSTITUTIONS--The student will be able to:

- 01.01 Explain the development, similarities, and differences of commercial banks, savings and loan associations, and credit unions.
- 01.02 Explain the primary functions of financial institutions.
- 01.03 Identify major legislative acts and regulations affecting the growth and development of financial institutions.
- 01.04 Explain the role of the Federal Reserve System and other regulatory agencies i.e., Comptroller of Currency, FDIC, FSLIC, State Banking Department.
- 01.05 Discuss the development of the role and duties of the teller.

02.0 DEMONSTRATE SKILLS IN HANDLING CASH AND BALANCING A CASH DRAWER--The student will be able to:

- 02.01 Identify the major parts of Federal Reserve Notes (currency).
- 02.02 Explain techniques for identifying counterfeit currency.
- 02.03 Demonstrate proficiency in counting, clipping, and strapping currency and coin.
- 02.04 Explain basic rules for handling cash and setting up a cash drawer.
- 02.05 Explain procedures for balancing a cash drawer and finding and correcting an out-of-balance condition.
- 02.06 Demonstrate procedures for buying and selling money to the vault.
- 02.07 Identify debit and credit items and explain their effect on general ledger accounts.

03.0 EXPLAIN THE TYPES OF ACCEPTABLE CUSTOMER IDENTIFICATION AND THE IMPORTANCE OF PROPER IDENTIFICATION--The student will be able to:

- 03.01 Identify acceptable and unacceptable identification.
- 03.02 Explain the purpose of obtaining identification and its importance to the financial institution.

04.0 DEMONSTRATE SKILLS FOR PERFORMING BASIC TELLER FUNCTIONS--The student will be able to:

- 04.01 Demonstrate skills for cashing checks, receiving cash and check deposits, handling a split deposit, handling a savings withdrawal.
- 04.02 Demonstrate knowledge of banking terminology.
- 04.03 Demonstrate proficiency on the 10-key keypad.
- 04.04 Identify the parts of a check; explain negotiability and cashability of a check.

- 04.05 Identify other negotiable instruments.
 - 04.06 Explain the purpose of MICR encoding and the ABA number.
 - 04.07 Explain the types of endorsements and the importance of Holder in Due Course.
- 05.0 DEMONSTRATE AN INTRODUCTORY KNOWLEDGE OF SPECIAL TELLER DUTIES--The student will be able to:
- 05.01 Explain procedures of issuing and cashing savings bonds, traveler's checks, cashier's checks, and money orders; giving cash advances on bank cards; and exchanging foreign currency.
 - 05.02 Explain procedures for handling loan payments.
- 06.0 DEMONSTRATE KNOWLEDGE OF OTHER BANK SERVICES--The student will be able to:
- 06.01 Describe the various types of loans, repayment methods, and basic credit requirements.
 - 06.02 Explain the various types of savings plans, compound interest, and annual percentage rate.
 - 06.03 Explain the Safe Deposit Box service and the bank's responsibility regarding this service.
 - 06.04 Reconcile a customer's bank statement.
- 07.0 DEMONSTRATE TECHNIQUES FOR EFFECTIVE CUSTOMER RELATIONS AND FOR CROSS SELLING BANK SERVICES--The student will be able to:
- 07.01 Demonstrate effective telephone usage and courtesy.
 - 07.02 Demonstrate effective customer service through role playing.
 - 07.03 Explain the importance of cross-selling and demonstrate methods to sell bank services.
- 08.0 DEMONSTRATE SECURITY PRECAUTIONS AND PROCEDURES--The student will be able to:
- 08.01 Demonstrate procedures to help prevent bank fraud.
 - 08.02 Demonstrate procedures to use during and after a robbery.
 - 08.03 Demonstrate other teller precautions to help prevent loss to the institution.
- 09.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:
- 09.01 Identify and utilize resources used in a job search (e.g., networking, newspaper, Internet).
 - 09.02 Discuss importance of drug tests and criminal background checks in identifying possible employment options.
 - 09.03 Identify steps in the job application process including arranging for references and proper documentation (e.g., green card).
 - 09.04 Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9).
 - 09.02 Prepare a resume (electronic and written), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.
 - 09.03 Identify and demonstrate appropriate dress and grooming for employment.

- 09.04 Identify and demonstrate effective interviewing skills (e.g., behavioral).
- 09.05 Describe methods for handling illegal interview and application questions.
- 09.06 Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA, OSHA).
- 09.07 Identify positive work attitudes and behaviors such as honesty, compassion, respect, responsibility, fairness, trustworthiness, and caring.
- 09.08 Identify ways to work cooperatively in a business situation with diverse populations and the physically challenged.
- 09.09 Describe importance of producing quality work and meeting performance standards.
- 09.10 Identify personal and business ethics (e.g., preventing theft, pilfering, and unauthorized discounting).
- 09.11 Demonstrate orderly and systematic behavior by creating and maintaining a monthly planner.
- 09.12 Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).
- 09.13 Identify how to prepare for job separation and re-employment.
- 09.14 Create and maintain a portfolio of documents for job placement (e.g., resume, letters of recommendation, awards, evidence of participation in school/community/volunteer activities, employer evaluations).
- 09.15 Identify and practice stress management and relaxation techniques.
- 09.16 Discuss importance of practicing positive customer service skills.

**Florida Department of Education
CURRICULUM FRAMEWORK**

Program Title: Travel Agency Operations
Occupational Area: Marketing

	<u>Secondary</u>	<u>PSAV</u>
Program Numbers:	8845200	M811050
CIP Number:	0208.110500	0208.110500
Grade Level:	9-12, 30, 31	30, 31
Length:	3 credits	450 hours
Certification:	TEACH CDE @7 DIST ED @7 MKTG 1 @2 TRANSPORT @7 G HOTEL TRNG @7 G MKTG MGMT @7 G	TRANSPORT @7 G TEACH CDE @7 DIST ED @7 MKTG 1@2 HOTEL TRNG @7 G MKTG MGMT @7 G
Facility Code:	222	222
CTSO:	DECA	DEX
Co-op Method:	Yes	Yes

Basic Skills

Math	9
Language	9
Reading	9

- I. **MAJOR CONCEPTS/CONTENT:** The purpose of this program is to prepare students for employment as reservation and transportation ticket agent (OES 53805) and to provide supplemental training for those persons previously or currently employed in this occupation.

The content should include, but not be limited to, selling, transporting, storing, advertising, displaying, and planning travel services.

Listed below are the courses that comprise this program when offered at the secondary level:

8845210 - Travel Agency Operations 1
8845220 - Travel Agency Operations 2
8845230 - Travel Agency Operations 3

- II. **LABORATORY ACTIVITIES:** Laboratory activities are an integral part of this program. Specialized equipment should be available for training in a travel agency laboratory setting, to include computer training and calculator training.
- III. **SPECIAL NOTE:** DECA, “An Association of Marketing Students” (secondary), and Delta Epsilon Chi, “An Association of Marketing Students” (post secondary), are the appropriate career and technical student organizations for providing leadership training and for reinforcing specific career and technical skills. Career and Technical Student Organizations, when provided, shall be an integral part of the career and technical

instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065 (8), FAC.

Cooperative training (OJT), 8800410/M899990/0208.999CP, or Guided Workplace-Learning, 8300430/D886300/1098.8630CP, are highly recommended to use with this program as a work-based learning experience. When OJT is offered, each student is required to have a training agreement and a training plan, signed by the student, parent/guardian, teacher/coordinator, and employer. The training plan shall include a diverse list of instructional objectives and on-the-job and in-school learning experiences. The workstation shall reflect equipment, skills, and tasks relevant to the occupation the student has chosen as a career goal. The student must receive compensation for work performed.

When Guided Workplace-Learning is offered, the student is allowed to work a maximum of 450 hours and must participate, with the work-based learning site supervisor, in a preplacement conference. A work-based learning plan must be developed to include the learning objectives, methods of learning, activities/responsibilities, time required, provisions for supervision, and method(s) of student evaluation. Students must also meet a minimum of once per week for the purpose of related instruction and developmental activities. Employment may be either paid or unpaid. (For additional information consult the Guided Workplace-Learning framework.)

It is highly recommended that for every 20 students (or portion thereof) enrolled in Marketing OJT and/or Guided Workplace-Learning, the teacher/coordinator be given a minimum of one hour of OJT-coordination release time per day for the purposes of visiting students on the job and managing the cooperative method of instruction.

The teacher/coordinator should visit each training site for the purpose of observation a minimum of once during each grading period, preferably while the student is actually working. A second contact each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the work-based learning plan/training plan is highly recommended.

In accordance with Rule 6A-10.040, FAC, the minimum basic-skills grade levels required for adult vocational students to exit this program are: Mathematics 9.0, Language 9.0, Reading 9.0. These grade-level numbers correspond to grade-equivalent scores obtained on one of the state-designated basic-skills examinations. If a student does not meet the basic-skills level required for completion of the program, remediation should be provided concurrently through Vocational Preparatory Instruction (VPI). Please refer to the Rule for exemptions.

When a secondary student with a disability is enrolled in a vocational class with modifications to the curriculum framework, the particular outcomes and student performance standards that the student must master to earn credit must be specified on an individual basis. The job or jobs for which the student is being trained should be reflected in the student's desired postschool outcome statement on the Transition Individual Educational Plan (Transition IEP).

SCANS Competencies: Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand

social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate methods to improve students' personal qualities, higher-order critical thinking skills, and problem-solving, technical, and literacy skills.

To be transferable statewide between institutions, this program/course must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific program or course articulation agreements with each other.

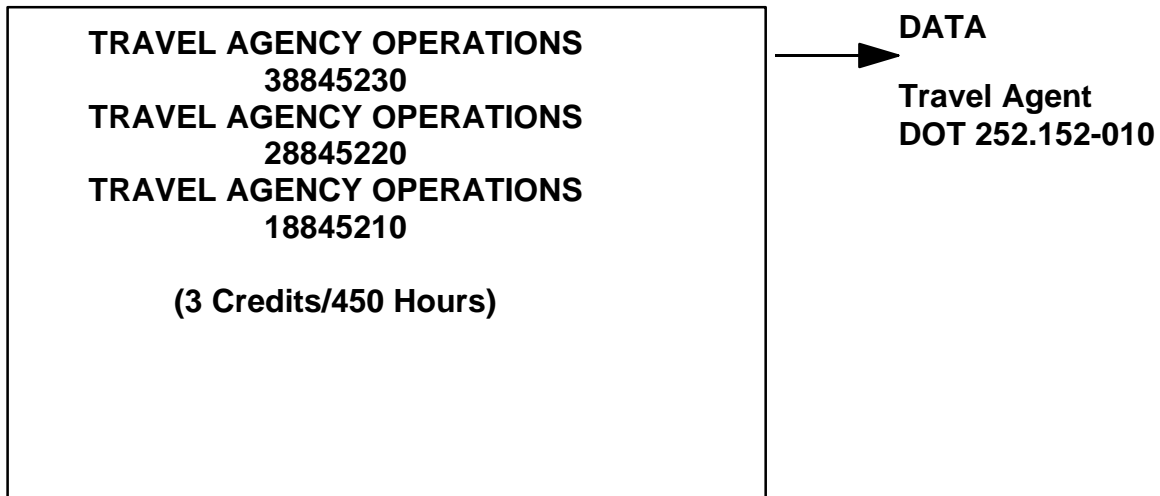
When offered at the postsecondary adult vocational level, this program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F.S.

IV. **INTENDED OUTCOMES:** After successfully completing the program, the student will be able to:

- 01.0 Demonstrate employability skills.
- 02.0 Demonstrate human relations skills necessary for success in travel agency occupations.
- 03.0 Demonstrate proficiency in applying communication and technology skills.
- 04.0 Plan a career or career ladder in the travel industry.
- 05.0 Demonstrate an understanding of entrepreneurship.
- 06.0 Perform merchandising math operations unique to travel services marketing.
- 07.0 Apply sales promotion techniques and procedures to the marketing of travel services.
- 08.0 Utilize effective selling techniques and procedures.
- 09.0 Demonstrate product and service technology as it relates to travel.
- 10.0 Demonstrate role of the manager.

The following diagram illustrates:

TRAVEL AGENCY OPERATIONS
8845200/M811050/0208.110500



Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8845210
Course Title: Travel Agency Operations 1
Course Credit: 1

COURSE DESCRIPTION:

The purpose of this course is to introduce the student to the basics of travel agency operation and to the requisite employability skills needed for success in the operation of a travel agency. There is not an Occupational Completion Point after the completion of this course.

01.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

- 01.01 Identify and utilize resources used in a job search (e.g., networking, newspaper, Internet).
- 01.02 Discuss importance of drug tests and criminal background checks in identifying possible employment options.
- 01.03 Identify steps in the job application process including arranging for references and proper documentation (e.g., green card).
- 01.04 Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9).
- 01.05 Prepare a resume (electronic and written), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.
- 01.06 Identify and demonstrate appropriate dress and grooming for employment.
- 01.07 Identify and demonstrate effective interviewing skills (e.g., behavioral).
- 01.08 Describe methods for handling illegal interview and application questions.
- 01.09 Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA, OSHA).
- 01.10 Identify positive work attitudes and behaviors such as honesty, compassion, respect, responsibility, fairness, trustworthiness, and caring.
- 01.11 Identify ways to work cooperatively in a business situation with diverse populations and the physically challenged.
- 01.12 Describe importance of producing quality work and meeting performance standards.
- 01.13 Identify personal and business ethics (e.g., preventing theft, pilfering, and unauthorized discounting).
- 01.14 Demonstrate orderly and systematic behavior by creating and maintaining a monthly planner.
- 01.15 Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).
- 01.16 Identify how to prepare for job separation and re-employment.
- 01.17 Create and maintain a portfolio of documents for job placement (e.g., resume, letters of recommendation, awards, evidence of participation in school/community/volunteer activities, employer evaluations).
- 01.18 Identify and practice stress management and relaxation techniques.
- 01.19 Discuss importance of practicing positive customer service skills.

02.0 DEMONSTRATE HUMAN RELATIONS SKILLS NECESSARY FOR SUCCESS IN TRAVEL AGENCY OCCUPATIONS--The student will be able to:

- 02.01 Demonstrate ability to work cooperatively with team members, supervisors, and customers from diverse cultural backgrounds.
- 02.02 Define and discuss issues involving gender equity, disability, and age.
- 02.03 Demonstrate interpersonal skills (e.g., courtesy, loyalty, being a team player).
- 02.04 Identify and define friendliness, adaptability, empathy, and politeness as relates to business.
- 02.05 Explain concepts of integrity, credibility, reliability, and perseverance.
- 02.06 Demonstrate personality traits important to business (e.g., interest, enthusiasm, honesty, responsibility, flexibility).
- 02.07 Maintain professional personal appearance and attitude.
- 02.08 Demonstrate ability to use creative problem solving, decision-making, and critical thinking strategies.
- 02.09 Demonstrate self-management, initiative, and multi-tasking.
- 02.10 Explain concepts of self-understanding, self-esteem, and self-image.
- 02.11 Demonstrate professional behavior and etiquette.
- 02.12 Demonstrate respect for the opinions, customs, and individual differences of others.
- 02.13 Set personal and career goals and develop a plan of action to achieve those goals.
- 02.14 Identify areas where personal and professional change and adjustment may be necessary.
- 02.15 Demonstrate ability to offer and accept feedback.
- 02.16 Identify and practice stress management and relaxation techniques.
- 02.17 Maintain confidentiality of business matters.
- 02.18 Support and follow company policies and procedures (e.g., attendance, tardiness, returns).
- 02.19 Develop and demonstrate human relations skills needed for successful entry and progress in the travel agency industry.

03.0 DEMONSTRATE PROFICIENCY IN APPLYING COMMUNICATION AND TECHNOLOGY SKILLS--The student will be able to:

- 03.01 Discuss the role communication plays in the travel industry.
- 03.02 Identify and apply effective communication techniques (e.g., verbal, nonverbal, written, electronic).
- 03.03 Demonstrate ability to read and comprehend written communications.
- 03.04 Demonstrate ability to speak effectively to customers/clients, co-workers, supervisors, and vendors, using grammar and terminology appropriate to the industry.
- 03.05 Demonstrate effective telephone and e-mail techniques and etiquette/netiquette in a business situation.
- 03.06 Demonstrate active listening strategies that improve understanding and performance on the job.
- 03.07 Create and deliver a business-related presentation using presentation software.
- 03.08 Discuss importance of providing clear directions, descriptions, and explanations.
- 03.09 Identify components of and prepare an itinerary.
- 03.10 Develop networking skills to expand business/social contacts within the travel industry.

- 03.11 Discuss methods of handling customer complaints concerning travel problems.
 - 03.12 Compose business letters, memorandum, fax, and e-mail regarding payments, complaints, orders for supplies, and other business-related concerns.
 - 03.13 Interpret business policies to customers/clients.
 - 03.14 Demonstrate ability to locate, understand, and interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, maps, and Internet resources.
 - 03.15 Demonstrate ability to extract the necessary information about travel needs of clients.
 - 03.16 Demonstrate mastery of a computer reservation system.
- 04.0 PLAN A CAREER OR CAREER LADDER IN THE TRAVEL INDUSTRY--The student will be able to:
- 04.01 Describe travel-related employment opportunities.
 - 04.02 Identify and describe your own travel-related career goals.
 - 04.03 Identify steps and time frames for obtaining career goals.
- 05.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:
- 05.01 Define "entrepreneurship."
 - 05.02 Describe importance of entrepreneurship to the American economy.
 - 05.03 Identify characteristics, aptitudes, and skills of successful entrepreneurs.
 - 05.04 List advantages and disadvantages of business ownership.
 - 05.05 Identify risks involved in ownership of a business.
 - 05.06 Analyze current travel-related entrepreneurial trends in the marketplace.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Course Number: 8845220
Course Title: Travel Agency Operations 2
Course Credit: 1

COURSE DESCRIPTION:

The purpose of this course is to develop math, sales promotion, and effective selling competencies needed for successful travel agency operation. There is not an Occupational Completion Point after the completion of this course.

- 06.0 PERFORM MERCHANDISING MATH OPERATIONS UNIQUE TO TRAVEL SERVICES MARKETING--The student will be able to:

- 06.01 Perform addition, subtraction, multiplication, division, ratios, and percentages as they relate to air travel, lodging, car rentals, tours, and cruises.
 - 06.02 Apply problem solving techniques to travel related transactions including cash, checks, debit cards, and credit cards.
 - 06.03 Calculate commissions, surcharges, gratuities, and taxes.
 - 06.04 Calculate actual flying time and time zone difference.
 - 06.05 Identify sources of currency exchange rates.
 - 06.06 Calculate combinations of fares.
 - 06.07 Calculate mileage and fare construction unit problems.
 - 06.08 Classify different payment options (e.g., credit cards, debit cards, frequent flyer miles).
 - 06.09 Calculate refunds and exchange transactions for travel related services.
- 07.0 APPLY SALES PROMOTION TECHNIQUES AND PROCEDURES TO THE MARKETING OF TRAVEL SERVICES--The student will be able to:
- 07.01 File brochures and documents relative to travel products and services.
 - 07.02 Explain purposes and elements of advertising and display as related to the industry.
 - 07.03 Locate and assess current sales promotions and advertisements relating to travel.
 - 07.04 Explain the impact on and uses of the Internet in the travel industry.
 - 07.05 Create a travel display using design principles such as color, form, balance, and symmetry.
 - 07.06 Plan and prepare advertising and presentations related to travel.
 - 07.07 Explain importance of niche markets (cruises, leisure, international, corporate).
- 08.0 UTILIZE EFFECTIVE SELLING TECHNIQUES AND PROCEDURES--The student will be able to:
- 08.01 Explain purpose and importance of selling.
 - 08.02 Identify qualities of a professional sales associate.
 - 08.03 Explain importance of matching the client's needs, desires, and budget with an appropriate travel product.
 - 08.04 Discuss importance of meeting specialized travel needs.
 - 08.05 Make travel reservations for airlines, hotels, car rentals, tours, cruises, rails, etc.
 - 08.06 Document details and special requests, special needs, confirmations, and other business related transactions.
 - 08.07 Explain the policies and conditions of specific travel products such as deposits, cancellation penalties, refunds for unused services.
 - 08.08 Complete all ticketing forms and other necessary documents.
 - 08.09 Discuss reasons for maintaining a client file.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Course Number: 8845230
Course Title: Travel Agency Operations 3
Course Credit: 1

COURSE DESCRIPTION:

The purpose of this course is to develop product and service technology competencies as they relate to travel agency operation and to understand the basic role of the manager of a travel agency. Students will have met Occupational Completion Point Data Code A: Travel Agent - DOT 252.152-010.

09.0 DEMONSTRATE PRODUCT AND SERVICE TECHNOLOGY AS IT RELATES TO TRAVEL--The student will be able to:

- 09.01 Provide information to clients on travel to major cities and destinations in the continental United States, including, but not limited to, climate, accommodations, transportation, and attractions.
- 09.02 Provide information to clients on travel to Alaska and Hawaii including the criteria listed in 09.01.
- 09.03 Provide information to clients on travel to Mexico, Canada, and the Caribbean including the criteria listed in 09.01.
- 09.04 Provide information to clients on travel to Central and South America, Europe, Africa, Middle East, Asia, Australia, and South Pacific including the criteria listed in 09.01.
- 09.05 Plan and prepare travel itineraries to include various modes of transportation (e.g., airline, steamship, car, rail), necessary pricing and ticketing, and appropriate reference books.

10.0 DEMONSTRATE ROLE OF THE MANAGER--The student will be able to:

- 10.01 Outline the job responsibilities of a manager of a travel agency.
- 10.02 Explain the basic procedures for opening a travel agency.

02080700CL

**Florida Department of Education
CLUSTER CURRICULUM FRAMEWORK**

Cluster Title: Marketing and Sales Cluster
Cluster Type: Job Preparatory
Occupational Area: Marketing Education
Components: Core, Seven Programs, Eight Occupational Completion Points

	<u>Secondary</u>	<u>PSAV</u>
CIP Number:	0208.0700CL	0208.0700CL
Grade Level:	9-12, 30, 31	30, 31
Facility Code:	222	222
CTSO:	DECA	Delta Epsilon Chi
Coop Method:	Yes	Yes
Apprenticeship:	No	No

- I. **PURPOSE:** The purpose of the programs in this cluster is to prepare students for employment or advanced training in the marketing and sales industry. This cluster of programs focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the marketing industry: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues.
- II. **CLUSTER STRUCTURE:** This cluster is a planned sequence of instruction consisting of a core, seven programs, and eight occupational completion points. When the recommended sequence is followed, the structure will allow students to complete specified portions of the program for employment or remain for advanced training. A student who completes the applicable competencies at any occupational completion point may either continue with the training program or become an occupational point completer.

It is recommended that students complete the core, or demonstrate the mastery of skills standards contained in the core, before advancing in any of the programs: Academy of Fashion Marketing, Academy of Sport, Recreation, and Entertainment Marketing, Insurance Marketing, Internet Marketing, Marketing Management, Restaurant Marketing, and Retail Food Marketing.

When offered at the secondary level, the programs in this cluster consist of the two core courses and a course specializing in the particular area of study:

**CORE:8827110 - Marketing Essentials
8827120 - Marketing Applications**

**Insurance Marketing - 8836100/M810010
CORE
8836110 - Insurance Marketing Operations**

**Internet Marketing - 8827200/M899992
CORE**

8827210 - Internet Marketing

**Marketing Management - 8827100/M899991
CORE**

8827130 - Marketing Management

**Restaurant Marketing - 8824100/M809050
CORE**

8824110 - Restaurant Marketing Operations

**Retail Food Marketing - 882110/M806010
CORE**

8821110 - Food Marketing

Academy of Fashion Marketing* - 8806000/M801020

8806010 - Fashion Essentials

8806020 - Fashion Applications

8806030 - Fashion Marketing Management

Academy of Sport, Recreation, and Entertainment Marketing -
8827400/M899400**

8827410 - Sport, Recreation, and Entertainment Essentials

8827420 - Sport, Recreation, and Entertainment Applications

**8827430 - Sport, Recreation, and Entertainment Marketing
Management**

* The fashion emphasis in this program necessitates different course numbers for the core. The competencies are similar to the core for the other programs.

** The sport, recreation, and entertainment emphasis in this program necessitates different course numbers for the core. The competencies are similar to the core for the other programs.

III. **LABORATORY ACTIVITIES:** Laboratory activities are an integral part of this cluster. Equipment and supplies should be provided to enhance hands-on experiences for students in the chosen occupation.

IV. **SPECIAL NOTE:** DECA, “An Association of Marketing Students” (secondary), and Delta Epsilon Chi, “An Association of Marketing Students” (postsecondary), are the appropriate career and technical student organizations for providing leadership training and for reinforcing specific career and technical skills. Career and Technical Student Organizations, when provided, shall be an integral part of the career and technical instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065 (8), FAC.

Cooperative training (OJT), 8800410/M899990/0208.9999CP, or Guided Workplace-Learning, 8300430/D886300/1098.8630CP, are highly recommend for use with this program as a work-based learning experience. When OJT is offered, each student is required to have a training agreement and a training plan, signed by the student, parent/guardian, teacher/coordinator, and employer. The training plan shall include a

diverse list of instructional objectives and on-the-job and in-school learning experiences. The workstation shall reflect equipment, skills, and tasks relevant to the occupation the student has chosen as a career goal. The student must receive compensation for work performed.

When Guided Workplace-Learning is offered, the student is allowed to work a maximum of 450 hours and must participate, with the work-based learning site supervisor, in a preplacement conference. A work-based learning plan must be developed to include the learning objectives, methods of learning, activities/responsibilities, time required, provisions for supervision, and method(s) of student evaluation. Students must also meet a minimum of once per week for the purpose of related instruction and developmental activities. Employment may be either paid or unpaid. (For additional information consult the Guided Workplace-Learning framework.)

It is highly recommended that for every 20 students (or portion thereof) enrolled in Marketing OJT and/or Guided Workplace-Learning, the teacher/coordinator be given a minimum of one hour of OJT-coordination release time per day for the purposes of visiting students on the job and managing the cooperative method of instruction.

The teacher/coordinator should visit each training site for the purpose of observation a minimum of once during each grading period, preferably while the student is actually working. A second contact each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the work-based learning/training plan is highly recommended.

On-the-job activities may be continued as a summer learning experience without classroom instruction for students who participated in the program during the school year immediately preceding the summer assignment.

The OJT course may be taken by a student for one or more semesters at the secondary level enabling the student to earn multiple credits. The specific student performance standards, which the student must achieve to earn credit, must be specified in the OJT training plan.

In accordance with Rule 6A-10.040, FAC., the minimum basic skills grade levels required for postsecondary adult vocational students to exit the programs in this cluster are listed at the program level or at the occupational completion points within the program. These grade level numbers correspond to a grade equivalent score obtained on one of the state designated basic skills examinations. If a student does not meet the basic skills level required for completion of the program, remediation should be provided concurrently through Vocational Preparatory Instruction (VPI). Please refer to the Rule for exemptions.

When a secondary student with a disability is enrolled in a vocational class with modifications to the curriculum framework, the particular outcomes and student performance standards, which the student must master to earn credit, must be specified on an individual basis. The job or jobs for which the student is being trained should be reflected in the student's desired postschool outcome statement on the Transition Individual Educational Plan (Transition IEP).

SCANS Competencies: Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate methods to improve students' personal qualities, higher-order critical thinking skills, and problem-solving, technical, and literacy skills.

To be transferable statewide between institutions, this program/course must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific program or course articulation agreements with each other.

When offered at the postsecondary adult vocational level, this program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F. S.

Equipment List: A generic furniture and equipment list is available for the programs in this cluster at the Marketing Education website, http://www.firn.edu/doe/bin00029/mk_cont.htm.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS
CORE OF MARKETING AND SALES CLUSTER**

Course Number: 8827110
Course Title: Marketing Essentials
Course Credit: 1

COURSE DESCRIPTION:

The purpose of this course is to develop the competencies essential to marketing. These competencies include human relations, employability, communication, math, and economic skills. The fundamentals of marketing and selling are also included. There is not an occupational completion point after the completion of this course.

- 01.0 Demonstrate employability skills.
- 02.0 Demonstrate human relations skills necessary for success in marketing occupations.
- 03.0 Demonstrate proficiency in applying communication and technology skills.
- 04.0 Demonstrate proficiency in applying math skills unique to marketing.
- 05.0 Identify economic principles.
- 06.0 Identify marketing and business fundamentals.
- 07.0 Identify effective selling techniques and procedures.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS CORE**

Cluster Title: Marketing and Sales
Course Title: Marketing Essentials
Course Number: 8827110
Course Credit: 1

- 01.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:
- 01.01 Identify and utilize resources used in a job search (e.g., networking, newspaper, Internet).
 - 01.02 Discuss importance of drug tests and criminal background checks in identifying possible employment options.
 - 01.03 Identify steps in the job application process including arranging for references and proper documentation (e.g., green card).
 - 01.04 Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9).
 - 01.05 Prepare a resume (electronic and written), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.
 - 01.06 Identify and demonstrate appropriate dress and grooming for employment.
 - 01.07 Identify and demonstrate effective interviewing skills (e.g., behavioral).

- 01.08 Describe methods for handling illegal interview and application questions.
 - 01.09 Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA, OSHA).
 - 01.10 Identify positive work attitudes and behaviors such as honesty, compassion, respect, responsibility, fairness, trustworthiness, and caring.
 - 01.11 Identify ways to work cooperatively in a business situation with diverse populations and the physically challenged.
 - 01.12 Describe importance of producing quality work and meeting performance standards.
 - 01.13 Identify personal and business ethics (e.g., preventing theft, pilfering, and unauthorized discounting).
 - 01.14 Demonstrate orderly and systematic behavior by creating and maintaining a monthly planner.
 - 01.15 Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).
 - 01.16 Identify how to prepare for job separation and re-employment.
 - 01.17 Create and maintain a portfolio of documents for job placement (e.g., resume, letters of recommendation, awards, evidence of participation in school/ community/volunteer activities, employer evaluations).
 - 01.18 Identify and practice stress management and relaxation techniques.
 - 01.19 Discuss importance of practicing positive customer service skills.
- 02.0 **DEMONSTRATE HUMAN RELATIONS SKILLS NECESSARY FOR SUCCESS IN MARKETING OCCUPATIONS**--The student will be able to:
- 02.01 Demonstrate ability to work cooperatively with team members, supervisors, and customers from diverse cultural backgrounds.
 - 02.02 Define and discuss issues involving gender equity, disability, and age.
 - 02.03 Demonstrate interpersonal skills (e.g., courtesy, loyalty, being a team player).
 - 02.04 Identify and define friendliness, adaptability, empathy, and politeness as relates to business.
 - 02.05 Explain concepts of integrity, credibility, reliability, and perseverance.
 - 02.06 Demonstrate personality traits important to business (e.g., interest, enthusiasm, honesty, responsibility, flexibility).
 - 02.07 Maintain professional personal appearance and attitude.
 - 02.08 Demonstrate ability to use creative problem solving, decision-making, and critical thinking strategies.
 - 02.09 Demonstrate self-management, initiative, and multi-tasking.
 - 02.10 Explain concepts of self-understanding, self-esteem, and self-image.
 - 02.11 Demonstrate professional behavior and etiquette.
 - 02.12 Demonstrate respect for the opinions, customs, and individual differences of others.
 - 02.13 Set personal and career goals and develop a plan of action to achieve those goals.
 - 02.14 Identify areas where personal and professional change and adjustment may be necessary.
 - 02.15 Demonstrate ability to offer and accept feedback.
 - 02.16 Identify and practice stress management and relaxation techniques.
 - 02.17 Maintain confidentiality of business matters.
 - 02.18 Support and follow company policies and procedures (e.g., attendance, tardiness, returns).

- 02.19 Develop and demonstrate human relations skills needed for successful entry and progress in occupation selected by the student as a career objective.

03.0 DEMONSTRATE PROFICIENCY IN APPLYING COMMUNICATION AND TECHNOLOGY SKILLS--The student will be able to:

- 03.01 Identify and apply effective workplace communication skills (e.g., verbal, nonverbal, written, electronic).
- 03.02 Describe effective staff communication and its uses (e.g., inter-personal, departmental, inter-departmental, company).
- 03.03 Demonstrate ability to read and comprehend written communications.
- 03.04 Identify a variety of forms of written business communications utilized in the workplace.
- 03.05 Prepare a business letter, memorandum, fax, and e-mail.
- 03.06 Demonstrate ability to speak effectively to customers/clients, co-workers, supervisors, and vendors using appropriate grammar and terminology.
- 03.07 Discuss importance of developing networking skills to expand business contacts.
- 03.08 Prepare and deliver a business-related presentation.
- 03.09 Demonstrate active listening strategies that improve understanding and performance
- 03.10 Describe positive customer relations.
- 03.11 Demonstrate conflict and dispute resolution techniques.
- 03.12 Identify means of nonverbal communication.
- 03.13 Demonstrate effective telephone and e-mail techniques and etiquette/netiquette in a business situation.
- 03.14 Discuss methods of resolving customer complaints.
- 03.15 Interpret business policies to customers/clients.
- 03.16 Discuss importance of providing clear directions, descriptions, and explanations.
- 03.17 Demonstrate ability to locate, understand, interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, and Internet resources.
- 03.18 Identify types of technology/equipment used in the workplace.
- 03.19 Define hypertext, URL, links, Internet Service Provider (ISP), bulletin board service (BBS), electronic storefront, e-mail, newsgroups, flames.

04.0 DEMONSTRATE PROFICIENCY IN APPLYING MATH SKILLS UNIQUE TO MARKETING--The student will be able to:

- 04.01 Perform addition, subtraction, multiplication, division, ratios, and percentage problems as related to industry.
- 04.02 Apply problem solving techniques to sales related transactions including cash, checks, debit cards, credit cards, discounts, layaway, C. O. D., returns, gift certificates, and automatic fee withdrawals.
- 04.03 Interpret quantitative information from tables, charts, and graphs as related to the workplace.
- 04.04 Demonstrate ability to make change correctly.
- 04.05 Calculate tax, gratuity, commission, and miscellaneous charges.
- 04.06 Demonstrate ability to collect, organize, and interpret data, and predict outcomes relative to opening and closing procedures for a sales terminal.
- 04.07 Collect and analyze sales information to determine stock turnover and stock-sales ratio.

- 04.08 Apply standard industry formula to determine markup and markdown on merchandise.
 - 04.09 Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges.
 - 04.10 Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice.
 - 04.11 Compute and analyze a break-even point.
 - 04.12 Operate 10-key keypad.
 - 04.13 Read and interpret a lease agreement.
 - 04.14 Read and interpret a contract for purchase of real estate.
 - 04.15 Read and complete an application for a bank loan.
 - 04.16 Calculate the areas of surface and complete an accurate estimate of the costs of materials for covering those surfaces, including applicable taxes.
 - 04.17 Use ratios, proportions, and scales to calculate distance on a map and calculate the square footage of rooms in a building using a scaled plan.
- 05.0 IDENTIFY ECONOMIC PRINCIPLES--The student will be able to:
- 05.01 Explain concept of economics and economic activities.
 - 05.02 Explain concept of economic goods and services.
 - 05.03 Explain concept of economic resources.
 - 05.04 Explain concept of utility (form, place, time, possession, information).
 - 05.05 Explain concept of "supply and demand."
 - 05.06 Explain concept of price.
 - 05.07 Identify, compare, and contrast major types of economic systems.
 - 05.08 Explain relationship between government and business.
 - 05.09 Explain concept of private enterprise and business ownership.
 - 05.10 Explain role of profit motive.
 - 05.11 Explain concept of risk.
 - 05.12 Explain concept of competition.
 - 05.13 Explain concept of productivity.
 - 05.14 Identify components of gross national product (GNP) and gross domestic product (GDP).
 - 05.15 Explain function of the Federal Reserve Board.
- 06.0 IDENTIFY MARKETING AND BUSINESS FUNDAMENTALS--The student will be able to:
- 06.01 Define marketing and its role.
 - 06.02 Explain purpose of marketing in the free enterprise system.
 - 06.03 Identify and explain the four foundations of marketing.
 - 06.04 Identify and explain differences between indirect and direct marketing.
 - 06.05 Identify and explain the functions of and differences between marketing and merchandising.
 - 06.06 Explain relationship of marketing to business and the economy (e.g., SWOT analysis--strength, weakness, opportunity, threat).
 - 06.07 Explain importance and methods of conducting market research (e.g., sampling, surveys, focus groups, etc.).
 - 06.08 Discuss major fields of business activity (extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).

- 06.09 Identify, explain, compare, and contrast the different types of business ownership (sole-proprietorship, partnership, corporation, franchise, licensing).
 - 06.10 Explain concept of marketing strategies.
 - 06.11 Explain concept of market segmentation and demographics.
 - 06.12 Explain importance and techniques of offering the right merchandising blend.
 - 06.13 Explain nature of channels of distribution.
 - 06.14 Explain elements that allow development of a marketing plan (e.g., research, advertising, public relations, direct and indirect marketing, promotions, merchandising, distribution, etc.).
 - 06.15 Explain factors affecting pricing decisions.
 - 06.16 Differentiate among the three basic categories of consumer goods (convenience, shopping, and specialty).
 - 06.17 Discuss role e-commerce will play in the marketing of goods and services.
 - 06.18 Explain network marketing (multilevel marketing) and how it differs from a pyramid scheme.
 - 06.19 Discuss the role of federal regulatory agencies [e.g., Food and Drug Administration (FDA), Consumer Product Safety Commission (CPSC), Environmental Protection Agency (EPA), Securities and Exchange Commission (SEC), Federal Trade Commission (FTC), Occupational Safety and Health Administration (OSHA)].
- 07.0 IDENTIFY EFFECTIVE SELLING TECHNIQUES AND PROCEDURES--The student will be able to:
- 07.01 Explain purpose, principles, and importance of selling.
 - 07.02 Identify qualities of a professional sales associate.
 - 07.03 Identify an effective sales presentation for a target market, including steps of a sale; consumer buying motives; approaches through greeting, merchandise, and service; proper time to approach a customer to open sale; feature-benefit analysis; building and closing the sale; and suggestion and substitution selling.
 - 07.04 Handle different customer types, such as the casual looker, the decided customer, the undecided customer, and the difficult customer.
 - 07.05 Discuss importance of meeting specialized sales needs.
 - 07.06 Demonstrate completing the sales transaction, including method of payment and counting back change; the proper way to fold, wrap, and bag merchandise after sale; and thanking the customer and inviting them to return.
 - 07.07 Discuss reasons for maintaining a client file.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Cluster Title: Marketing and Sales
Course Title: Marketing Applications
Course Number: 8827120
Course Credit: 1

COURSE DESCRIPTION:

This course is designed to provide students with an in-depth study of marketing in a free enterprise society and provide the knowledge, skills, and attitudes required for employment in a wide variety of marketing occupations. After successful completion of the core (Marketing Essentials and Marketing Applications) students will have met **Occupational Completion Point - Data Code A, Salesperson, Retail - OES 49011.**

- 08.0 Select a marketing industry for career planning.
- 09.0 Demonstrate applications of distribution to the selected marketing industry.
- 10.0 Demonstrate applications of financing to the selected marketing industry.
- 11.0 Demonstrate applications of product/service planning to the selected marketing industry.
- 12.0 Demonstrate applications of marketing-information management to the selected marketing industry.
- 13.0 Demonstrate pricing applications for the selected marketing industry.
- 14.0 Demonstrate promotion applications for the selected marketing industry.
- 15.0 Demonstrate purchasing applications to the selected marketing industry.
- 16.0 Demonstrate applications of safety and risk management to the selected marketing industry.
- 17.0 Demonstrate applications of selling to the selected marketing industry.
- 18.0 Demonstrate an understanding of entrepreneurship.
- 19.0 Identify the uses of technology in marketing.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS CORE**

Cluster Title: Marketing and Sales
Course Name: Marketing Applications
Course Number: 8827120
Course Credit: 1

- 08.0 SELECT A MARKETING INDUSTRY FOR CAREER PLANNING--The student will be able to:
- 08.01 Identify current employment opportunities in marketing related fields.
 - 08.02 Identify sources of information for career planning including the Internet.
 - 08.03 Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the career field.

- 08.04 Explain duties, responsibilities, and needed skills and knowledge of a particular career.
 - 08.05 Identify advantages and disadvantages of a particular career.
 - 08.06 Complete self-assessments and analysis of life-style goals and career aspirations.
 - 08.07 Develop an individualized education and career plan related to a major marketing field.
 - 08.08 Write a job description for a selected marketing occupation.
- 9.0 DEMONSTRATE APPLICATIONS OF DISTRIBUTION TO THE SELECTED MARKETING INDUSTRY--The student will be able to:
- 09.01 Explain the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.
 - 09.02 Explain concepts of physical distribution and transportation systems related to the industry.
 - 09.03 Identify and analyze appropriate transportation services for the industry.
 - 09.04 Develop appropriate plans utilizing the channels of distribution for the selected marketing industry.
 - 09.05 Demonstrate skills required for materials and service management.
 - 09.06 Analyze information related to routing and tracking merchandise.
 - 09.07 Explain the relationship between customer service and distribution.
- 10.0 DEMONSTRATE APPLICATIONS OF FINANCING TO THE SELECTED MARKETING INDUSTRY--The student will be able to:
- 10.01 Explain financial concepts used in making business decisions.
 - 10.02 Explain concept of financial administration.
 - 10.03 Explain difference between income (credit) and expense (debit).
 - 10.04 Describe and prepare a cash-flow statement.
 - 10.05 Identify various types of credit policies and procedures.
 - 10.06 Explain purposes and importance of credit
 - 10.07 Identify the positive and negative impacts of using credit in marketing situations.
 - 10.08 Compare and contrast the use of different credit applications.
 - 10.09 Analyze industry concepts of price, profit, competition, and productivity.
 - 10.10 Calculate exchange rates.
- 11.0 DEMONSTRATE APPLICATIONS OF PRODUCT/SERVICE PLANNING TO THE SELECTED MARKETING INDUSTRY--The student will be able to:
- 11.01 Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
 - 11.02 Explain the steps involved in decision-making (e.g., assessment, planning, implementation design, and evaluation).
 - 11.03 Explain importance of product and service technology as it relates to customer satisfaction.
 - 11.04 Identify sources of product knowledge.
 - 11.05 Demonstrate awareness of impact of both current and emerging technology on life-roles, life-styles, careers, and marketing occupations.
 - 11.06 Explain product and service quality as applicable to grades and industry standards.
 - 11.07 Discuss product-liability risks.

- 11.08 Explain warranties and guarantees.
 - 11.09 Develop a product/service plan for a marketing area.
 - 11.10 Describe factors used by marketers to position products/business.
 - 11.11 Identify stages of and discuss impact of product life cycle.
- 12.0 DEMONSTRATE APPLICATIONS OF MARKETING-INFORMATION MANAGEMENT TO THE SELECTED MARKETING INDUSTRY--The student will be able to:
- 12.01 Explain concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
 - 12.02 Explain process of marketing-information management.
 - 12.03 Explain nature and scope of marketing operations.
 - 12.04 Demonstrate knowledge of inventory control systems and shipping and receiving procedures.
 - 12.05 Identify procedures for gathering information using technology.
 - 12.06 Utilize appropriate marketing-information management forms.
- 13.0 DEMONSTRATE PRICING APPLICATIONS FOR THE SELECTED MARKETING INDUSTRY--The student will be able to:
- 13.01 Explain concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.
 - 13.02 Explain pricing objectives, policies, and strategies.
 - 13.03 Explain price-marking techniques.
 - 13.04 Explain procedures for changing prices.
 - 13.05 Demonstrate decision-making skills required for determining pricing relative to the competition.
 - 13.06 Demonstrate problem-solving skills required when considering profit and price.
- 14.0 DEMONSTRATE PROMOTION APPLICATIONS FOR THE SELECTED MARKETING INDUSTRY--The student will be able to:
- 14.01 Explain the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.
 - 14.02 Identify types of promotion used in the industry.
 - 14.03 Discuss importance of advertising media.
 - 14.04 Explain purposes and elements of advertising and display as related to the industry.
 - 14.05 Explain the impact on and uses of the Internet and Intranet in marketing products and services.
 - 14.06 Use advertising guidelines to design appropriate media sample ads, i.e., print, radio, television, Internet, and others.
 - 14.07 Use design principles in preparing such merchandise/service displays as windows, endcaps, kiosks, and point of sale.
 - 14.08 Create an example of a non-personal sales technique such as use of magnets, buttons, T-shirts, or point-of-sale signs.
 - 14.09 Write a promotional message to appeal to a target market.
 - 14.10 Develop a sales promotion plan for a marketing organization.
 - 14.11 Demonstrate public relations techniques as used in the marketing industry.
 - 14.12 Design a web site to promote a product/service.

- 15.0 DEMONSTRATE PURCHASING APPLICATIONS TO THE SELECTED MARKETING INDUSTRY--The student will be able to:
- 15.01 Explain relationship between stock turnover and purchasing.
 - 15.02 Demonstrate proper purchasing procedures.
 - 15.03 Explain types of purchasing situations.
 - 15.04 Demonstrate techniques used to obtain the best terms when negotiating a purchase.
 - 15.05 Demonstrate use of forms required for purchasing.
 - 15.06 Evaluate merchandise or services using industry standards or company assessments.
- 16.0 DEMONSTRATE APPLICATIONS OF SAFETY AND RISK MANAGEMENT TO THE SELECTED MARKETING INDUSTRY--The student will be able to:
- 16.01 Explain how lack of knowledge and skill can cause accidents and health hazards in the workplace.
 - 16.02 List reasons how anger, worry, drugs, alcohol, fatigue, and illness can cause accidents.
 - 16.03 Describe actions that various agencies take to prevent accidents on the job.
 - 16.04 Demonstrate an understanding of environmental problems that impact health and safety.
 - 16.05 Explain procedures for handling and reporting accidents.
 - 16.06 Identify security procedures for the marketing industry.
 - 16.07 Identify techniques for preventing security problems, including correct procedures for recognizing and monitoring potential shoplifters.
 - 16.08 Identify procedures used by industry to prevent internal theft and embezzlement.
- 17.0 DEMONSTRATE APPLICATIONS OF SELLING TO THE SELECTED MARKETING INDUSTRY--The student will be able to:
- 17.01 Explain concepts and actions needed to determine client needs and wants and develop a personalized communication that will influence purchase decisions and enhance future business opportunities.
 - 17.02 Describe the appropriate relationship between buyer and seller.
 - 17.03 Demonstrate sales knowledge of industry, company, products, and competition.
 - 17.04 Analyze potential prospects and customer buying behavior.
 - 17.05 Analyze importance of communication and listening in creating a positive buying climate.
 - 17.06 Identify sales techniques to aid customers/clients in making buying decisions.
 - 17.07 Prepare a list of skills necessary to maintain sales accounts.
 - 17.08 Create a sales presentation using presentation software.
 - 17.09 Identify strategies to build and maintain a clientele.
- 18.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:
- 18.01 Define "entrepreneurship."
 - 18.02 Discuss role of the entrepreneur in the domestic and global economy.

- 18.03 Discuss entrepreneurship as a career choice (e.g., characteristics, aptitudes, and skills necessary to be a successful entrepreneur).
 - 18.04 Identify economic principles of entrepreneurship.
 - 18.05 Discuss the four parts of a business (production, finance, marketing, customer service).
 - 18.06 Analyze current entrepreneurial trends in the marketplace.
 - 18.07 Discuss importance of ethics in business
 - 18.08 Identify strategies and methods for generating a business idea.
 - 18.09 Outline steps in planning a new business
 - 18.10 Identify types and sources of government regulations and taxation that may affect a business.
 - 18.11 Identify communication and technology skills used in entrepreneurship.
- 19.0 IDENTIFY THE USE OF TECHNOLOGY IN MARKETING--The student will be able to:
- 19.01 Explain importance and uses of computers and the Internet in marketing.
 - 19.02 Utilize word processing software to create a career/ industry related document.
 - 19.03 Perform data entry procedures, i.e., payroll, inventory control, etc.
 - 19.04 Perform merchandising math data entry procedures such as-stock turnover, mark-up, mark-down, open-to-buy, pricing, invoicing, etc.
 - 19.05 Demonstrate marketing spreadsheet data entry and output procedures.
 - 19.06 Utilize spreadsheet software to enhance decision-making skills
 - 19.07 Utilize integrated software programs to generate marketing reports and solve marketing problems.
 - 19.08 Identify technology appropriate for marketing functions and practices related to a selected marketing career field.
 - 19.09 Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, and verify information.

**Florida Department of Education
INTENDED OUTCOMES**

Program Title:	Insurance Marketing	
	<u>Secondary</u>	<u>PSAV</u>
Program Numbers:	8836100	M810010
CIP Number:	0208.100100	0208.100100
Grade Level:	9-12, 30,31	30,31
Length:	3 credits	450 hours
Certification:	RETAILING @7 G MKTG 1 @2 TEACH CDE @7 DIST ED @7 INSURANCE @7 G MKTG MGMT @7 G	TEACH CDE @7 RETAILING @7 G DIST ED @7 MKTG 1 @2 INSURANCE @7 G MKTG MGMT @7 G
Facility Code:	222	222
CTSO:	DECA	DEX
Coop Method:	Yes	Yes
Basic Skills		
Math		9
Language		9
Reading		9

MAJOR CONTENT: Listed below are the courses that comprise this program when offered at the secondary level:

- 8827110 - Marketing Essentials**
- 8827120 - Marketing Applications**
- 8836110 - Insurance Marketing Operations**

INTENDED OUTCOMES: After successfully completing appropriate course(s) for each occupational completion point of this program, the student will be able to perform the following:

OCCUPATIONAL COMPLETION POINT - DATA CODE A
SALESPERSON, RETAIL - OES Code 49011

- | | | |
|-----------------------------------|--|----------------|
| CORE: Marketing Essentials | 8827110 | M899991 |
| 01.0 | Demonstrate employability skills. | |
| 02.0 | Demonstrate human relations skills necessary for success in marketing occupations. | |
| 03.0 | Demonstrate proficiency in applying communication skills. | |
| 04.0 | Demonstrate proficiency in applying math skills unique to marketing. | |
| 05.0 | Identify economic principles. | |
| 06.0 | Identify marketing and business fundamentals. | |
| 07.0 | Identify effective selling techniques and procedures. | |
| Marketing Applications | 8827120 | M899991 |
| 08.0 | Select a marketing industry for career planning. | |
| 09.0 | Demonstrate applications of distribution to the selected marketing industry. | |

- 10.0 Demonstrate applications of financing to the selected marketing industry.
- 11.0 Demonstrate applications of product/service planning to the selected marketing industry.
- 12.0 Demonstrate applications of marketing-information management to the selected marketing industry.
- 13.0 Demonstrate pricing applications for the selected marketing industry.
- 14.0 Demonstrate promotion applications for the selected marketing industry.
- 15.0 Demonstrate purchasing applications to the selected marketing industry.
- 16.0 Demonstrate applications of safety and risk management to the selected marketing industry.
- 17.0 Demonstrate applications of selling to the selected marketing industry.
- 18.0 Demonstrate an understanding of entrepreneurship.
- 19.0 Identify the use of computers in marketing.

OCCUPATIONAL COMPLETION POINT - DATA CODE B
INSURANCE SALES WORKERS - OES 430022

- 20.0 Apply economic principles to insurance industry.
- 21.0 Demonstrate merchandising skills appropriate for insurance marketing.
- 22.0 Apply proficiency in applying higher level mathematical skills unique to insurance marketing.
- 23.0 Understand importance of insurance marketing operations.
- 24.0 Describe how a typical property or liability insurance contract is structured to offer coverage against hazards or perils.
- 25.0 Develop a framework for analysis of liability insurance contracts.
- 26.0 Explain the difference between inland and ocean marine insurance.
- 27.0 Describe the major types of surety bonds and their usage.
- 28.0 Summarize the protection provided by the boiler and machinery coverage endorsements.
- 29.0 Describe the different forms of automobile policies used to provide coverage to individuals and businesses.
- 30.0 Explain the nature and scope of the Florida Joint Underwriting Association and its impact on the insurance industry.
- 31.0 Demonstrate knowledge of workers' compensation and workplace safety.
- 32.0 Describe and explain the declarations, common policy, and general provisions of a crime insurance policy.
- 33.0 Explain why homeowners and commercial lines insurance are marketed as package policies.
- 34.0 Demonstrate knowledge of aviation insurance.
- 35.0 Explain how life insurance coverage is determined.
- 36.0 Demonstrate knowledge of the general policy provisions of health insurance.
- 37.0 Develop an understanding of the licensing process in the insurance industry.
- 38.0 Describe the nature and scope of pricing in the insurance industry.
- 39.0 Understand the role of the manager in an insurance agency.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

CLUSTER TITLE: Marketing and Sales Cluster
COURSE TITLE: Insurance Marketing Operations
COURSE NUMBER: 8836110
COURSE CREDIT: 1

COURSE DESCRIPTION:

This course is designed to provide students with an in-depth study of insurance marketing in a free enterprise society and provide the knowledge, skills, and attitudes required for advancement to middle level management employment in a wide variety of insurance marketing occupations. After successful completion of the core and this course, the students will have attained **Occupational Completion Point - Data Code B, Insurance Sales Workers - OES 43002.**

20.0 APPLY ECONOMIC PRINCIPLES TO INSURANCE INDUSTRY--The student will be able to:

- 20.01 Discuss origin of insurance and its development up to the present time.
- 20.02 Explain why the institution of insurance is needed by society.
- 20.03 State and explain differences between insurance and gambling.
- 20.04 Define technical terms used in the insurance business.
- 20.05 Understand and explain applications to insurance of the "law of large numbers" and the "theory of probability."
- 20.06 Explain characteristics of an insurable hazard.
- 20.07 List and discuss alternate methods of dealing with risk.
- 20.08 List and explain characteristics of the insurance contract.
- 20.09 List prerequisites to an enforceable contract.
- 20.10 Define and understand applications of the doctrines peculiar to the insurance contract.
- 20.11 List and discuss different types of insurance carriers.
- 20.12 Explain background of insurance regulation and its development up to the present time.
- 20.13 Explain why economic sources of risks are becoming increasingly more important to the risk manager.

21.0 DEMONSTRATE MERCHANDISING SKILLS APPROPRIATE FOR INSURANCE MARKETING--The student will be able to:

- 21.01 Explain role of buying/purchasing/selling in merchandising of insurance.
- 21.02 Discuss role of the computer and the Internet in merchandising insurance.
- 21.03 Describe importance of inventory control.
- 21.04 Demonstrate an understanding of industry safety requirements.

22.0 APPLY PROFICIENCY IN APPLYING HIGHER LEVEL MATHEMATICAL SKILLS UNIQUE TO INSURANCE MARKETING--The student will be able to:

- 22.01 Perform addition, subtraction, multiplication, division, ratios, and percentages as they relate to the insurance industry.
- 22.02 Calculate actual cash value.

- 22.03 Calculate loss payments.
 - 22.04 Calculate premium discounts.
 - 22.05 Calculate the limits for insurance coverage.
 - 22.06 Collect payments and disburse monies for all insurance services.
 - 22.07 Complete an invoice.
 - 22.08 Convert numerical operations into graphs for presentation purposes.
- 23.0 UNDERSTAND IMPORTANCE OF INSURANCE MARKETING OPERATIONS--The student will be able to:
- 23.01 List and discuss various functions of an insurance company.
 - 23.02 Explain organization and workings of the underwriting function.
 - 23.03 Explain underwriting function as it influences other functions.
 - 23.04 Discuss agency policy of insurance companies.
- 24.0 DESCRIBE HOW A TYPICAL PROPERTY OR LIABILITY INSURANCE CONTRACT IS STRUCTURED TO OFFER COVERAGE AGAINST HAZARDS OR PERILS--The student will be able to:
- 24.01 Explain terms, conditions, and coverages found in the standard fire policy.
 - 24.02 List and explain purposes of the forms that can be added to the standard fire policy.
 - 24.03 Understand and discuss standard clauses found in various fire and allied forms.
 - 24.04 List and explain various dwelling coverage forms available.
 - 24.05 List and explain various commercial coverage forms available.
 - 24.06 Understand and discuss different types of insurance contracts available to cover consequential and contingent losses.
 - 24.07 Understand and discuss procedure followed in the rating of fire and allied lines insurance contracts and demonstrate this understanding.
 - 24.08 Explain purpose and scope of the special flood and windstorm programs.
 - 24.09 Discuss principles and application of the law of negligence.
 - 24.10 Discuss comprehensive glass policy.
 - 24.11 Demonstrate an understanding of procedure followed in the rating of plate glass insurance.
- 25.0 DEVELOP A FRAMEWORK FOR ANALYSIS OF LIABILITY INSURANCE CONTRACTS--The student will be able to:
- 25.01 List and discuss broad division of general liability insurance.
 - 25.02 Discuss different personal liability coverages and explain differences among them.
 - 25.03 Discuss different commercial liability coverages and explain the application to practical situations.
 - 25.04 Understand and discuss procedure followed in the rating of general liability insurance and demonstrate this understanding.
- 26.0 EXPLAIN THE DIFFERENCE BETWEEN INLAND AND OCEAN MARINE INSURANCE--The student will be able to:
- 26.01 Discuss origin and development of inland marine insurance.
 - 26.02 Understand and discuss basic inland marine policy.

- 26.03 List major types of personal inland marine coverages and explain their uses and differences.
 - 26.04 List major types of commercial inland marine coverages and explain their use and purpose.
 - 26.05 Demonstrate an understanding of the procedures followed in the rating of inland marine insurance contracts.
 - 26.06 Discuss origin of ocean marine insurance.
 - 26.07 List and discuss divisions of ocean marine insurance.
 - 26.08 List and define implied warranties in ocean marine insurance.
 - 26.09 Explain liability of an ocean carrier for the property of others.
 - 26.10 List and explain nature of the insurable interests in an ocean marine venture.
 - 26.11 Define common ocean marine terms associated with the settlement of losses.
 - 26.12 List and understand ocean marine perils.
 - 26.13 Explain purpose of basic ocean marine clauses.
 - 26.14 Discuss coverages afforded by ocean marine policies.
 - 26.15 Understand and discuss procedure followed in the rating of ocean marine contracts and demonstrate this understanding.
- 27.0 DESCRIBE THE MAJOR TYPES OF SURETY BONDS AND THEIR USAGE--The student will be able to:
- 27.01 Explain purposes of fidelity bonds.
 - 27.02 Define certain basic terms used in the fidelity field.
 - 27.03 List and discuss different types of fidelity bonds.
 - 27.04 Demonstrate an understanding of procedures followed in the rating of fidelity bonds.
 - 27.05 Explain differences between suretyship and insurance.
 - 27.06 List and identify parties to a surety bond.
 - 27.07 List and discuss different types of surety bonds.
 - 27.08 Demonstrate an understanding of procedures followed in the rating of surety bonds.
- 28.0 SUMMARIZE THE PROTECTION PROVIDED BY THE BOILER AND MACHINERY COVERAGE ENDORSEMENTS--The student will be able to:
- 28.01 Discuss nature of the boiler and machinery hazard.
 - 28.02 List and explain basic coverages found in boiler and machinery policies.
 - 28.03 Explain use and purpose of the various boiler and machinery endorsements.
 - 28.04 Discuss various policy provisions found in boiler and machinery policies.
 - 28.05 Understand and discuss procedure followed in the rating of boiler and machinery insurance and demonstrate this understanding.
- 29.0 DESCRIBE THE DIFFERENT FORMS OF AUTOMOBILE POLICIES USED TO PROVIDE COVERAGE TO INDIVIDUALS AND BUSINESSES--The student will be able to:
- 29.01 Discuss negligence liability of automobile owners and operators.
 - 29.02 Explain various automobile liability insurance plans.
 - 29.03 Compare and contrast automobile insurance policies and explain their differences.
 - 29.04 List and explain different types of automobile coverage.

- 29.05 Understand and discuss procedure followed in the rating of automobile insurance.
 - 29.06 Describe five kinds of protection that a business auto policy permits an insured to purchase.
- 30.0 EXPLAIN THE NATURE AND SCOPE OF THE FLORIDA JOINT UNDERWRITING ASSOCIATION AND ITS IMPACT ON THE INSURANCE INDUSTRY--The student will be able to:
- 30.01 Discuss purpose and operation of the Florida Joint Underwriters Association (FJUA).
 - 30.02 Explain Florida Automobile Reparation Reform Act (Personal Injury Protection-PIP).
 - 30.03 Discuss negligence liability of employers.
- 31.0 DEMONSTRATE KNOWLEDGE OF WORKERS' COMPENSATION AND WORKPLACE SAFETY--The student will be able to:
- 31.01 Discuss origin and development of Workers' Compensation.
 - 31.02 Discuss coverages, endorsements, conditions, and exclusions found in Workers' Compensation policies.
 - 31.03 Demonstrate an understanding of the workings of the various Workers' Compensation retrospective rating plans.
 - 31.04 Demonstrate an understanding of the procedures followed in the rating of Workers' Compensation insurance.
 - 31.05 Describe components of a return to work program.
 - 31.06 Discuss purpose and operation of the assigned risk plan.
- 32.0 DESCRIBE AND EXPLAIN THE DECLARATIONS, COMMON POLICY, AND GENERAL PROVISIONS OF A CRIME INSURANCE POLICY--The student will be able to:
- 32.01 Define basic crime terms.
 - 32.02 Identify and discuss a variety of personal crime policies.
 - 32.03 List and discuss basic and miscellaneous commercial crime coverage forms.
 - 32.04 Explain purposes, advantages, and disadvantages of crime deductibles.
 - 32.05 Demonstrate an understanding of procedures followed in the rating of crime insurance.
- 33.0 EXPLAIN WHY HOMEOWNERS AND COMMERCIAL LINES INSURANCE ARE MARKETED AS PACKAGE POLICIES--The student will be able to:
- 33.01 Discuss development of the homeowners policy.
 - 33.02 Determine types of risks that are eligible for the homeowners program.
 - 33.03 State limits of liability required under the various homeowners forms.
 - 33.04 List and discuss basic homeowners coverage forms.
 - 33.05 Discuss various optional homeowners coverage forms.
 - 33.06 Explain application of the mandatory homeowners deductibles and discuss the optional deductibles available.
 - 33.07 Demonstrate an understanding of procedure followed in the rating of homeowners contracts.

- 33.08 Discuss history and concept of commercial multiple-line insurance.
 - 33.09 Define above coverage risk and explain how this is reflected in the rate.
 - 33.10 List and discuss advantages of packaging.
 - 33.11 List and discuss various commercial multiple-line programs.
 - 33.12 Demonstrate an understanding of the procedures followed in the rating of commercial multiple-line programs.
- 34.0 DEMONSTRATE KNOWLEDGE OF AVIATION INSURANCE--The student will be able to:
- 34.01 Explain requirements necessary to underwrite and sell aviation insurance.
 - 34.02 Describe coverages that are available to a consumer in this field.
- 35.0 EXPLAIN HOW LIFE INSURANCE COVERAGE IS DETERMINED--The student will be able to:
- 35.01 Explain how price of life insurance is determined.
 - 35.02 Discuss origin of life insurance.
 - 35.03 Explain why life insurance is needed by our society.
 - 35.04 Define terms used in life insurance.
 - 35.05 Identify and explain various types of life insurance.
 - 35.06 Explain the basic life insurance policy and its provisions.
 - 35.07 Identify and explain payment procedures and options for life insurance.
 - 35.08 Explain Florida's rules and regulations relative to life insurance.
- 36.0 DEMONSTRATE KNOWLEDGE OF THE GENERAL POLICY PROVISIONS OF HEALTH INSURANCE--The student will be able to:
- 36.01 Define health insurance.
 - 36.02 Explain importance of the health insurance application form.
 - 36.03 Identify and explain difference between individual and group health insurance.
 - 36.04 Discuss importance of uniform provisions in a health insurance policy.
 - 36.05 Explain the rating system of health insurance.
 - 36.06 Discuss deductibles and co-insurance clauses in health insurance.
 - 36.07 Explain the marketing concepts for the health insurance market as they affect the various age and economic levels of society.
 - 36.08 Discuss importance of proper completion of an accident insurance application.
 - 36.09 Discuss reasons for deductibles and co-insurance clauses of accident insurance.
 - 36.10 Discuss emergence of HMO's as a non-insurance alternative for dealing with health care costs.
- 37.0 DEVELOP AN UNDERSTANDING OF THE LICENSING PROCESS IN THE INSURANCE INDUSTRY--The student will be able to:
- 37.01 Demonstrate knowledge of qualifications required for a General Lines License, a Customer Representative License, and a Limited Customer Representative License.
- 38.0 DESCRIBE THE NATURE AND SCOPE OF PRICING IN THE INSURANCE INDUSTRY--The student will be able to:

- 38.01 Describe principle rating procedures used to determine insurance premiums: individual rating, class rating, and modification rating.
- 38.02 Describe two loading methods used to get general rate levels: the pure premium method and the loss ratio method.
- 38.03 Describe how state law and business considerations affect insurance pricing and rating procedures.

39.0 UNDERSTAND THE ROLE OF THE MANAGER IN AN INSURANCE AGENCY--
The student will be able to:

- 39.01 List and discuss various functions performed by an insurance agency.
- 39.02 Explain the personnel management of an insurance agency.
- 39.03 Discuss different ways functions can be divided in an insurance agency.
- 39.04 Discuss how functions are coordinated in an insurance agency.
- 39.05 Explain nature and scope of the Child Labor Law and its impact on employee placement responsibilities.
- 39.06 Discuss impact of the Internet on insurance marketing management.

**Florida Department of Education
INTENDED OUTCOMES**

Program Title: Internet Marketing

	<u>Secondary</u>	<u>PSAV</u>
Program Numbers:	8827200	M899992
CIP Number:	0208.089901	0208.089901
Grade Level:	9-12, 30, 31	30, 31
Length:	3 credits	450 hours
Certification:	RETAILING @7 G MKTG 1 @2 TEACH CDE @7 DIST ED @7 MKTG MGMT @7 G	TEACH CDE @7 RETAILING @7 G DIST ED @7 MKTG 1 @2 MKTG MGMT @7 G
Facility Code:	222	222
CTSO:	DECA	DEX
Coop Method:	Yes	Yes

Basic Skills

Math	9
Language	9
Reading	9

MAJOR CONTENT: Listed below are the courses that comprise this program when offered at the secondary level:

- 8827110 - Marketing Essentials**
- 8827120 - Marketing Applications**
- 8827210 - Internet Marketing**

INTENDED OUTCOMES: After successfully completing appropriate course(s) for each occupational completion point of this program, the student will be able to perform the following:

OCCUPATIONAL COMPLETION POINT - DATA CODE A

SALESPERSON, RETAIL - OES Code 49011

CORE: Marketing Essentials 8827110 M899991

- 01.0 Demonstrate employability skills.
- 02.0 Demonstrate human relations skills necessary for success in marketing occupations.
- 03.0 Demonstrate proficiency in applying communication skills.
- 04.0 Demonstrate proficiency in applying math skills unique to marketing.
- 05.0 Identify economic principles.
- 06.0 Identify marketing and business fundamentals.
- 07.0 Identify effective selling techniques and procedures.

Marketing Applications 8827120 M899991

- 08.0 Select a marketing industry for career planning.
- 09.0 Demonstrate applications of distribution to the selected marketing industry.

- 10.0 Demonstrate applications of financing to the selected marketing industry.
- 11.0 Demonstrate applications of product/service planning to the selected marketing industry.
- 12.0 Demonstrate applications of marketing-information management to the selected marketing industry.
- 13.0 Demonstrate pricing applications for the selected marketing industry.
- 14.0 Demonstrate promotion applications for the selected marketing industry.
- 15.0 Demonstrate purchasing applications to the selected marketing industry.
- 16.0 Demonstrate applications of safety and risk management to the selected marketing industry.
- 17.0 Demonstrate applications of selling to the selected marketing industry.
- 18.0 Demonstrate an understanding of entrepreneurship.
- 19.0 Identify the use of computers in marketing.

OCCUPATIONAL COMPLETION POINT - DATA CODE B
ONLINE MARKETING MANAGER - Industry Title

- 20.0 Discuss the Internet as a marketing tool.
- 21.0 Conduct a marketing analysis.
- 22.0 Develop a marketing oriented website.
- 23.0 Identify and implement marketing support activities.
- 24.0 Manage an Internet marketing campaign.
- 25.0 Apply entrepreneurial concepts to Internet marketing.
- 26.0 Analyze global trends in the Internet marketing industry.
- 27.0 Apply a career plan to Internet marketing.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Cluster Title: Marketing and Sales
Course Title: Internet Marketing
Course Number: 8827210
Course Credit: 1

COURSE DESCRIPTION:

This course is designed to provide students with general knowledge of the use of the World Wide Web as a marketing tool including the development of a web site and supporting marketing activities including the management of an Internet marketing campaign. **After completion of the core and this course, the student will have attained Occupational Completion Point - Data Code B, Online Marketing Manager - Industry Title.**

- 20.0 DISCUSS THE INTERNET AS A MARKETING TOOL--The student will be able to:
 - 20.01 Define the Internet and industry related terms (e.g., protocol, ISP, URL, WWW, bandwidth).
 - 20.02 Identify services the Internet provides (e.g., file transfer protocol, newlists, e-mail).

- 20.03 Identify advantages and disadvantages of marketing on the Internet (e.g., cost, accessibility).
 - 20.04 Identify forms of communication (e.g., website, e-mail, newsgroups, chat rooms).
 - 20.05 Identify the differences between unsolicited commercial messages and opt-in e-mail.
 - 20.06 Discuss political, ethical and legal issues of using the Internet.
 - 20.07 Define and discuss netiquette.
 - 20.08 Discuss history and emerging trends.
 - 20.09 Discuss security issues (e.g., firewalls, hacking, viruses, e-commerce).
 - 20.10 Discuss social impact of the Internet (e.g., commerce, relationships, gathering personal research, validity of data).
 - 20.11 Discuss demographics of Internet users.
 - 20.12 Demonstrate principles of navigating a browser (e.g., Netscape, Internet Explorer).
 - 20.13 Discuss search engines (e.g., Yahoo, Excite).
 - 20.14 Discuss criteria for selecting an Internet Service Provider (ISP) (e.g., bandwidth, hard drive space).
 - 20.15 Identify process for securing a domain name.
 - 20.16 Discuss copyright and registered trademark issues in securing a domain name.
- 21.0 CONDUCT A MARKETING ANALYSIS--The student will be able to:
- 21.01 Compare and contrast marketing options for a variety of products.
 - 21.02 Assess current product marketing efforts (e.g., direct marketing, cable, print, media, newspaper).
 - 21.03 Develop product business plan (e.g., sales revenue projection, expenses, cash flow, profit).
 - 21.04 Identify products best suited for Internet marketing.
 - 21.05 Identify target market for a selected product.
 - 21.06 Develop message for target market (e.g., niche market).
 - 21.07 Determine optimum message delivery method.
 - 21.08 Research and analyze current marketing methods including those of the competition.
 - 21.09 Determine legal issues that may affect on-line marketing (e.g., where a sale is located, privacy issues, collecting and paying sales tax across state or international borders, emerging Internet laws).
 - 21.10 Compare and contrast Internet law with traditional business law.
 - 21.11 Conduct a cost analysis.
 - 21.12 Select optimum Internet marketing method(s).
 - 21.13 Conduct a formal presentation of a market analysis and recommended solutions (e.g., to supervisor, to client).
- 22.0 DEVELOP A MARKETING ORIENTED WEBSITE--The student will be able to:
- 22.01 Research and analyze software and hardware requirements [e.g., Java, Hypertext Markup Language (HTML), Cold Fusion, Flash].
 - 22.02 Develop and test market storyboard for the message (e.g., interpret test market results and modify design changes).

- 22.03 Design text and corresponding multi-media elements required by a storyboard (e.g., graphics, audio-visual).
 - 22.04 Create website content.
 - 22.05 Test website for effectiveness (e.g., loading, graphics, view from different browsers, link integrity).
 - 22.06 Establish security measures (e.g., firewalls, backups, virus protection).
 - 22.07 Analyze e-commerce solutions (e.g., shopping cart software, electronic malls, order entry systems, smart cards).
- 23.0 IDENTIFY AND IMPLEMENT MARKETING SUPPORT ACTIVITIES--The student will be able to:
- 23.01 Identify role of website in marketing mix (e.g., marketing department, human resources, public relations, customer service and support, database references, file transfer protocol, sales, newsletters).
 - 23.02 Develop potential customer database (e.g., demographic, purchase preferences, address, e-mail).
 - 23.03 Identify products or services appropriate for push-technology advertising.
 - 23.04 Subscribe to outside groups to enhance presence (e.g., usegroups, listservers, newsgroups, databases).
 - 23.05 Identify sites for linking strategy and determine associated costs.
 - 23.06 Identify steps for establishing e-commerce (e.g., securing credit card services, implementing security, database, setting up shopping cart software and electronic malls).
 - 23.07 Identify processes to improve visibility in search engines.
 - 23.08 Establish means to identify your customer base and marketing profile (e.g., surveys, hit counters, on-site registration, log-in data analysis).
- 24.0 MANAGE AN INTERNET MARKETING CAMPAIGN--The student will be able to:
- 24.01 Determine methods for promoting a universal resource locator (URL) (e.g., search engines, link management, push technology).
 - 24.02 Determine appropriate search engines for listing URL (e.g., industry specific, news group related, general).
 - 24.03 Determine methods to register with a selected search engine (e.g., manual, securing a service).
 - 24.04 Discuss strategies for improving visibility in search engines (e.g., metatags, titling, keyword repetition).
 - 24.05 Establish and manage links with other sites.
 - 24.06 Discuss viability of banner advertising.
 - 24.07 Determine methods to generate hit analysis data.
 - 24.08 Calculate and analyze site effectiveness (e.g., statistical hits, click-throughs).
 - 24.09 Compose updates based upon analysis results (e.g., streamline graphics, add metatags).
 - 24.10 Publicize Internet marketing through non-Internet means (e.g., mail, press releases, letters, TV, networking).
 - 24.11 Express importance of establishing customer service guidelines (e.g., communication skills, tech support, follow through, seeking prospects).

- 25.0 APPLY ENTREPRENEURIAL CONCEPTS TO INTERNET MARKETING--The student will be able to:
- 25.01 Describe importance of entrepreneurship to related industries.
 - 25.02 Discuss the impact of Internet entrepreneurs.
 - 25.03 Conduct an interview with an individual involved with Internet marketing.
 - 25.04 List advantages and disadvantages of ownership of an Internet business.
 - 25.05 Identify risks involved in ownership of an Internet related business.
 - 25.06 Develop a business plan to establish an Internet related business or develop a creative marketing research project (see DECA Guide).
- 26.0 ANALYZE GLOBAL TRENDS IN THE INTERNET MARKETING INDUSTRY--The student will be able to:
- 26.01 Identify global marketing trends in the Internet marketing industry.
 - 26.02 Analyze impact of global Internet marketing on traditional marketing methods.
 - 26.03 Analyze multicultural influences on global Internet marketing trends.
 - 26.04 Discuss the risks of marketing across international borders (e.g., legal, distribution issues).
 - 26.05 Discuss impact of electronic data interchange (EDI) on e-commerce.
 - 26.06 Discuss impact of e-commerce on business world and job market (e.g., automatic sourcing, EDI).
 - 26.07 Explain impact of the shifting of the purchasing function from the supplier to the purchaser.
- 27.0 APPLY A CAREER PLAN TO INTERNET MARKETING--The student will be able to:
- 27.01 Develop a plan for pursuing a specific career in Internet marketing, including training and educational requirements, needed skills and abilities, and steps for reaching career goals in the chosen career.
 - 27.02 Demonstrate competencies required at the career sustaining level in a chosen marketing position.
 - 27.03 Demonstrate proficiency in software and hardware related to the student's selected marketing career plan.
 - 27.04 Develop forms of documentation for inclusion in a marketing career portfolio.
 - 27.05 Discuss the changing hardware and software environment as it applies to Internet marketing.

**Florida Department of Education
INTENDED OUTCOMES**

Program Title:	Marketing	
	<u>Secondary</u>	<u>PSAV</u>
Program Numbers:	8827100	M899991
CIP Number:	0208.9999SP	0208.9999SP
Grade Level:	9-12, 30, 31	30, 31
Length:	3 credits	450 hours
Certification:	RETAILING @7 G MKTG 1 @2 TEACH CDE @7 DIST ED @7 MKTG MGMT @7 G ADVR PROM @7 G	RETAILING @7 G MKTG 1 @2 TEACH CDE @7 DIST ED @7 MKTG MGMT @7 G ADVR PROM @7 G
Facility Code:	222	222
CTSO:	DECA	DEX
Coop Method:	Yes	Yes
Basic Skills		
Math		9
Language		9
Reading		9

MAJOR CONTENT: Listed below are the courses that comprise this program when offered at the secondary level:

- 8827110 - Marketing Essentials**
- 8827120 - Marketing Applications**
- 8827130 - Marketing Management**

INTENDED OUTCOMES: After successfully completing appropriate course(s) for each occupational completion point of this program, the student will be able to perform the following:

OCCUPATIONAL COMPLETION POINT - DATA CODE A
SALESPERSON, RETAIL - OES Code 49011

- | | | |
|-----------------------------------|--|----------------|
| CORE: Marketing Essentials | 8827110 | M899991 |
| 01.0 | Demonstrate employability skills. | |
| 02.0 | Demonstrate human relations skills necessary for success in marketing occupations. | |
| 03.0 | Demonstrate proficiency in applying communication skills. | |
| 04.0 | Demonstrate proficiency in applying math skills unique to marketing. | |
| 05.0 | Identify economic principles. | |
| 06.0 | Identify marketing and business fundamentals. | |
| 07.0 | Identify effective selling techniques and procedures. | |
| Marketing Applications | 8827120 | M899991 |
| 08.0 | Select a marketing industry for career planning. | |
| 09.0 | Demonstrate applications of distribution to the selected marketing industry. | |

- 10.0 Demonstrate applications of financing to the selected marketing industry.
- 11.0 Demonstrate applications of product/service planning to the selected marketing industry.
- 12.0 Demonstrate applications of marketing-information management to the selected marketing industry.
- 13.0 Demonstrate pricing applications for the selected marketing industry.
- 14.0 Demonstrate promotion applications for the selected marketing industry.
- 15.0 Demonstrate purchasing applications to the selected marketing industry.
- 16.0 Demonstrate applications of safety and risk management to the selected marketing industry.
- 17.0 Demonstrate applications of selling to the selected marketing industry.
- 18.0 Demonstrate an understanding of entrepreneurship.
- 19.0 Identify the use of computers in marketing.

OCCUPATIONAL COMPLETION POINT - DATA CODE B

FIRST-LINE SUPERVISORS AND MANAGER/SUPERVISORS, SALES - OES 41002

- 20.0 Apply economic principles to marketing.
- 21.0 Apply product and service technology.
- 22.0 Demonstrate merchandising skills appropriate for marketing.
- 23.0 Implement marketing operational techniques.
- 24.0 Demonstrate proficiency in applying higher level mathematical skills unique to marketing.
- 25.0 Apply promotional planning techniques and procedures to product marketing.
- 26.0 Apply entrepreneurial concepts to marketing.
- 27.0 Apply marketing management principles to a business.
- 28.0 Analyze global trends in marketing.
- 29.0 Demonstrate applications of technology to marketing.
- 30.0 Apply a career plan to marketing.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Cluster Title: Marketing and Sales
Course Title: Marketing Management
Course Number: 8827130
Course Credit: 1

COURSE DESCRIPTION:

This course provides instruction for career sustaining level employment in the industry. The content includes applied skills related to the marketing functions including employment skills required for success in marketing and career planning as related to a marketing industry. After successful completion of the core and this course, the student will have attained **Occupational Completion Point - Data Code B, First-Line Supervisors and Managers/Supervisors, Sales - OES 41002.**

20.0 APPLY ECONOMIC PRINCIPLES TO MARKETING--The student will be able to:

- 20.01 Explain economic trends as they relate to marketing.
 - 20.02 Explain role of the profit motive in the marketing of products.
 - 20.03 Explain role of marketing in a free enterprise system.
 - 20.04 Describe channels of distribution for marketing.
 - 20.05 Apply economic concepts to marketing including pricing, risk, productivity, competition, and cycles.
- 21.0 APPLY PRODUCT AND SERVICE TECHNOLOGY--The student will be able to:
- 21.01 Demonstrate appropriate techniques and terminology for selling.
 - 21.02 Demonstrate principles in the marketing of products.
 - 21.03 Discuss inventors and entrepreneurs who have had a major influence on the marketing industry.
 - 21.04 Identify past, present, and future marketing products, styles, and services.
- 22.0 DEMONSTRATE MERCHANDISING SKILLS APPROPRIATE FOR MARKETING--
The student will be able to:
- 22.01 Supervise basic stock keeping techniques, such as sorting by color, size, and/or classification; and cleaning merchandise fixtures.
 - 22.02 Supervise initiatives in maintaining stock, such as rehangng merchandise, studying hangtags, and restocking merchandise.
 - 22.03 Demonstrate sales promotion technique of locating advertised merchandise on the selling floor.
 - 22.04 Demonstrate techniques to perform a merchandise inventory.
 - 22.05 Assist in preparation of merchandise displays by demonstrating knowledge of design principles and elements, kinds of displays, patterns of arrangement, color principles, and appropriate displays for given types of merchandise.
 - 22.06 Plan a promotional campaign for a product or line to include types of media, promotional mix, and evaluation of effectiveness.
 - 22.07 Demonstrate ability to follow a floor plan.
- 23.0 IMPLEMENT MARKETING OPERATIONAL TECHNIQUES--The student will be able to:
- 23.01 Implement accident prevention techniques in work situations.
 - 23.02 Demonstrate receiving and checking techniques.
 - 23.03 Demonstrate techniques to prevent security problems, including correct procedures for recognizing and monitoring potential shoplifters.
 - 23.04 Demonstrate procedures relative to employees' role in preventing internal loss.
 - 23.05 Implement guidelines that address concerns and issues that relate to the operation of a business including safety practices.
 - 23.06 Conduct an orientation for new employees.
- 24.0 DEMONSTRATE PROFICIENCY IN APPLYING HIGHER LEVEL MATHEMATICAL SKILLS UNIQUE TO MARKETING--The student will be able to:
- 24.01 Collect and analyze sales information to determine stock turnover and stock-sales ratio for merchandise.

- 24.02 Apply standard industry formula to determine markup and markdown on merchandise or service.
 - 24.03 Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice.
 - 24.04 Determine amount of merchandise to be reordered utilizing model stock by collecting, organizing, representing, and interpreting data and predicting outcomes.
 - 24.05 Complete pricing problem involving fixed or variable pricing, odd-cent pricing, and loss leader pricing.
 - 24.06 Calculate sales productivity.
 - 24.07 Calculate sales per hour.
 - 24.08 Calculate average items and average dollars per transaction.
- 25.0 APPLY PROMOTIONAL PLANNING TECHNIQUES AND PROCEDURES TO PRODUCT MARKETING--The student will be able to:
- 25.01 Analyze role of promotion in marketing and merchandising.
 - 25.02 Develop a promotion plan for a given product or situation.
 - 25.03 Develop a promotional mix for a product.
 - 25.04 Identify the market(s) for the promotion plan.
 - 25.05 Prepare a promotional calendar of events.
 - 25.06 Prepare a written advertisement layout.
 - 25.07 Select and evaluate a variety of advertising media to carry the advertising message.
 - 25.08 Apply steps involved in planning and setting up displays.
 - 25.09 Identify factors to consider when evaluating completed displays.
 - 25.10 Differentiate between promotional displays and institutional displays.
 - 25.11 Implement strategies to be used for public relations.
 - 25.12 Establish promotion plan sales quotas and incentives.
 - 25.13 Evaluate the overall promotion plan.
- 26.0 APPLY ENTREPRENEURIAL CONCEPTS TO MARKETING--The student will be able to:
- 26.01 Describe importance of entrepreneurship to related industries.
 - 26.02 Analyze advantages and disadvantages of self-employment.
 - 26.03 Analyze risks involved in ownership of a business.
 - 26.04 Analyze advantages and disadvantages of the primary forms of business ownership.
 - 26.05 Discuss future prospects for entrepreneurship and intrapreneurship in marketing.
 - 26.06 Assess education, aptitudes, attitudes, and skills recommended for entrepreneurs and intrapreneurs.
 - 26.07 Assess personal potential to become an entrepreneur and/or intrapreneur.
 - 26.08 Develop a plan to establish and open a business.
- 27.0 APPLY MARKETING MANAGEMENT PRINCIPLES TO A BUSINESS--The student will be able to do:
- 27.01 Explain marketing management functions.
 - 27.02 Explain how a marketing manager manages people, ideas, time, money, and materials.

- 27.03 Explain why effective communication is critical to the marketing manager.
 - 27.04 Apply the steps in the management problem-solving process.
 - 27.05 Demonstrate strategies the marketing manager can use to motivate employees.
 - 27.06 Evaluate how the marketing concept influences marketing.
 - 27.07 Develop a marketing plan.
- 28.0 ANALYZE GLOBAL TRENDS IN MARKETING--The student will be able to:
- 28.01 Compare and contrast global marketing trends in selected industries.
 - 28.02 Analyze impact of global marketing.
 - 28.03 Identify foreign markets and distributors.
 - 28.04 Analyze multicultural influences on global marketing trends.
 - 28.05 Demonstrate methods of researching specific global markets.
 - 28.06 Discuss the role of the Internet in facilitating global marketing.
- 29.0 DEMONSTRATE APPLICATIONS OF TECHNOLOGY TO MARKETING--The student will be able to:
- 29.01 Demonstrate mastery of computers and technology currently used in marketing.
 - 29.02 Identify use of satellite transmissions in marketing training.
 - 29.03 Demonstrate use of the computer and information networks in marketing.
- 30.0 APPLY A CAREER PLAN TO MARKETING--The student will be able to:
- 30.01 Develop a plan for pursuing a specific career in marketing, including training and educational requirements, needed skills and abilities, and steps for reaching career goals in the chosen career.
 - 30.02 Demonstrate competencies required for career sustaining and mid-level management positions in a chosen marketing field.
 - 30.03 Demonstrate specific technology applications related to the student's marketing career plan.
 - 30.04 Develop forms of documentation for inclusion in a marketing career portfolio.

**Florida Department of Education
INTENDED OUTCOMES**

Program Title: Restaurant Marketing

	<u>Secondary</u>	<u>PSAV</u>
Program Numbers:	8824100	M809050
CIP Number:	0208.090500	0208.090500
Grade Level:	9-12, 30, 31	30, 31
Length:	3 credits	450 hours
Certification:	RETAILING @7 G MKTG 1 @2 TEACH CDE @7 DIST ED @7 RESTRUANT @7 G MKTG MGMT @7 G	TEACH CDE @7 RETAILING @7 G DIST ED @7 MKTG 1 @2 RESTRUANT @7 G MKTG MGMT @7 G
Facility Code:	222	222
CTSO:	DECA	DEX
Coop Method:	Yes	Yes

Basic Skills		
Math		9
Language		9
Reading		9

MAJOR CONTENT: Listed below are the courses that comprise this program when offered at the secondary level:

- 8827110 - Marketing Essentials**
- 8827120 - Marketing Applications**
- 8824110 - Restaurant Marketing**

INTENDED OUTCOMES: After successfully completing appropriate course(s) for each occupational completion point of this program, the student will be able to perform the following:

OCCUPATIONAL COMPLETION POINT - DATA CODE A
SALESPERSON, RETAIL - OES Code 49011

- | | | |
|-----------------------------------|--|----------------|
| CORE: Marketing Essentials | 8827110 | M899991 |
| 01.0 | Demonstrate employability skills. | |
| 02.0 | Demonstrate human relations skills necessary for success in marketing occupations. | |
| 03.0 | Demonstrate proficiency in applying communication skills. | |
| 04.0 | Demonstrate proficiency in applying math skills unique to marketing. | |
| 05.0 | Identify economic principles. | |
| 06.0 | Identify marketing and business fundamentals. | |
| 07.0 | Identify effective selling techniques and procedures. | |
| Marketing Applications | 8827120 | M899991 |
| 08.0 | Select a marketing industry for career planning. | |

- 09.0 Demonstrate applications of distribution to the selected marketing industry.
- 10.0 Demonstrate applications of financing to the selected marketing industry.
- 11.0 Demonstrate applications of product/service planning to the selected marketing industry.
- 12.0 Demonstrate applications of marketing-information management to the selected marketing industry.
- 13.0 Demonstrate pricing applications for the selected marketing industry.
- 14.0 Demonstrate promotion applications for the selected marketing industry.
- 15.0 Demonstrate purchasing applications to the selected marketing industry.
- 16.0 Demonstrate applications of safety and risk management to the selected marketing industry.
- 17.0 Demonstrate applications of selling to the selected marketing industry.
- 18.0 Demonstrate an understanding of entrepreneurship.
- 19.0 Identify the use of computers in marketing.

OCCUPATIONAL COMPLETION POINT - DATA CODE B

FIRST-LINE SUPERVISORS AND MANAGER/SUPERVISORS, SALES RELATED WORKERS, RESTAURANT - OES 4100.

- 20.0 Apply economic principles to restaurant marketing.
- 21.0 Apply restaurant product and service technology.
- 22.0 Demonstrate merchandising skills appropriate for restaurant marketing.
- 23.0 Implement restaurant marketing operational techniques.
- 24.0 Demonstrate proficiency in applying higher level mathematical skills unique to restaurant marketing.
- 25.0 Apply promotional planning techniques and procedures to restaurant marketing.
- 26.0 Apply entrepreneurial concepts to restaurant marketing.
- 27.0 Apply marketing management principles to a restaurant business.
- 28.0 Analyze global trends in restaurant marketing.
- 29.0 Demonstrate applications of technology to restaurant marketing.
- 30.0 Apply a career plan to restaurant marketing.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Cluster Title: Marketing and Sales
Course Title: Restaurant Marketing Operations
Course Number: 8824110
Course Credit: 1

COURSE DESCRIPTION:

This course provides instruction for career sustaining level employment in the food service industry. The content includes applied skills related to the marketing functions and food service industries including employment skills required for success in food service and career planning as related to the food service industry. **After completion of the core and this course, the student will have attained Occupational Completion Point - Data Code B, First-Line Supervisors and Manager/Supervisors - OES 41002.**

- 20.0 APPLY ECONOMIC PRINCIPLES TO RESTAURANT MARKETING--The student will be able to:
- 20.01 Explain economic trends as they relate to restaurant marketing.
 - 20.02 Explain role of the profit motive in the restaurant industry.
 - 20.03 Explain role of restaurant marketing in free enterprise system.
 - 20.04 Describe channels of distribution for restaurant marketing.
 - 20.05 Apply economic concepts to restaurant marketing including pricing, risk, productivity, competition, and cycles.
- 21.0 APPLY RESTAURANT PRODUCT AND SERVICE TECHNOLOGY--The student will be able to:
- 21.01 Explain history and composition of food cuisine's and beverages.
 - 21.02 Analyze trends in the restaurant, food service, and beverage industries.
 - 21.03 Demonstrate principles in the marketing of restaurants.
 - 21.04 Demonstrate use of restaurant supplies and equipment in restaurant and food service operations.
 - 21.05 Demonstrate use of electronic technology used in restaurants and food service.
- 22.0 DEMONSTRATE MERCHANDISING SKILLS APPROPRIATE FOR RESTAURANT MARKETING--The student will be able to:
- 22.01 Utilize effective menu presentation.
 - 22.02 Apply principles of personal salesmanship.
 - 22.03 Implement proper beverage service techniques.
 - 22.04 Apply techniques of merchandising to food and beverage marketing.
 - 22.05 Explain benefits of publicity and public relations.
 - 22.06 Explain how the telephone can be used as an effective sales promotion instrument.
 - 22.07 Implement effective personal selling techniques.
 - 22.08 Analyze advantages of various display techniques.
- 23.0 IMPLEMENT RESTAURANT MARKETING OPERATIONAL TECHNIQUES--The student will be able to:
- 23.01 Implement accident prevention techniques in restaurant marketing operations.
 - 23.02 Demonstrate safety practices in restaurant operations.
 - 23.03 Demonstrate general sanitation and hygienic principles.
 - 23.04 Recognize emergency situations.
 - 23.05 Demonstrate exceptional health and safety procedures.
 - 23.06 Demonstrate procedures relative to employees' role in preventing internal loss.
- 24.0 DEMONSTRATE PROFICIENCY IN APPLYING HIGHER LEVEL MATHEMATICAL SKILLS UNIQUE TO RESTAURANT MARKETING--The student will be able to:
- 24.01 Identify break-even point for restaurant marketing.
 - 24.02 Apply need sales increase formula to justify various merchandising techniques.

- 24.03 Collect and analyze sales information to determine food, beverage, and supply needs.
 - 24.04 Determine amount of items to order or reorder utilizing model stock by collecting, analyzing, representing, and interpreting data, and predicting outcomes.
 - 24.05 Analyze daily inventory and operation reports to make decisions relating to ordering, scheduling, bank deposits, and change needed.
- 25.0 APPLY PROMOTIONAL PLANNING TECHNIQUES AND PROCEDURES TO RESTAURANT MARKETING--The student will be able to:
- 25.01 Analyze role of promotion in restaurant and food service operations.
 - 25.02 Develop a promotion plan for a given restaurant.
 - 25.03 Develop a promotional mix for a restaurant.
 - 25.04 Identify the market(s) for the promotion plan.
 - 25.05 Prepare a promotional calendar of events.
 - 25.06 Prepare a written advertisement layout.
 - 25.07 Select and evaluate a variety of advertising media to carry the advertising message.
 - 25.08 Apply steps involved in planning and setting up restaurant and food service displays, i.e. carts, buffet lines, and tables.
 - 25.09 Apply factors to consider when evaluating completed restaurant and food service displays.
 - 25.10 Implement strategies to be used for public relations.
 - 25.11 Establish promotion plan sales quotas and incentives.
 - 25.12 Evaluate overall restaurant marketing promotion plan.
- 26.0 APPLY ENTREPRENEURIAL CONCEPTS TO RESTAURANT MARKETING--The student will be able to:
- 26.01 Describe importance of entrepreneurship to restaurant and food service industries.
 - 26.02 Analyze advantages and disadvantages of self-employment.
 - 26.03 Analyze risks involved in ownership of a restaurant or food service business.
 - 26.04 Identify advantages and disadvantages of the primary forms of business ownership found in the restaurant industry.
 - 26.05 Discuss future prospects for entrepreneurship and intrapreneurship in restaurant marketing.
 - 26.06 Identify education, aptitudes, attitudes, and skills recommended for restaurant entrepreneurs and intrapreneurs.
 - 26.07 Assess personal potential to become a restaurant entrepreneur and/or intrapreneur.
 - 26.08 Develop a plan to establish and open a restaurant or food service business.
- 27.0 APPLY MARKETING MANAGEMENT PRINCIPLES TO A RESTAURANT BUSINESS--The student will be able to:
- 27.01 Explain restaurant marketing management functions.
 - 27.02 Explain how a restaurant or food service operations manager manages people, ideas, time, money, and materials.

- 27.03 Explain why effective communication is critical to the restaurant marketing manager.
 - 27.04 Apply the steps in the restaurant management problem-solving process.
 - 27.05 Demonstrate strategies the restaurant or food service manager can use to motivate employees.
 - 27.06 Evaluate how the marketing concept influences restaurant and food service operations.
 - 27.07 Develop a restaurant marketing plan.
- 28.0 ANALYZE GLOBAL TRENDS IN RESTAURANT MARKETING--The student will be able to:
- 28.01 Identify global marketing trends in restaurant and food service industries.
 - 28.02 Analyze impact of global marketing on restaurant and food service.
 - 28.03 Analyze global restaurant management organizations.
 - 28.04 Analyze multicultural influences on global restaurant and food service marketing trends.
 - 28.05 Identify methods of researching specific global restaurant markets.
 - 28.06 Identify the role of the Internet in facilitating global restaurant marketing.
- 29.0 DEMONSTRATE APPLICATIONS OF TECHNOLOGY TO RESTAURANT MARKETING--The student will be able to:
- 29.01 Demonstrate mastery of computers and technology currently used in restaurant and food service marketing.
 - 29.02 Identify use of satellite transmissions in restaurant and food service training.
 - 29.03 Demonstrate use of the computer and information networks in restaurant and food service marketing.
- 30.0 APPLY A CAREER PLAN TO RESTAURANT MARKETING--The student will be able to:
- 30.01 Develop a plan for pursuing a specific career in restaurant or food service marketing including training and education requirements, needed skills and abilities, and steps for reaching career goal.
 - 30.02 Demonstrate competencies required for career sustaining and mid-level management positions in the restaurant and food service marketing field.
 - 30.03 Demonstrate specific technology applications related to the student's restaurant and food service career plan.
 - 30.04 Develop forms of documentation for inclusion in a restaurant or food service marketing career portfolio.

**Florida Department of Education
INTENDED OUTCOMES**

Program Title: Academy of Sport, Recreation, and Entertainment Marketing

	<u>Secondary</u>	<u>PSAV</u>
Program Numbers:	8827400	M899400
CIP Number:	0208.090105	0208.090105
Grade Level:	9-12, 30, 31	30, 31
Length:	3 credits	450 hours
Certification:	RETAILING @7 G MKTG 1 @2 TEACH CDE @7 DIST ED @7 MKTG MGMT @7G	RETAILING @7 G MKTG 1 @2 TEACH CDE @7 DIST ED @7 MKTG MGMT @7G
Facility Code:	222	222
CTSO:	DECA	DEX
Coop Method:	Yes	Yes

Basic Skills

Math	9
Language	9
Reading	9

- I. **MAJOR CONCEPTS/CONTENT:** The purpose of this program is to prepare students for employment or advanced training in the sport, recreation, and entertainment marketing and sales industry. The content includes, but is not limited to, employability skills; selling techniques; public relations and publicity; event planning and execution; and licensing, sponsorship, and endorsements.

Listed below are the courses that comprise this program when offered at the secondary level:

8827410 – Sport, Recreation, and Entertainment Essentials
8827420 – Sport, Recreation, and Entertainment Applications
8827430 – Sport, Recreation, and Entertainment Marketing Management

- II. **LABORATORY ACTIVITIES:** Laboratory activities are an integral part of this cluster. Equipment and supplies should be provided to enhance hands-on experiences for students in the chosen sport, recreation, and entertainment occupation.
- III. **SPECIAL NOTE:** DECA, “An Association of Marketing Students” (secondary), and Delta Epsilon Chi, “An Association of Marketing Students” (postsecondary), are the appropriate career and technical student organizations for providing leadership training and for reinforcing specific career and technical skills. Career and Technical Student Organizations, when provided, shall be an integral part of the career and technical instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065 (8), FAC.

Cooperative training (OJT), 8800410/M899990/0208.9999CP, or Guided Workplace-Learning, 8300430/D886300/1098.8630CP, are highly recommended to use with this program as work-based learning experiences. When OJT is offered, each student is required to have a training agreement and a training plan, signed by the student, parent/guardian, teacher/coordinator, and employer. The training plan shall include a diverse list of instructional objectives and on-the-job and in-school learning experiences. The workstation shall reflect equipment, skills, and tasks relevant to the occupation the student has chosen as a career goal. The student must receive compensation for work performed.

When Guided Workplace-Learning is offered, the student is allowed to work a maximum of 450 hours and must participate, with the work-based learning site supervisor, in a preplacement conference. A work-based learning plan must be developed to include the learning objectives, methods of learning, activities/responsibilities, time required, provisions for supervision, and method(s) of student evaluation. Students must also meet a minimum of once per week for the purpose of related instruction and developmental activities. Employment may be either paid or unpaid. (For additional information consult the Guided Workplace-Learning framework.)

It is highly recommended that for every 20 students (or portion thereof) enrolled in Marketing OJT and/or Guided Workplace-Learning, the teacher/coordinator be given a minimum of one hour of OJT-coordination release time per day for the purposes of visiting students on the job and managing the cooperative method of instruction.

The teacher/coordinator should visit each training site for the purpose of observation a minimum of once during each grading period, preferably while the student is actually working. A second contact each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the work-based learning/training plan is highly recommended.

On-the-job activities may be continued as a summer learning experience without classroom instruction for students who participated in the program during the school year immediately preceding the summer assignment.

The OJT course may be taken by a student for one or more semesters at the secondary level enabling the student to earn multiple credits. The specific student performance standards, which the student must achieve to earn credit, must be specified in the OJT training plan.

In accordance with Rule 6A-10.040, FAC., the minimum basic skills grade levels required for postsecondary adult vocational students to exit the programs in this cluster are listed at the program level or at the occupational completion points within the program. These grade level numbers correspond to a grade equivalent score obtained on one of the state designated basic skills examinations. If a student does not meet the basic skills level required for completion of the program, remediation should be provided concurrently through Vocational Preparatory Instruction (VPI). Please refer to the Rule for exemptions.

When a secondary student with a disability is enrolled in a vocational class with modifications to the curriculum framework, the particular outcomes and student

performance standards, which the student must master to earn credit, must be specified on an individual basis. The job or jobs for which the student is being trained should be reflected in the student's desired postschool outcome statement on the Transition Individual Educational Plan (Transition IEP).

SCANS Competencies: Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate methods to improve students' personal qualities, higher-order critical thinking skills, and problem-solving, technical, and literacy skills.

To be transferable statewide between institutions, this program/course must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific program or course articulation agreements with each other.

When offered at the postsecondary adult vocational level, this program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F. S.

- IV. **INTENDED OUTCOMES**: After successfully completing appropriate course(s) for each occupational completion point of this program, the student will be able to perform the following:

OCCUPATIONAL COMPLETION POINT - DATA CODE A (2 CREDITS/300 HOURS)
SALESPERSONS, RETAIL - OES Code 49011

- 01.0 Demonstrate employability skills.
- 02.0 Demonstrate human relations skills necessary for success in sport, recreation, and entertainment marketing occupations.
- 03.0 Demonstrate proficiency in applying communication and technology skills.
- 04.0 Demonstrate proficiency in applying math skills unique to sport, recreation, and entertainment marketing.
- 05.0 Identify economic principles.
- 06.0 Identify marketing and business fundamentals.
- 07.0 Identify effective selling techniques and procedures.
- 27.0 Discuss the history of sport, recreation, and entertainment marketing.
- 28.0 Discuss sport, recreation, and entertainment marketing as an industry.
- 08.0 Select a sport, recreation, and entertainment marketing industry for career planning.
- 09.0 Demonstrate applications of distribution to the sport, recreation, and entertainment marketing industry.
- 10.0 Demonstrate applications of financing to the selected sport, recreation, and entertainment marketing industry.
- 11.0 Demonstrate applications of product/service planning to the sport, recreation, and entertainment marketing industry.
- 12.0 Demonstrate applications of marketing-information management to the sport, recreation, and entertainment marketing industry.

- 13.0 Demonstrate pricing applications for the sport, recreation, and entertainment marketing industry.
- 14.0 Demonstrate promotion applications for the sport, recreation, and entertainment marketing industry.
- 15.0 Demonstrate purchasing applications to the sport, recreation, and entertainment marketing industry.
- 16.0 Demonstrate applications of safety and risk-management to the sport, recreation, and entertainment marketing industry.
- 17.0 Demonstrate applications of selling to the sport, recreation, and entertainment marketing industry.
- 18.0 Demonstrate an understanding of entrepreneurship.
- 19.0 Identify the use of computers in sport, recreation, and entertainment marketing.
- 29.0 Explain and discuss licensing, sponsorships, and endorsements in sport, recreation, and entertainment marketing.
- 30.0 Demonstrate an understanding of the impact of the media on sport, recreation, and entertainment marketing.
- 31.0 Discuss the importance of public relations and publicity to sport, recreation, and entertainment marketing.

OCCUPATIONAL COMPLETION POINT - DATA CODE B (3 CREDITS/450 HOURS)
FIRST-LINE SUPERVISORS AND MANAGER/SUPERVISORS - SALES AND
RELATED WORKERS, SPORT, RECREATION, AND ENTERTAINMENT - OES
 Code 41002

- 20.0 Apply economic principles to sport, recreation, and entertainment marketing.
- 21.0 Explain the business structure of the sport, recreation, and entertainment marketing industry.
- 22.0 Describe legal and ethical aspects of sport, recreation, and entertainment marketing industry.
- 23.0 Explain methods of dealing with agents, personal managers, and labor unions.
- 24.0 Apply market research to determine viability of proposed sport, recreation, and entertainment project or event.
- 25.0 Design, plan, execute, and evaluate an event.
- 26.0 Develop a career plan for a sport, recreation, and entertainment marketing career.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8827410
 Course Title: Sport, Recreation, and Entertainment Essentials
 Course Credit: 1

COURSE DESCRIPTION:

The purpose of this course is to develop the competencies essential to sport, recreation, and entertainment marketing. These competencies include employability, human relations, communication, math, and economic skills. The fundamentals of sport, recreation, and

entertainment marketing and selling are also included. There is not an occupational completion point after the completion of this course.

01.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

- 01.01 Identify and utilize resources used in a job search (e.g., networking, newspaper, Internet).
- 01.02 Discuss importance of drug tests and criminal background checks in identifying possible employment options.
- 01.03 Identify steps in the job application process including arranging for references and proper documentation (e.g., green card).
- 01.04 Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9).
- 01.05 Prepare a resume (electronic and written), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.
- 01.06 Identify and demonstrate appropriate dress and grooming for employment.
- 01.07 Identify and demonstrate effective interviewing skills (e.g., behavioral).
- 01.08 Describe methods for handling illegal interview and application questions.
- 01.09 Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA, OSHA).
- 01.10 Identify positive work attitudes and behaviors such as honesty, compassion, respect, responsibility, fairness, trustworthiness, and caring.
- 01.11 Identify ways to work cooperatively in a business situation with diverse populations and the physically challenged.
- 01.12 Describe importance of producing quality work and meeting performance standards.
- 01.13 Identify personal and business ethics (e.g., preventing theft, pilfering, and unauthorized discounting).
- 01.14 Demonstrate orderly and systematic behavior by creating and maintaining a monthly planner.
- 01.15 Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).
- 01.16 Identify how to prepare for job separation and re-employment.
- 01.17 Create and maintain a portfolio of documents for job placement (e.g., resume, letters of recommendation, awards, evidence of participation in school/community/volunteer activities, employer evaluations).
- 01.18 Identify and practice stress management and relaxation techniques.
- 01.19 Discuss importance of practicing positive customer service skills.

02.0 DEMONSTRATE HUMAN RELATIONS SKILLS NECESSARY FOR SUCCESS IN SPORT, RECREATION, AND ENTERTAINMENT MARKETING OCCUPATIONS--

The student will be able to:

- 02.01 Demonstrate ability to work cooperatively with team members, supervisors, and customers from diverse cultural backgrounds.
- 02.02 Define and discuss issues involving gender equity, disability, and age.
- 02.03 Demonstrate interpersonal skills (e.g., courtesy, loyalty, being a team player).
- 02.04 Identify and define friendliness, adaptability, empathy, and politeness as relates to business.
- 02.05 Explain concepts of integrity, credibility, reliability, and perseverance.

- 02.06 Demonstrate personality traits important to business (e.g., interest, enthusiasm, honesty, responsibility, flexibility).
- 02.07 Maintain professional personal appearance and attitude.
- 02.08 Demonstrate ability to use creative problem solving, decision-making, and critical thinking strategies.
- 02.09 Demonstrate self-management, initiative, and multi-tasking.
- 02.10 Explain concepts of self-understanding, self-esteem, and self-image.
- 02.11 Demonstrate professional behavior and etiquette.
- 02.12 Demonstrate respect for the opinions, customs, and individual differences of others.
- 02.13 Set personal and career goals and develop a plan of action to achieve those goals.
- 02.14 Identify areas where personal and professional change and adjustment may be necessary.
- 02.15 Demonstrate ability to offer and accept feedback.
- 02.16 Identify and practice stress management and relaxation techniques.
- 02.17 Maintain confidentiality of business matters.
- 02.18 Support and follow company policies and procedures (e.g., attendance, tardiness, returns).
- 02.19 Develop and demonstrate human relations skills needed for successful entry and progress in occupation selected by the student as a career objective.

03.0 DEMONSTRATE PROFICIENCY IN APPLYING COMMUNICATION AND TECHNOLOGY SKILLS--The student will be able to:

- 03.01 Identify and apply effective workplace communication skills (e.g., verbal, nonverbal, written, electronic).
- 03.02 Describe effective staff communication and its uses (e.g., inter-personal, departmental, inter-departmental, company).
- 03.03 Demonstrate ability to read and comprehend written communications.
- 03.04 Identify a variety of forms of written business communications utilized in the workplace.
- 03.05 Prepare a business letter, memorandum, fax, and e-mail.
- 03.06 Demonstrate ability to speak effectively to customers/clients, co-workers, supervisors, and vendors using appropriate grammar and terminology.
- 03.07 Discuss importance of developing networking skills to expand business contacts.
- 03.08 Prepare and deliver a business-related presentation.
- 03.09 Demonstrate active listening strategies that improve understanding and performance.
- 03.10 Describe positive customer relations.
- 03.11 Demonstrate conflict and dispute resolution techniques.
- 03.12 Identify means of nonverbal communication.
- 03.13 Demonstrate effective telephone and e-mail techniques and etiquette/netiquette in a business situation.
- 03.14 Discuss methods of resolving customer complaints.
- 03.15 Interpret business policies to customers/clients.
- 03.16 Discuss importance of providing clear directions, descriptions, and explanations.
- 03.17 Demonstrate ability to locate, understand, interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, and Internet resources.
- 03.18 Identify types of technology/equipment used in the workplace.
- 03.19 Define hypertext, URL, links, Internet Service Provider (ISP), bulletin board service (BBS), electronic storefront, e-mail, newsgroups, flames.

04.0 DEMONSTRATE PROFICIENCY IN APPLYING MATH SKILLS UNIQUE TO SPORT, RECREATION, AND ENTERTAINMENT MARKETING--The student will be able to:

- 04.01 Perform addition, subtraction, multiplication, division, ratios, and percentage problems as related to industry.
- 04.02 Apply problem solving techniques to sales related transactions including cash, checks, debit cards, credit cards, discounts, layaway, C. O. D., returns, gift certificates, and automatic fee withdrawals.
- 04.03 Interpret quantitative information from tables, charts, and graphs as related to the workplace.
- 04.04 Demonstrate ability to make change correctly.
- 04.05 Calculate tax, gratuity, commission, and miscellaneous charges.
- 04.06 Demonstrate ability to collect, organize, and interpret data, and predict outcomes relative to opening and closing procedures for a sales terminal.
- 04.07 Collect and analyze sales information to determine stock turnover and stock-sales ratio.
- 04.08 Apply standard industry formula to determine markup and markdown on merchandise.
- 04.09 Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges.
- 04.10 Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice.
- 04.11 Identify components of a break-even analysis.
- 04.12 Compute and analyze a break-even point.
- 04.13 Operate 10-key keypad.
- 04.14 Read and interpret a lease agreement.
- 04.15 Read and interpret a contract for purchase of real estate.
- 04.16 Read and complete an application for a bank loan.
- 04.17 Calculate the areas of surface and complete an accurate estimate of the costs of materials for covering those surfaces, including applicable taxes.
- 04.18 Use ratios, proportions, and scales to calculate distance on a map and calculate the square footage of rooms in a building using a scaled plan.

05.0 IDENTIFY ECONOMIC PRINCIPLES--The student will be able to:

- 05.01 Explain concept of economics and economic activities.
- 05.02 Explain concept of economic goods and services.
- 05.03 Explain concept of economic resources.
- 05.03 Explain concept of economics and economic activities.
- 05.04 Explain concept of utility (form, place, time, possession, information).
- 05.05 Explain concept of "supply and demand."
- 05.06 Explain concept of price.
- 05.07 Identify, compare, and contrast major types of economic systems.
- 05.08 Explain relationship between government and business.
- 05.09 Explain concept of private enterprise and business ownership.
- 05.10 Explain role of profit motive.
- 05.11 Explain concept of risk.
- 05.12 Explain concept of competition.
- 05.13 Explain concept of productivity.

- 05.14 Identify components of gross national product (GNP) and gross domestic product (GDP).
 - 05.15 Explain function of the Federal Reserve Board.
- 06.0 IDENTIFY MARKETING AND BUSINESS FUNDAMENTALS--The student will be able to:
- 06.01 Define marketing and its role.
 - 06.02 Explain purpose of marketing in the free enterprise system.
 - 06.03 Identify and explain the four foundations of marketing.
 - 06.04 Identify and explain differences between indirect and direct marketing.
 - 06.05 Identify and explain the functions of and differences between marketing and merchandising.
 - 06.06 Explain relationship of marketing to business and the economy (e.g., SWOT analysis--strength, weakness, opportunity, threat).
 - 06.07 Explain importance and methods of conducting market research (e.g., sampling, surveys, focus groups, etc.).
 - 06.08 Discuss major fields of business activity (extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).
 - 06.09 Identify, explain, compare, and contrast the different types of business ownership (sole-proprietorship, partnership, corporation, franchise, licensing).
 - 06.10 Explain concept of marketing strategies.
 - 06.11 Explain concept of market segmentation and demographics.
 - 06.12 Explain importance and techniques of offering the right merchandising blend.
 - 06.13 Explain nature of channels of distribution.
 - 06.14 Explain elements that allow development of a marketing plan (e.g., research, advertising, public relations, direct and indirect marketing, promotions, merchandising, distribution, etc).
 - 06.15 Explain factors affecting pricing decisions.
 - 06.16 Differentiate among the three basic categories of consumer goods (convenience, shopping, and specialty).
 - 06.17 Discuss role e-commerce will play in the marketing of goods and services.
 - 06.18 Explain network marketing (multilevel marketing) and how it differs from a pyramid scheme.
 - 06.19 Discuss the role of federal regulatory agencies [e.g., Food and Drug Administration (FDA), Consumer Product Safety Commission (CPSC), Environmental Protection Agency (EPA), Securities and Exchange Commission (SEC), Federal Trade Commission (FTC), Occupational Safety and Health Administration (OSHA)].
- 07.0 IDENTIFY EFFECTIVE SELLING TECHNIQUES AND PROCEDURES--The student will be able to:
- 07.01 Explain purpose, principles, and importance of selling.
 - 07.02 Identify qualities of a professional sales associate.
 - 07.03 Identify an effective sales presentation for a target market, including steps of a sale; consumer buying motives; approaches through greeting, merchandise, and service; proper time to approach a customer to open sale; feature-benefit analysis; building and closing the sale; and suggestion and substitution selling.

- 07.04 Handle different customer types, such as the casual looker, the decided customer, the undecided customer, and the difficult customer.
 - 07.05 Discuss importance of meeting specialized sales needs.
 - 07.06 Demonstrate completing the sales transaction, including method of payment and counting back change; the proper way to fold, wrap, and bag merchandise after sale; and thanking the customer and inviting them to return.
 - 07.07 Discuss reasons for maintaining a client file.
- 27.0 DISCUSS THE HISTORY OF SPORT, RECREATION, AND ENTERTAINMENT MARKETING—The student will be able to:
- 27.01 Describe the theories of the origin of sport, recreation, and entertainment.
 - 27.02 Describe the influences of historical events on American and global sports, recreation, and entertainment.
 - 27.03 Explain economic, demographic, social, and political influences on sports, recreation, and entertainment.
 - 27.04 Explain how the trickle-down and trickle-up theories apply to the sport, recreation, and entertainment industry.
 - 27.05 Discuss the stages and length of the sport, recreation, and entertainment cycle.
 - 27.06 Discuss impact of technology on the sport, recreation, and entertainment industry.
 - 27.07 Discuss the influence of electronic media on the sport, recreation, and entertainment industry.
 - 27.08 Discuss the growth and trends in sport, recreation, and entertainment marketing.
- 28.0 DISCUSS SPORT, RECREATION, AND ENTERTAINMENT MARKETING AS AN INDUSTRY—The student will be able to:
- 28.01 Define sport, recreation, and entertainment marketing.
 - 28.02 Identify relationship between:
 - Fans/Audience
 - Team/Players/Event/Property
 - Corporate partners/Sponsors
 on a sport, recreation, and/or entertainment event.
 - 28.03 Discuss the role of marketing as it applies to sports, recreation, and entertainment.
 - 28.04 Describe products, events, promotions, facilities, and services that enhance the sport, recreation, and entertainment industry.
 - 28.05 Recognize how climate and geographic location affect the marketplace in the sport, recreation, and entertainment industry.
 - 28.06 Express an awareness of how minorities and cultural mores and values impact the sport, recreation, and entertainment marketplace.
 - 28.07 Relate how perception of the consumer plays an important role in the sport, recreation, and entertainment marketplace.
 - 28.08 Explain the four motives of the sport, recreation, and entertainment consumer (i.e., achievement, affiliation, health and fitness, fun and entertainment).
 - 28.09 Research, prepare, and present an overview of career opportunities within the sport, recreation, and entertainment industry.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8827420
Course Title: Sport, Recreation, and Entertainment Applications
Course Credit: 1

COURSE DESCRIPTION:

This course is designed to provide students with an in-depth study of sport, recreation, and entertainment marketing in a free enterprise society and provide the knowledge, skills, and attitudes required for employment in a wide variety of sport, recreation, and entertainment marketing occupations. After successful completion of the core (Sport, Recreation, and Entertainment Essentials and Sport, Recreation, and Entertainment Applications), students will have met **Occupational Completion Point, Data Code A, Salesperson, Retail, Sport, Recreation, and Entertainment - OES 49011.**

08.0 SELECT A SPORT, RECREATION, AND ENTERTAINMENT MARKETING INDUSTRY FOR CAREER PLANNING--The student will be able to:

- 08.01 Identify current employment opportunities in the sport, recreation, and entertainment marketing field.
- 08.02 Identify sources of information for career planning including the Internet.
- 08.03 Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the sport, recreation, and entertainment marketing field.
- 08.04 Explain duties and responsibilities, needed skills, and knowledge for a particular sport, recreation, and entertainment marketing career.
- 08.05 Identify advantages and disadvantages of a particular sport, recreation, and entertainment marketing career.
- 08.06 Complete self-assessments and analysis of life-style goals and career aspirations.
- 08.07 Develop an individualized education and career plan related to a major sport, recreation, and entertainment marketing field.
- 08.08 Write a job description for a selected sport, recreation, and entertainment marketing occupation.

9.0 DEMONSTRATE APPLICATIONS OF DISTRIBUTION TO THE SPORT, RECREATION, AND ENTERTAINMENT MARKETING INDUSTRY--The student will be able to:

- 09.01 Explain the concepts and processes needed to move, store, locate, and/or transfer ownership of sport, recreation, and entertainment goods and services.
- 09.02 Explain concepts of physical distribution and transportation systems related to the sport, recreation, and entertainment industry.
- 09.03 Identify and analyze appropriate transportation services for the sport, recreation, and entertainment industry.
- 09.04 Develop appropriate plans utilizing the channels of distribution for the sport, recreation, and entertainment industry (e.g., tickets, merchandise, programs).
- 09.05 Demonstrate skills required for sport, recreation, and entertainment materials and service management.

- 09.06 Analyze information related to routing and tracking sport, recreation, and entertainment merchandise.
 - 09.07 Explain relationship between sport, recreation, and entertainment customer service and distribution.
- 10.0 DEMONSTRATE APPLICATIONS OF FINANCING TO THE SELECTED SPORT, RECREATION, AND ENTERTAINMENT MARKETING INDUSTRY--The student will be able to:
- 10.01 Explain financial concepts used in making sport, recreation, and entertainment marketing decisions.
 - 10.02 Explain concept of financial administration.
 - 10.03 Explain difference between income (credit) and expense (debit).
 - 10.04 Describe and prepare a cash-flow statement.
 - 10.05 Identify various types of credit policies and procedures.
 - 10.06 Explain purposes and importance of credit.
 - 10.07 Identify the positive and negative impacts of using credit in sport, recreation, and entertainment marketing situations.
 - 10.08 Compare and contrast the use of different credit applications.
 - 10.09 Discuss industry concepts of price, profit, competition, and productivity.
 - 10.10 Identify and explain the components of a budget for a sport, recreation, and entertainment program.
- 11.0 DEMONSTRATE APPLICATIONS OF PRODUCT/SERVICE PLANNING TO THE SPORT, RECREATION, AND ENTERTAINMENT MARKETING INDUSTRY--The student will be able to:
- 11.01 Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to sport, recreation, and entertainment marketing opportunities.
 - 11.02 Explain the steps involved in decision-making (e.g., market research, assessment, planning, implementation design, and evaluation).
 - 11.03 Explain importance of customer satisfaction to the sport, recreation, and entertainment industry.
 - 11.04 Explain importance of product and service technology as it relates to customer satisfaction.
 - 11.05 Identify sources of sport, recreation, and entertainment product knowledge.
 - 11.06 Demonstrate awareness of impact of both current and emerging technology on life-roles, life-styles, careers, and sport, recreation, and entertainment marketing occupations.
 - 11.07 Explain product and service quality as applicable grades and industry standards.
 - 11.08 Discuss product-liability risks.
 - 11.09 Explain warranties and guarantees.
 - 11.10 Develop a product/service plan for an area of sport, recreation, and entertainment marketing.
 - 11.11 Describe factors used by marketers to position products/business.
 - 11.12 Identify stages of and discuss impact of product life cycle.
 - 11.13 Explain importance of concessions on sport, recreation, and entertainment industry.

- 12.0 DEMONSTRATE APPLICATIONS OF MARKETING-INFORMATION MANAGEMENT TO THE SPORT, RECREATION, AND ENTERTAINMENT MARKETING INDUSTRY--The student will be able to:
- 12.01 Explain process of marketing-information management.
 - 12.02 Explain nature and scope of sport, recreation, and entertainment marketing operations.
 - 12.03 Demonstrate knowledge of inventory control systems and shipping and receiving procedures.
 - 12.04 Identify procedures for gathering information using technology.
 - 12.05 Utilize appropriate marketing-information management forms.
- 13.0 DEMONSTRATE PRICING APPLICATIONS FOR THE SPORT, RECREATION, AND ENTERTAINMENT MARKETING INDUSTRY--The student will be able to:
- 13.01 Explain concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.
 - 13.02 Explain pricing objectives, policies, and strategies.
 - 13.03 Explain price-marking techniques.
 - 13.04 Explain procedures for changing prices.
 - 13.05 Demonstrate decision-making skills required for determining pricing relative to the competition.
 - 13.06 Demonstrate problem-solving skills required when considering profit and price.
- 14.0 DEMONSTRATE PROMOTION APPLICATIONS FOR THE SPORT, RECREATION, AND ENTERTAINMENT MARKETING INDUSTRY--The student will be able to:
- 14.01 Explain the concepts and strategies needed to communicate information about products, services, signage, virtual advertising, images, and/or ideas to achieve a desired outcome.
 - 14.02 Identify types of promotion used in the sport, recreation, and entertainment industry.
 - 14.03 Discuss importance of advertising media and branding.
 - 14.04 Explain purposes and elements of advertising and display as related to the sport, recreation, and entertainment marketing industry.
 - 14.05 Explain how trademarks/logos are used to create awareness/branding of an organization in the sport, recreation, and entertainment industry.
 - 14.06 Explain the impact on and uses of the Internet and Intranet in marketing sport, recreation, and entertainment products and services.
 - 14.07 Use advertising guidelines to design appropriate media sample ads, i.e., print, radio, television, Internet, and others.
 - 14.08 Use design principles in preparing such merchandise/service displays as windows, endcaps, kiosks, and point-of-sale.
 - 14.09 Create an example of a non-personal sales technique such as use of magnets, buttons, T-shirts, or point-of-sale signs.
 - 14.10 Write a promotional message to appeal to a target market.
 - 14.11 Develop a sales promotion plan for a sport, recreation, and entertainment marketing organization.
 - 14.12 Demonstrate public relations techniques as used in the sport, recreation, and entertainment marketing industry.
 - 14.13 Design a web site for the sport, recreation, and entertainment marketing program.

15.0 DEMONSTRATE PURCHASING APPLICATIONS TO THE SPORT, RECREATION, AND ENTERTAINMENT MARKETING INDUSTRY--The student will be able to:

- 15.01 Explain relationship between stock turnover and purchasing.
- 15.02 Demonstrate proper purchasing procedures.
- 15.03 Explain types of purchasing.
- 15.04 Demonstrate the techniques used to obtain the best terms when negotiating a purchase.
- 15.05 Demonstrate use of forms required for purchasing.
- 15.06 Evaluate merchandise or services using industry standards or company assessments.

16.0 DEMONSTRATE APPLICATIONS OF SAFETY AND RISK-MANAGEMENT TO THE SPORT, RECREATION, AND ENTERTAINMENT MARKETING INDUSTRY--The student will be able to:

- 16.01 Explain how lack of knowledge and skill can cause accidents and health hazards in the workplace.
- 16.02 List reasons how anger, worry, drugs, alcohol, fatigue, and illness can cause accidents.
- 16.03 Describe actions that various agencies take to prevent accidents on the job.
- 16.04 Demonstrate understanding of environmental problems that impact health and safety.
- 16.05 Explain procedures for handling and reporting accidents.
- 16.06 Identify components of an effective security plan for a sport, recreation, and entertainment program.

17.0 DEMONSTRATE APPLICATIONS OF SELLING TO THE SPORT, RECREATION, AND ENTERTAINMENT MARKETING INDUSTRY--The student will be able to:

- 17.01 Analyze demographics and identify target market.
- 17.02 Explain concepts and actions needed to determine client needs and wants and develop a personalized communication that will influence purchase decisions and enhance future business opportunities.
- 17.03 Describe the appropriate relationship between buyer and seller.
- 17.04 Demonstrate sales knowledge of industry, company, products, and competition.
- 17.05 Analyze potential prospects and customer buying behavior.
- 17.06 Analyze importance of communication and listening in creating a positive buying climate.
- 17.07 Identify sales techniques to aid customers/clients in making buying decisions.
- 17.08 Prepare a list of skills necessary to maintain sales accounts including group sales.
- 17.09 Describe types of sales quotas and reasons for their use.
- 17.10 Create a sales presentation using presentation software.
- 17.11 Identify strategies to build and maintain a clientele.

18.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

- 18.01 Define "entrepreneurship."
- 18.02 Discuss role of the entrepreneur in the domestic and global economy.

- 18.03 Discuss entrepreneurship as a career choice (e.g., characteristics, aptitudes, and skills necessary to be a successful entrepreneur).
- 18.04 Identify economic principles of entrepreneurship.
- 18.05 Discuss the four parts of a business (production, finance, marketing, customer service).
- 18.06 Analyze current entrepreneurial trends in the marketplace.
- 18.07 Discuss importance of ethics in business.
- 18.08 Identify strategies and methods for generating a business idea.
- 18.09 Outline steps in planning a new business.
- 18.10 Identify types and sources of government regulations and taxation that may affect a business.
- 18.11 Identify communication and technology skills used in entrepreneurship.

19.0 IDENTIFY THE USE OF COMPUTERS IN SPORT, RECREATION, AND ENTERTAINMENT MARKETING--The student will be able to:

- 19.01 Explain importance and uses of computers and the Internet in sport, recreation, and entertainment marketing.
- 19.02 Utilize word processing software to create a career/industry related document.
- 19.03 Perform data entry procedures (e.g., payroll, inventory control).
- 19.04 Perform merchandising math data entry procedures such as stock turnover, mark-up, mark-down, open-to-buy, pricing, invoicing, etc.
- 19.05 Demonstrate marketing spreadsheet data entry and output procedures.
- 19.06 Utilize spreadsheet software to enhance decision-making skills.
- 19.07 Utilize integrated software programs to generate marketing reports and solve marketing problems.
- 19.08 Identify technology appropriate for marketing functions and practices related to a sport, recreation, and entertainment program.

29.0 EXPLAIN AND DISCUSS LICENSING, SPONSORSHIPS, AND ENDORSEMENTS IN SPORT, RECREATION, AND ENTERTAINMENT MARKETING--The student will be able to:

- 29.01 Explain the licensing industry and process.
- 29.02 Define and describe copyright and trademark laws.
- 29.03 Differentiate between licensing, sponsorship, and endorsements.
- 29.04 Explain how the sport, recreation, and entertainment industry utilizes trademarks/logos in licensing, sponsorships, and endorsements.
- 29.05 Compare and contrast internal and external licensing in sport, recreation, and entertainment organizations.
- 29.06 Define exclusivity as a part of licensing.
- 29.07 Describe sponsorship criteria.
- 29.08 Research methods of obtaining event sponsorships or private support.
- 29.09 Evaluate use of sport as a venue for promotional licensing.
- 29.10 Explain impact of entertainment figures and endorsements on sport, recreation, and/or entertainment marketing.
- 29.11 Research the effect of endorsements on sport, recreation, and/or entertainment sales.
- 29.12 Explain importance of on-site merchandising to the sport, recreation, and entertainment industry.

- 29.13 Discuss the impact ambush marketing has on the sponsorship and licensing aspect of the sport, recreation, and entertainment industry.
- 30.0 DEMONSTRATE AN UNDERSTANDING OF THE IMPACT OF THE MEDIA ON SPORT, RECREATION, AND ENTERTAINMENT MARKETING--The student will be able to:
- 30.01 Research the impact of the media on sport, recreation, and entertainment marketing.
 - 30.02 Identify the different media that have increased the popularity of sport, recreation, and entertainment venues.
 - 30.03 Research the conflict between the media's ownership of sport businesses and the reporting of the news.
 - 30.04 Explain the concepts of rights and fees the media pays to sport, recreation, and entertainment businesses.
 - 30.05 Investigate the pirating issues as relates to the media and the sport, recreation, and entertainment industry.
- 31.0 DISCUSS THE IMPORTANCE OF PUBLIC RELATIONS AND PUBLICITY TO SPORT, RECREATION, AND ENTERTAINMENT MARKETING--The student will be able to:
- 31.01 Define and explain the differences between public relations and publicity.
 - 31.02 Compare and contrast internal and external public relations.
 - 31.03 Construct letters to the media concerning a sport, recreation, and/or entertainment event.
 - 31.04 Develop a media/press release and public service announcement for a sport, recreation, and/or entertainment event.
 - 31.05 Create a database of potential contacts for a sport, recreation, and/or entertainment event.
 - 31.06 Illustrate how a company builds goodwill, a business image, and public awareness through involvement with a sport, recreation, and/or entertainment event.
 - 31.07 Explain the role of public relations and publicity in creating an advantage through association and exclusivity.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8827430
Course Title: Sport, Recreation, and Entertainment Marketing Management
Course Credit: 1

COURSE DESCRIPTION:

This course provides instruction for career sustaining level employment in the sport, recreation, and entertainment industry. The content includes applied skills related to the sport, recreation, and entertainment marketing functions and industries including employment skills required for success in sport, recreation, and entertainment and career planning as related to the sport, recreation, and entertainment industry. After successful completion of the core (Sport, Recreation, and Entertainment Essentials and Sport, Recreation, and Entertainment Applications) and Sport, Recreation, and Entertainment Marketing Management, students will have met **Occupational Completion Point, Data Code B, First Line Supervisors and Manager/Supervisors, Sales and Related Workers, Sport, Recreation, and Entertainment - OES 41002.**

20.0 APPLY ECONOMIC PRINCIPLES TO SPORT, RECREATION, AND ENTERTAINMENT MARKETING--The student will be able to:

- 20.01 Examine role of the profit motive in the marketing of sports, recreation, and entertainment.
- 20.02 Explain role of sport, recreation, and entertainment marketing in the free enterprise system.
- 20.03 Apply economic concepts to sport, recreation, and entertainment marketing including pricing, distribution, risk, productivity, competition, and cycles.
- 20.04 Analyze relationship between economics and the sport, recreation, and entertainment industry.
- 20.05 Describe the economic growth of the sport, recreation, and entertainment industry, including its various contributions to the Gross National Product (GNP).
- 20.06 Analyze economic impact of sport, recreation, and entertainment programs on local, state, national, and international economies.
- 20.07 Describe revenue sources for financing sport, recreation, and entertainment projects.
- 20.08 Examine ancillary sources of revenue for sport, recreation, and entertainment events (i.e., concessions, merchandise, sponsorship, tickets, programs, etc.).
- 20.09 Explain the interdependence between:
 - Fans/Audience
 - Team/Players/Event/Property
 - Corporate partners/Sponsorson a successful sport, recreation, and/or entertainment event.

21.0 EXPLAIN THE BUSINESS STRUCTURE OF THE SPORT, RECREATION, AND ENTERTAINMENT MARKETING INDUSTRY--The student will be able to:

- 21.01 Evaluate advantages and disadvantages of operating as a profit or not-for-profit organization.
 - 21.02 Assess role of electronic commerce in sport, recreation, and/or entertainment marketing.
 - 21.03 Define national trade and international trade in terms of sport, recreation, and entertainment.
- 22.0 DESCRIBE LEGAL AND ETHICAL ASPECTS OF SPORT, RECREATION, AND ENTERTAINMENT MARKETING INDUSTRY--The student will be able to:
- 22.01 Explain the term liability.
 - 22.02 Explain the term contract.
 - 22.03 Identify essential elements of contracts.
 - 22.04 Describe basic sport, recreation, and entertainment contracts.
 - 22.05 Explain expressed, implied, unilateral, and bilateral contracts.
 - 22.06 Explain importance of liability insurance.
 - 22.07 Describe the impact of the Americans with Disabilities Act (ADA) on sport, recreation, and entertainment events and facilities.
 - 22.08 Identify professional ethical issues related to sport, recreation, and entertainment marketing.
 - 22.09 Examine social responsibility and its relation to sport, recreation, and entertainment marketing.
- 23.0 EXPLAIN METHODS OF DEALING WITH AGENTS, PERSONAL MANAGERS, AND LABOR UNIONS--The student will be able to:
- 23.01 Explain differences between an agent and a personal manager.
 - 23.02 Explain financial compensation options for agents.
 - 23.03 Identify the factors involved in selecting an agent and a personal manager.
 - 23.04 Identify agent's role in prenegotiations and endorsement contracts.
 - 23.05 Examine the role of unions in sport, recreation, and entertainment marketing.
 - 23.06 Identify unions relevant to sport, recreation, and entertainment marketing.
- 24.0 APPLY MARKET RESEARCH TO DETERMINE VIABILITY OF PROPOSED SPORT, RECREATION, AND ENTERTAINMENT PROJECT OR EVENT--The student will
- 24.01 Describe the steps for developing a market research project.
 - 24.02 Develop a marketing research project.
- 25.0 DESIGN, PLAN, EXECUTE, AND EVALUATE AN EVENT—The student will be able to:
- 25.01 Review concepts related to event planning (e.g., location, budget, public relations, risk management, etc.).
 - 25.02 Define event marketing and explain its objectives.
 - 25.03 Determine sponsorship opportunities to meet the needs of the organization, the event, and the customers.
 - 25.04 Identify and analyze value and feasibility of a sport, recreation, and/or entertainment event to a community.
 - 25.05 Create a work plan that identifies necessary human and financial resources.

- 25.06 Formulate a budget for an event.
 - 25.07 Prepare a promotional plan for an event (personal, selling, advertising, publicity, sales promotion).
 - 25.08 Create an operational timeline of a sport, recreation, and/or entertainment event.
 - 25.09 Select indicators to measure success or failure rate of a sport, recreation, and/or entertainment event.
 - 25.10 Implement a sport, recreation, and/or entertainment event.
 - 25.11 Evaluate outcomes to determine if event should be retained, modified, and/or eliminated.
 - 25.12 Develop follow-up activities to recognize/thank participants.
- 26.0 DEVELOP A CAREER PLAN FOR A SPORT, RECREATION, AND ENTERTAINMENT MARKETING CAREER--The student will be able to:
- 26.01 Investigate sport, recreation, and entertainment marketing career opportunities at the internship, entry, mid-management, and upper-management levels.
 - 26.02 Describe education and training needed for a variety of sport, recreation, and entertainment marketing jobs.
 - 26.03 Identify barriers to employment and strategies to overcome them.
 - 26.04 Identify ways to keep up with new developments in the field of sport, recreation, and entertainment marketing.
 - 26.05 Develop a plan for pursuing a specific career in sport, recreation, and entertainment marketing, including training and educational requirements, needed skills and abilities, and steps for reaching career goal.
 - 26.06 Demonstrate how specific technology applications (i.e., Internet, video conferencing, electronic portfolios, etc.) assist students in developing a career plan in sport, recreation, and entertainment marketing industry.
 - 26.07 Demonstrate competencies required for career sustaining and mid-level management positions in the sport, recreation, and entertainment marketing field.
 - 26.08 Develop forms of documentation for inclusion in a sport, recreation, and entertainment marketing career portfolio.
 - 26.09 Design portfolio to reflect accrued knowledge in sport, recreation, and entertainment marketing.

**Florida Department of Education
INTENDED OUTCOMES**

Program Title: Academy of Fashion Marketing

	<u>Secondary</u>	<u>PSAV</u>
Program Numbers:	8806000	M801020
CIP Number:	0208.010200	0208.010200
Grade Level:	9-12, 30, 31	30, 31
Length:	3 credits	450 hours
Certification:	RETAILING @7 G MKTG 1 @2 TEACH CDE @7 DIST ED @7 MKTG MGMT @7 G	RETAILING @7 G MKTG 1 @2 TEACH CDE @7 DIST ED @7 MKTG MGMT @7 G
Facility Code:	222	222
CTSO:	DECA	DEX
Coop Method:	Yes	Yes

Basic Skills

Math	9
Language	9
Reading	9

- I. **MAJOR CONCEPTS/CONTENT:** The purpose of this program is to prepare students for employment or advanced training in the fashion marketing and sales industry. The content includes, but is not limited to, employability skills; selling techniques; color and design fundamentals; textiles and yarns; fabric design and construction; planning management; finance; technical and production skills; labor and community issues; health, safety, and environmental issues; and entrepreneurship.

Listed below are the courses that comprise this program when offered at the secondary level:

- 8806010 – Fashion Essentials**
- 8806020 – Fashion Applications**
- 8806030 – Fashion Marketing Management**

- II. **LABORATORY ACTIVITIES:** Laboratory activities are an integral part of this cluster. Equipment and supplies should be provided to enhance hands-on experiences for students in the chosen fashion occupation.
- III. **SPECIAL NOTE:** DECA, “An Association of Marketing Students” (secondary), and Delta Epsilon Chi, “An Association of Marketing Students” (postsecondary), are the appropriate career and technical student organizations for providing leadership training and for reinforcing specific career and technical skills. Career and Technical Student Organizations, when provided, shall be an integral part of the career and technical instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065 (8), FAC.

Cooperative training (OJT), 8800410/M899990/0208.9999CP, or Guided Workplace-Learning, 8300430/D886300/1098.8630CP, are highly recommended to use with this program as work-based learning experiences. When OJT is offered, each student is required to have a training agreement and a training plan, signed by the student, parent/guardian, teacher/coordinator, and employer. The training plan shall include a diverse list of instructional objectives and on-the-job and in-school learning experiences. The workstation shall reflect equipment, skills, and tasks relevant to the occupation the student has chosen as a career goal. The student must receive compensation for work performed.

When Guided Workplace-Learning is offered, the student is allowed to work a maximum of 450 hours and must participate, with the work-based learning site supervisor, in a preplacement conference. A work-based learning plan must be developed to include the learning objectives, methods of learning, activities/responsibilities, time required, provisions for supervision, and method(s) of student evaluation. Students must also meet a minimum of once per week for the purpose of related instruction and developmental activities. Employment may be either paid or unpaid. (For additional information consult the Guided Workplace-Learning framework.)

It is highly recommended that for every 20 students (or portion thereof) enrolled in Marketing OJT and/or Guided Workplace-Learning, the teacher/coordinator be given a minimum of one hour of OJT-coordination release time per day for the purposes of visiting students on the job and managing the cooperative method of instruction.

The teacher/coordinator should visit each training site for the purpose of observation a minimum of once during each grading period, preferably while the student is actually working. A second contact each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the work-based learning/training plan is highly recommended.

On-the-job activities may be continued as a summer learning experience without classroom instruction for students who participated in the program during the school year immediately preceding the summer assignment.

The OJT course may be taken by a student for one or more semesters at the secondary level enabling the student to earn multiple credits. The specific student performance standards, which the student must achieve to earn credit, must be specified in the OJT training plan.

In accordance with Rule 6A-10.040, FAC., the minimum basic skills grade levels required for postsecondary adult vocational students to exit the programs in this cluster are listed at the program level or at the occupational completion points within the program. These grade level numbers correspond to a grade equivalent score obtained on one of the state designated basic skills examinations. If a student does not meet the basic skills level required for completion of the program, remediation should be provided concurrently through Vocational Preparatory Instruction (VPI). Please refer to the Rule for exemptions.

When a secondary student with a disability is enrolled in a vocational class with modifications to the curriculum framework, the particular outcomes and student performance standards, which the student must master to earn credit, must be specified

on an individual basis. The job or jobs for which the student is being trained should be reflected in the student's desired postschool outcome statement on the Transition Individual Educational Plan (Transition IEP).

SCANS Competencies: Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate methods to improve students' personal qualities, higher-order critical thinking skills, and problem-solving, technical, and literacy skills.

To be transferable statewide between institutions, this program/course must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific program or course articulation agreements with each other.

When offered at the postsecondary adult vocational level, this program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F. S.

- V. **INTENDED OUTCOMES:** After successfully completing appropriate course(s) for each occupational completion point of this program, the student will be able to perform the following:

OCCUPATIONAL COMPLETION POINT - DATA CODE A
SALESPERSONS, RETAIL - OES Code 49011

- 01.0 Demonstrate employability skills.
- 02.0 Demonstrate human relations skills necessary for success in fashion occupations.
- 03.0 Demonstrate proficiency in applying communication and technology skills.
- 04.0 Demonstrate proficiency in applying math skills unique to fashion marketing.
- 05.0 Identify economic principles.
- 06.0 Identify marketing and business fundamentals.
- 07.0 Identify effective selling techniques and procedures.
- 31.0 Discuss the history of fashion.
- 32.0 Discuss the use of design in fashion.
- 08.0 Select a fashion marketing industry for career planning.
- 09.0 Demonstrate applications of distribution to the fashion marketing industry.
- 10.0 Demonstrate applications of financing to the selected fashion marketing industry.
- 11.0 Demonstrate applications of product/service planning to the fashion marketing industry.
- 12.0 Demonstrate applications of marketing-information management to the fashion marketing industry.
- 13.0 Demonstrate pricing applications for the fashion marketing industry.
- 14.0 Demonstrate promotion applications for the fashion marketing industry.
- 15.0 Demonstrate purchasing applications to the fashion marketing industry.
- 16.0 Demonstrate applications of safety and risk-management to the fashion marketing industry.
- 17.0 Demonstrate applications of selling to the fashion marketing industry.

- 18.0 Demonstrate an understanding of entrepreneurship.
- 19.0 Identify the use of technology in fashion marketing.
- 33.0 Discuss the fashion design segment.
- 34.0 Identify characteristics of textiles and yarns used in fashion related industries.
- 35.0 Discuss fabric design and construction.
- 36.0 Discuss the steps involved in planning a fashion show.

OCCUPATIONAL COMPLETION POINT - DATA CODE B

FIRST-LINE SUPERVISORS AND MANAGER/SUPERVISORS - SALES AND RELATED WORKERS, FASHION - OES Code 41002

- 20.0 Apply economic principles to fashion.
- 21.0 Apply fashion product and service technology.
- 22.0 Demonstrate merchandising skills appropriate for fashion marketing.
- 23.0 Implement fashion marketing operational techniques.
- 24.0 Demonstrate proficiency in applying higher level mathematical skills unique to fashion marketing.
- 25.0 Apply promotional planning techniques and procedures to fashion marketing.
- 26.0 Apply entrepreneurial concepts to fashion marketing.
- 27.0 Apply marketing management principles to a fashion related business.
- 28.0 Analyze global fashion trends in fashion marketing.
- 29.0 Demonstrate applications of technology to fashion marketing.
- 30.0 Apply a career plan to fashion marketing.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Course Number: 8806010
 Course Title: Fashion Essentials
 Course Credit: 1

COURSE DESCRIPTION:

The purpose of this course is to develop the competencies essential to fashion marketing. These competencies include employability, human relations, communication, math, and economic skills. The fundamentals of fashion marketing and selling are also included. There is not an occupational completion point after the completion of this course.

01.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

- 01.01 Identify and utilize resources used in a job search (e.g., networking, newspaper, Internet).
- 01.02 Discuss importance of drug tests and criminal background checks in identifying possible employment options.
- 01.03 Identify steps in the job application process including arranging for references and proper documentation (e.g., green card).
- 01.04 Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9).

- 01.05 Prepare a resume (electronic and written), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.
 - 01.06 Identify and demonstrate appropriate dress and grooming for employment.
 - 01.07 Identify and demonstrate effective interviewing skills (e.g., behavioral).
 - 01.08 Describe methods for handling illegal interview and application questions.
 - 01.09 Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA, OSHA).
 - 01.10 Identify positive work attitudes and behaviors such as honesty, compassion, respect, responsibility, fairness, trustworthiness, and caring.
 - 01.11 Identify ways to work cooperatively in a business situation with diverse populations and the physically challenged.
 - 01.12 Describe importance of producing quality work and meeting performance standards.
 - 01.13 Identify personal and business ethics (e.g., preventing theft, pilfering, and unauthorized discounting).
 - 01.14 Demonstrate orderly and systematic behavior by creating and maintaining a monthly planner.
 - 01.15 Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).
 - 01.16 Identify how to prepare for job separation and re-employment.
 - 01.17 Create and maintain a portfolio of documents for job placement (e.g., resume, letters of recommendation, awards, evidence of participation in school/community/volunteer activities, employer evaluations).
 - 01.18 Identify and practice stress management and relaxation techniques.
 - 01.19 Discuss importance of practicing positive customer service skills.
- 02.0 **DEMONSTRATE HUMAN RELATIONS SKILLS NECESSARY FOR SUCCESS IN FASHION MARKETING OCCUPATIONS**--The student will be able to:
- 02.01 Demonstrate ability to work cooperatively with team members, supervisors, and customers from diverse cultural backgrounds.
 - 02.02 Define and discuss issues involving gender equity, disability, and age.
 - 02.03 Demonstrate interpersonal skills (e.g., courtesy, loyalty, being a team player).
 - 02.04 Identify and define friendliness, adaptability, empathy, and politeness as relates to business.
 - 02.05 Explain concepts of integrity, credibility, reliability, and perseverance.
 - 02.06 Demonstrate personality traits important to business (e.g., interest, enthusiasm, honesty, responsibility, flexibility).
 - 02.07 Maintain professional personal appearance and attitude.
 - 02.08 Demonstrate ability to use creative problem solving, decision-making, and critical thinking strategies.
 - 02.09 Demonstrate self-management, initiative, and multi-tasking.
 - 02.10 Explain concepts of self-understanding, self-esteem, and self-image.
 - 02.11 Demonstrate professional behavior and etiquette.
 - 02.12 Demonstrate respect for the opinions, customs, and individual differences of others.
 - 02.13 Set personal and career goals and develop a plan of action to achieve those goals.
 - 02.14 Identify areas where personal and professional change and adjustment may be necessary.
 - 02.15 Demonstrate ability to offer and accept feedback.
 - 02.16 Identify and practice stress management and relaxation techniques.

- 02.17 Maintain confidentiality of business matters.
 - 02.18 Support and follow company policies and procedures (e.g., attendance, tardiness, returns).
 - 02.19 Develop and demonstrate human relations skills needed for successful entry and progress in occupation selected by the student as a career objective.
- 03.0 DEMONSTRATE PROFICIENCY IN APPLYING COMMUNICATION AND TECHNOLOGY SKILLS--The student will be able to:
- 03.01 Identify and apply effective workplace communication skills (e.g., verbal, nonverbal, written, electronic).
 - 03.02 Describe effective staff communication and its uses (e.g., inter-personal, departmental, inter-departmental, company).
 - 03.03 Demonstrate ability to read and comprehend written communications.
 - 03.04 Identify a variety of forms of written business communications utilized in the workplace.
 - 03.05 Prepare a business letter, memorandum, fax, and e-mail.
 - 03.06 Demonstrate ability to speak effectively to customers/clients, co-workers, supervisors, and vendors using appropriate grammar and terminology.
 - 03.07 Discuss importance of developing networking skills to expand business contacts.
 - 03.08 Prepare and deliver a business-related presentation.
 - 03.09 Demonstrate active listening strategies that improve understanding and performance.
 - 03.10 Describe positive customer relations.
 - 03.11 Demonstrate conflict and dispute resolution techniques.
 - 03.12 Identify means of nonverbal communication.
 - 03.13 Demonstrate effective telephone and e-mail techniques and etiquette/netiquette in a business situation.
 - 03.14 Discuss methods of resolving customer complaints.
 - 03.15 Interpret business policies to customers/clients.
 - 03.16 Discuss importance of providing clear directions, descriptions, and explanations.
 - 03.17 Demonstrate ability to locate, understand, interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, and Internet resources.
 - 03.18 Identify types of technology/equipment used in the workplace.
 - 03.19 Define hypertext, URL, links, Internet Service Provider (ISP), bulletin board service (BBS), electronic storefront, e-mail, newsgroups, flames.
- 04.0 DEMONSTRATE PROFICIENCY IN APPLYING MATH SKILLS UNIQUE TO FASHION MARKETING--The student will be able to:
- 04.01 Perform addition, subtraction, multiplication, division, ratios, and percentage problems as related to industry.
 - 04.02 Apply problem solving techniques to sales related transactions including cash, checks, debit cards, credit cards, discounts, layaway, C. O. D., returns, gift certificates, and automatic fee withdrawals.
 - 04.03 Interpret quantitative information from tables, charts, and graphs as related to the workplace.
 - 04.04 Demonstrate ability to make change correctly.
 - 04.05 Calculate tax, gratuity, commission, and miscellaneous charges.
 - 04.06 Demonstrate ability to collect, organize, and interpret data, and predict outcomes relative to opening and closing procedures for a sales terminal.

- 04.07 Collect and analyze sales information to determine stock turnover and stock-sales ratio.
- 04.08 Apply standard industry formula to determine markup and markdown on merchandise.
- 04.09 Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges.
- 04.10 Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice.
- 04.11 Identify components of a break-even analysis.
- 04.12 Compute and analyze a break-even point.
- 04.13 Operate 10-key keypad.
- 04.14 Read and interpret a lease agreement.
- 04.15 Read and interpret a contract for purchase of real estate.
- 04.16 Read and complete an application for a bank loan.
- 04.17 Calculate the areas of surface and complete an accurate estimate of the costs of materials for covering those surfaces, including applicable taxes.
- 04.18 Use ratios, proportions, and scales to calculate distance on a map and calculate the square footage of rooms in a building using a scaled plan.

05.0 IDENTIFY ECONOMIC PRINCIPLES--The student will be able to:

- 05.01 Explain concept of economics and economic activities.
- 05.02 Explain concept of economic goods and services.
- 05.03 Explain concept of economic resources.
- 05.04 Explain concept of utility (form, place, time, possession, information).
- 05.05 Explain concept of "supply and demand."
- 05.06 Explain concept of price.
- 05.07 Identify, compare, and contrast major types of economic systems.
- 05.08 Explain relationship between government and business.
- 05.09 Explain concept of private enterprise and business ownership.
- 05.10 Explain role of profit motive.
- 05.11 Explain concept of risk.
- 05.12 Explain concept of competition.
- 05.13 Explain concept of productivity.
- 05.14 Identify components of gross national product (GNP) and gross domestic product (GDP).
- 05.15 Explain function of the Federal Reserve Board.

06.0 IDENTIFY MARKETING AND BUSINESS FUNDAMENTALS--The student will be able to:

- 06.01 Define marketing and its role.
- 06.02 Explain purpose of marketing in the free enterprise system.
- 06.03 Identify and explain the four foundations of marketing.
- 06.04 Identify and explain differences between indirect and direct marketing.
- 06.05 Identify and explain the functions of and differences between marketing and merchandising.
- 06.06 Explain relationship of marketing to business and the economy (e.g., SWOT analysis--strength, weakness, opportunity, threat).
- 06.07 Explain importance and methods of conducting market research (e.g., sampling, surveys, focus groups, etc.).

- 06.08 Discuss major fields of business activity (extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).
 - 06.09 Identify, explain, compare, and contrast the different types of business ownership (sole-proprietorship, partnership, corporation, franchise, licensing).
 - 06.10 Explain concept of marketing strategies.
 - 06.11 Explain concept of market segmentation and demographics.
 - 06.12 Explain importance and techniques of offering the right merchandising blend.
 - 06.13 Explain nature of channels of distribution.
 - 06.14 Explain elements that allow development of a marketing plan (e.g., research, advertising, public relations, direct and indirect marketing, promotions, merchandising, distribution, etc.).
 - 06.15 Explain factors affecting pricing decisions.
 - 06.16 Differentiate among the three basic categories of consumer goods (convenience, shopping, and specialty).
 - 06.17 Discuss role e-commerce will play in the marketing of goods and services.
 - 06.18 Explain network marketing (multilevel marketing) and how it differs from a pyramid scheme.
 - 06.19 Discuss the role of federal regulatory agencies [e.g., Food and Drug Administration (FDA), Consumer Product Safety Commission (CPSC), Environmental Protection Agency (EPA), Securities and Exchange Commission (SEC), Federal Trade Commission (FTC), Occupational Safety and Health Administration (OSHA)].
- 07.0 IDENTIFY EFFECTIVE SELLING TECHNIQUES AND PROCEDURES--The student will be able to:
- 07.01 Explain purpose, principles, and importance of selling.
 - 07.02 Identify qualities of a professional sales associate.
 - 07.03 Identify an effective sales presentation for a target market, including steps of a sale; consumer buying motives; approaches through greeting, merchandise, and service; proper time to approach a customer to open sale; feature-benefit analysis; building and closing the sale; and suggestion and substitution selling.
 - 07.04 Handle different customer types, such as the casual looker, the decided customer, the undecided customer, and the difficult customer.
 - 07.05 Discuss importance of meeting specialized sales needs.
 - 07.06 Demonstrate completing the sales transaction, including method of payment and counting back change; the proper way to fold, wrap, and bag merchandise after sale; and thanking the customer and inviting them to return.
 - 07.07 Discuss reasons for maintaining a client file.
- 31.0 DISCUSS THE HISTORY OF FASHION—The student will be able to:
- 31.01 Describe the theories of the origin of fashion.
 - 31.02 Describe the influences of historical events on American and global fashion.
 - 31.03 Explain economic, demographic, social, and political influences on fashion.
 - 31.04 Explain how the trickle-down and trickle-up theories apply to the fashion industry.
 - 31.05 Discuss the stages and length of the fashion cycle.
 - 31.06 Discuss impact of technology on the fashion industry.
 - 31.07 Identify the major fashion designers and their impact on the industry.

- 31.08 Differentiate between fashion trends and fads.
 - 31.09 Discuss evolution of national and local fashion retailers.
 - 31.10 Discuss the influence of electronic media on the fashion industry.
- 32.0 DISCUSS THE USE OF DESIGN IN FASHION—The student will be able to:
- 32.01 Identify and discuss the elements of design (e.g., color, shape, line, and texture).
 - 32.02 Identify and discuss the principles of design (e.g., balance, proportion, emphasis, and rhythm).
 - 32.03 Discuss the impact and dimensions of color in fashion.
 - 32.04 Explain the principles of color psychology and symbolism.
 - 32.05 Identify purpose/use of color wheel.
 - 32.06 Identify a variety of color schemes (e.g., monochromatic, analogous, complimentary, triad).
 - 32.07 Discuss the use of shape, line, and texture in fashion and visual merchandising.
 - 32.08 Discuss the importance of balance in garment design.
 - 32.09 Discuss the role of proportion, emphasis, rhythm, and harmony in garment design.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Course Number: 8806020
 Course Title: Fashion Applications
 Course Credit: 1

COURSE DESCRIPTION:

This course is designed to provide students with an in-depth study of fashion marketing in a free enterprise society and provide the knowledge, skills, and attitudes required for employment in a wide variety of fashion marketing occupations. After successful completion of the core (Fashion Essentials and Fashion Applications), students will have met **Occupational Completion Point, Data Code A, Salesperson, Retail, Fashion - OES 49011.**

- 08.0 SELECT A FASHION MARKETING INDUSTRY FOR CAREER PLANNING--The student will be able to:
- 08.01 Identify current employment opportunities in the fashion marketing field.
 - 08.02 Identify sources of information for career planning including the Internet.
 - 08.03 Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the fashion marketing field.
 - 08.04 Explain duties, responsibilities, and needed skills and knowledge of a particular fashion marketing career.
 - 08.05 Identify advantages and disadvantages of a particular fashion-marketing career.
 - 08.06 Complete self-assessments and analysis of life-style goals and career aspirations.

- 08.07 Develop an individualized education and career plan related to a major fashion marketing field.
 - 08.08 Write a job description for a selected fashion marketing occupation.
- 9.0 DEMONSTRATE APPLICATIONS OF DISTRIBUTION TO THE FASHION MARKETING INDUSTRY--The student will be able to:
- 09.01 Explain the concepts and processes needed to move, store, locate, and/or transfer ownership of fashion goods and services.
 - 09.02 Explain concepts of physical distribution and transportation systems related to the fashion industry.
 - 09.03 Identify and analyze appropriate transportation services for the fashion industry.
 - 09.04 Develop appropriate plans utilizing the channels of distribution for the fashion industry.
 - 09.05 Demonstrate skills required for fashion materials and service management.
 - 09.06 Analyze information related to routing and tracking merchandise.
 - 09.07 Explain the relationship between customer service and distribution.
- 10.0 DEMONSTRATE APPLICATIONS OF FINANCING TO THE SELECTED FASHION MARKETING INDUSTRY--The student will be able to:
- 10.01 Explain financial concepts used in making fashion marketing decisions.
 - 10.02 Explain concept of financial administration.
 - 10.03 Explain difference between income (credit) and expense (debit).
 - 10.04 Describe and prepare a cash-flow statement.
 - 10.05 Identify various types of credit policies and procedures.
 - 10.06 Explain purposes and importance of credit.
 - 10.07 Identify the positive and negative impacts of using credit in fashion marketing situations.
 - 10.08 Compare and contrast the use of different credit applications.
 - 10.09 Discuss industry concepts of price, profit, competition, and productivity.
 - 10.10 Calculate exchange rates.
- 11.0 DEMONSTRATE APPLICATIONS OF PRODUCT/SERVICE PLANNING TO THE FASHION MARKETING INDUSTRY--The student will be able to:
- 11.01 Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to fashion market opportunities.
 - 11.02 Explain the steps involved in decision-making (e.g., market research, assessment, planning, implementation design, and evaluation).
 - 11.03 Explain importance of product and service technology as it relates to customer satisfaction.
 - 11.04 Identify sources of fashion product knowledge.
 - 11.05 Demonstrate awareness of impact of both current and emerging technology on life-roles, life-styles, careers, and fashion marketing occupations.
 - 11.06 Explain product and service quality as applicable grades and industry standards.
 - 11.07 Discuss product-liability risks.
 - 11.08 Explain warranties and guarantees.
 - 11.09 Develop a product/service plan for an area of fashion marketing.
 - 11.10 Describe factors used by marketers to position products/business.
 - 11.11 Identify stages of and discuss importance of product life cycle.

- 12.0 DEMONSTRATE APPLICATIONS OF MARKETING-INFORMATION MANAGEMENT TO THE FASHION MARKETING INDUSTRY--The student will be able to:
- 12.01 Explain concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to fashion market opportunities.
 - 12.02 Explain process of marketing-information management.
 - 12.03 Explain nature and scope of fashion marketing operations.
 - 12.04 Demonstrate knowledge of inventory control systems and shipping and receiving procedures.
 - 12.05 Identify procedures for gathering information using technology.
 - 12.06 Utilize appropriate marketing-information management forms.
- 13.0 DEMONSTRATE PRICING APPLICATIONS FOR THE FASHION MARKETING INDUSTRY--The student will be able to:
- 13.01 Explain concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.
 - 13.02 Explain pricing objectives, policies, and strategies.
 - 13.03 Explain price marking techniques.
 - 13.04 Explain procedures for changing prices.
 - 13.05 Demonstrate decision-making skills required for determining pricing relative to the competition.
 - 13.06 Demonstrate problem-solving skills required when considering profit and price.
- 14.0 DEMONSTRATE PROMOTION APPLICATIONS FOR THE FASHION MARKETING INDUSTRY--The student will be able to:
- 14.01 Explain the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.
 - 14.02 Identify types of promotion used in the fashion industry.
 - 14.03 Discuss importance of advertising media and branding.
 - 14.04 Explain purposes and elements of advertising and display as related to the fashion marketing industry.
 - 14.05 Explain the impact on and uses of the Internet and Intranet in marketing fashion products and services.
 - 14.06 Use advertising guidelines to design appropriate media sample ads, i.e., print, radio, television, Internet, and others.
 - 14.07 Use design principles in preparing such merchandise/service displays as windows, endcaps, kiosks, and point-of-sale.
 - 14.08 Create an example of a non-personal sales technique such as use of magnets, buttons, T-shirts, or point-of-sale signs.
 - 14.09 Write a promotional message to appeal to a target market.
 - 14.10 Develop a sales promotion plan for a fashion marketing organization.
 - 14.11 Demonstrate public relations techniques as used in the fashion marketing industry.
 - 14.12 Design a web site for the fashion marketing industry.
- 15.0 DEMONSTRATE PURCHASING APPLICATIONS TO THE FASHION MARKETING INDUSTRY--The student will be able to:

- 15.01 Explain relationship between stock turnover and purchasing.
- 15.02 Demonstrate proper purchasing procedures.
- 15.03 Explain types of purchasing situations.
- 15.04 Demonstrate the techniques used to obtain the best terms when negotiating a purchase.
- 15.05 Demonstrate use of forms required for purchasing.
- 15.06 Evaluate merchandise or services using industry standards or company assessments.

16.0 DEMONSTRATE APPLICATIONS OF SAFETY AND RISK-MANAGEMENT TO THE FASHION MARKETING INDUSTRY--The student will be able to:

- 16.01 Explain how lack of knowledge and skill can cause accidents and health hazards in the workplace.
- 16.02 List reasons how anger, worry, drugs, alcohol, fatigue, and illness can cause accidents.
- 16.03 Describe actions that various agencies take to prevent accidents on the job.
- 16.04 Demonstrate understanding of environmental problems that impact health and safety.
- 16.05 Explain procedures for handling and reporting accidents.
- 16.06 Identify security procedures for the fashion marketing industry.
- 16.07 Identify techniques for preventing security problems, including correct procedures for recognizing and monitoring potential shoplifters.
- 16.08 Identify procedures used by industry to prevent internal loss and embezzlement.

17.0 DEMONSTRATE APPLICATIONS OF SELLING TO THE FASHION MARKETING INDUSTRY--The student will be able to:

- 17.01 Explain concepts and actions needed to determine client needs and wants and develop a personalized communication that will influence purchase decisions and enhance future business opportunities.
- 17.02 Describe the appropriate relationship between buyer and seller.
- 17.03 Demonstrate sales knowledge of industry, company, products, and competition.
- 17.04 Analyze potential prospects and customer buying behavior.
- 17.05 Analyze importance of communication and listening in creating a positive buying climate.
- 17.06 Identify sales techniques to aid customers/clients in making buying decisions.
- 17.07 Prepare a list of skills necessary to maintain sales accounts.
- 17.08 Create a sales presentation using presentation software.
- 17.09 Identify strategies to build and maintain a clientele.

18.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

- 18.01 Define "entrepreneurship."
- 18.02 Discuss role of the entrepreneur in the domestic and global economy.
- 18.03 Discuss entrepreneurship as a career choice (e.g., characteristics, aptitudes, and skills necessary to be a successful entrepreneur).
- 18.04 Identify economic principles of entrepreneurship.

- 18.05 Discuss the four parts of a business (production, finance, marketing, customer service).
 - 18.06 Analyze current entrepreneurial trends in the marketplace.
 - 18.07 Discuss importance of ethics in business.
 - 18.08 Identify strategies and methods for generating a business idea.
 - 18.09 Outline steps in planning a new business.
 - 18.10 Identify types and sources of government regulations and taxation that may affect a business.
 - 18.11 Identify communication and technology skills used in entrepreneurship.
- 19.0 IDENTIFY THE USE OF TECHNOLOGY IN FASHION MARKETING--The student will be able to:
- 19.01 Explain importance and uses of computers and the Internet in fashion marketing.
 - 19.02 Utilize word processing software to create a career/industry related document.
 - 19.03 Perform data entry procedures (e.g., payroll, inventory control).
 - 19.04 Perform merchandising math data entry procedures such as stock turnover, mark-up, mark-down, open-to-buy, pricing, invoicing, etc.
 - 19.05 Demonstrate marketing spreadsheet data entry and output procedures.
 - 19.06 Utilize spreadsheet software to enhance decision-making skills.
 - 19.07 Utilize integrated software programs to generate marketing reports and solve marketing problems.
 - 19.08 Identify technology appropriate for marketing functions and practices related to a fashion marketing career field.
 - 19.09 Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.
- 33.0 DISCUSS THE FASHION DESIGN SEGMENT--The student will be able to:
- 33.01 Identify and discuss price market categories of apparel.
 - 33.02 Describe standard sizing of the fashion industry.
 - 33.03 Identify clothing details that are most flattering to a variety of body proportions.
 - 33.04 Identify clothing styles as they relate to line and design.
 - 33.05 Discuss the importance of name recognition for fashion designers.
 - 33.06 Explain the designing process for ready-to-wear designers.
 - 33.07 Identify domestic fashion market centers.
 - 33.08 Identify international fashion market centers.
- 34.0 IDENTIFY CHARACTERISTICS OF TEXTILES AND YARNS USED IN FASHION RELATED INDUSTRIES—The student will be able to:
- 34.01 Identify types, uses, characteristics, advantages, and disadvantages of natural fibers.
 - 34.02 Identify types, uses, characteristics, advantages, and disadvantages of manufactured fibers.
 - 34.03 Identify types, uses, characteristics, advantages, and disadvantages of leather and fur.
 - 34.04 Discuss innovations and trends in the fiber trade.
 - 34.05 Discuss types and role of yarn blends and textures.
 - 34.06 Describe fabric construction and finishes commonly used in the fashion industry.

35.0 DISCUSS FABRIC DESIGN AND CONSTRUCTION—The student will be able to:

- 35.01 Identify and discuss the major forms of fabric design (e.g., structural, applied).
- 35.02 Identify types of weaving.
- 35.03 Identify types of knitting.
- 35.04 Identify other methods of fabric construction (e.g., nonwovens, quilted).
- 35.05 Discuss the impact of fabric finishing on fabrics.
- 35.06 Identify types of fabric finishing (e.g., bleaching, dyeing, printing).
- 35.07 Discuss differences between mechanical and chemical finishes.
- 35.08 Discuss differences between quality and performance standards.
- 35.09 Discuss impact of computer-aided design (CAD) and computer-aided manufacturing (CAM) on fabric design and construction.

36.0 DISCUSS THE STEPS INVOLVED IN PLANNING A FASHION SHOW—The student will be able to:

- 36.01 Explain the purposes of fashion shows.
- 36.02 Identify the main types of fashion shows.
- 36.03 Identify the steps involved in planning a fashion show.
- 36.04 Explain the importance of coordinating merchandise and models.
- 36.05 Describe the coordination of the physical layout, music, choreography, and commentary of fashion shows.
- 36.06 Explain the details involved with promoting and presenting a fashion show.
- 36.07 Describe the follow-up and evaluation procedures for a fashion show.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Course Number: 8806030
Course Title: Fashion Marketing Management
Course Credit: 1

COURSE DESCRIPTION:

This course provides instruction for career sustaining level employment in the fashion industry. The content includes applied skills related to the fashion marketing functions and industries including employment skills required for success in fashion and career planning as related to the fashion industry. After successful completion of the core (Fashion Essentials and Fashion Applications) and Fashion Marketing Management, students will have met **Occupational Completion Point, Data Code B, First Line Supervisors and Manager/Supervisors, Sales and Related Workers, Fashion - OES 41002.**

20.0 APPLY ECONOMIC PRINCIPLES TO FASHION--The student will be able to:

- 20.01 Explain economic trends as they relate to fashion marketing.

- 20.02 Explain role of the profit motive in the marketing of fashion products.
 - 20.03 Explain role of fashion marketing in the free enterprise system.
 - 20.04 Describe channels of distribution for fashion marketing.
 - 20.05 Apply economic concepts to fashion marketing including pricing, risk, productivity, competition, and cycles.
- 21.0 APPLY FASHION PRODUCT AND SERVICE TECHNOLOGY--The student will be able to:
- 21.01 Demonstrate appropriate techniques and terminology for selling apparel and accessories, house furnishings, and other fashion merchandise.
 - 21.02 Demonstrate principles in the merchandising of fashion products.
 - 21.03 Compare different types of fabric construction.
 - 21.04 Compare natural and man-made materials utilized in fashion products including finishes and care techniques.
 - 21.05 Assess designers who have had a major influence on fashion.
 - 21.06 Compare past, present, and future styles of apparel and accessories.
 - 21.07 Demonstrate the relationship between fabric characteristics and product use.
 - 21.08 Apply textile knowledge to a sales position.
 - 21.09 Analyze the unique fashion needs of infants and young children, older people, people with disabilities, pregnant women, and frequent travelers.
- 22.0 DEMONSTRATE MERCHANDISING SKILLS APPROPRIATE FOR FASHION MARKETING--The student will be able to:
- 22.01 Supervise basic stockkeeping techniques, such as sorting by color, size, and/or classification; and cleaning merchandise fixtures.
 - 22.02 Supervise initiatives in maintaining stock, such as rehangng merchandise, studying hangtags, and restocking merchandise.
 - 22.03 Demonstrate sales promotion technique of locating advertised merchandise on the selling floor.
 - 22.04 Demonstrate techniques to perform a fashion merchandise inventory.
 - 22.05 Organize the planning and presentation of fashion shows; include steps, purposes, and types of shows.
 - 22.06 Assist in the preparation of merchandise displays by demonstrating knowledge of design principles and elements, kinds of displays, patterns of arrangement, color principles, and appropriate displays for given types of merchandise.
 - 22.07 Plan a promotional campaign for a fashion product or line to include types of media, promotional mix, and evaluation of effectiveness.
 - 22.08 Demonstrate ability to follow a floor plan.
- 23.0 IMPLEMENT FASHION MARKETING OPERATIONAL TECHNIQUES--The student will be able to:
- 23.01 Implement accident prevention techniques in fashion marketing situations.
 - 23.02 Demonstrate receiving and checking techniques.
 - 23.03 Demonstrate techniques for preventing security problems, including correct procedures for recognizing and monitoring potential shoplifters.
 - 23.04 Demonstrate procedures relative to employees' role in preventing internal loss.
 - 23.05 Implement guidelines that address concerns and issues that relate to the operation of a fashion marketing business including safety practices.

- 23.06 Conduct an orientation for new employees.
- 24.0 DEMONSTRATE PROFICIENCY IN APPLYING HIGHER LEVEL MATHEMATICAL SKILLS UNIQUE TO FASHION MARKETING--The student will be able to:
- 24.01 Collect and analyze sales information to determine stock turnover and stock-sales ratio for fashion and related lines.
 - 24.02 Apply standard industry formula to determine markup and markdown for fashion merchandise.
 - 24.03 Analyze standard industry formulas relative to discount date and due date to determine amount of payment due on an invoice.
 - 24.04 Determine amount of merchandise to be reordered utilizing model stock by collecting, organizing, representing, and interpreting data and predicting outcomes.
 - 24.05 Complete pricing problems involving fixed or variable pricing, odd-cent pricing, and loss leader pricing.
 - 24.06 Calculate sales productivity.
 - 24.07 Calculate sales per hour.
 - 24.08 Calculate average items and average dollars per transaction.
- 25.0 APPLY PROMOTIONAL PLANNING TECHNIQUES AND PROCEDURES TO FASHION MARKETING--The student will be able to:
- 25.01 Analyze role of promotion in fashion marketing.
 - 25.02 Develop a fashion promotion plan for a given product or situation.
 - 25.03 Develop a promotional mix for a fashion related product.
 - 25.04 Identify the market(s) for the promotion plan.
 - 25.05 Prepare a promotional calendar of events.
 - 25.06 Prepare a written advertisement layout.
 - 25.07 Select and evaluate a variety of advertising media to carry the advertising message.
 - 25.08 Apply steps involved in planning and setting up fashion displays.
 - 25.09 Identify factors to consider when evaluating completed fashion displays.
 - 25.10 Differentiate between promotional displays and institutional displays.
 - 25.09 Implement strategies to be used for public relations.
 - 25.10 Establish promotion plan sales quotas and incentives.
 - 25.11 Evaluate the overall fashion promotion plan.
- 26.0 APPLY ENTREPRENEURIAL CONCEPTS TO FASHION MARKETING--The student will be able to:
- 26.01 Describe importance of entrepreneurship to the fashion industry.
 - 26.02 Analyze advantages and disadvantages of self-employment.
 - 26.03 Analyze risks involved in ownership of a fashion business.
 - 26.04 Assess advantages and disadvantages of the primary forms of fashion business ownership.
 - 26.05 Discuss future prospects for entrepreneurship and intrapreneurship in the fashion industry.
 - 26.06 Identify education, aptitudes, attitudes, and skills recommended for fashion entrepreneurs and intrapreneurs.

- 26.07 Assess personal potential to become a fashion entrepreneur and/or intrapreneur.
 - 26.08 Develop a plan to establish and open a fashion business.
- 27.0 APPLY MARKETING MANAGEMENT PRINCIPLES TO A FASHION RELATED BUSINESS--The student will be able to:
- 27.01 Explain fashion marketing management functions.
 - 27.02 Explain how a fashion marketing manager manages people, ideas, time, money, and materials.
 - 27.03 Explain why effective communication is critical to the fashion marketing manager.
 - 27.04 Apply the steps in the fashion marketing management problem-solving process.
 - 27.05 Demonstrate strategies the fashion marketing manager can use to motivate employees.
 - 27.06 Evaluate how the marketing concept influences fashion marketing.
 - 27.07 Develop a fashion marketing plan.
- 28.0 ANALYZE GLOBAL FASHION TRENDS IN FASHION MARKETING--The student will be able to:
- 28.01 Forecast global marketing trends in selected fashion industries.
 - 28.02 Analyze impact of global marketing in the fashion industry.
 - 28.03 Compare global markets and distributors for fashion products.
 - 28.04 Analyze multicultural influences on global fashion marketing.
 - 28.05 Evaluate sources of fashion import/export information.
 - 28.06 Evaluate how a product/market evaluation can help identify attitudes and preferences among consumers of various cultures.
 - 28.07 Research the role of the Internet in facilitating global fashion marketing.
- 29.0 DEMONSTRATE APPLICATIONS OF TECHNOLOGY TO FASHION MARKETING--The student will be able to:
- 29.01 Demonstrate mastery of computers and technology currently used in fashion marketing.
 - 29.02 Discuss use of satellite transmissions in fashion marketing training.
 - 29.03 Demonstrate use of the computer and information networks in fashion marketing.
- 30.0 APPLY A CAREER PLAN TO FASHION MARKETING--The student will be able to:
- 30.01 Develop a plan for pursuing a specific career in fashion marketing, including training and educational requirements, needed skills and abilities, and steps for reaching career goal.
 - 30.02 Demonstrate competencies required for career sustaining and mid-level management positions in the fashion marketing field.
 - 30.03 Demonstrate specific technology applications related to the student's selected fashion marketing career plan.

Develop forms of documentation for inclusion in a fashion marketing career portfolio.

**Florida Department of Education
CLUSTER CURRICULUM FRAMEWORK**

Cluster Title: Hospitality and Tourism
Cluster Type: Job Preparatory
Program Title: Academy of Travel and Tourism
Occupational Area: Marketing
Components: Core, Two Programs, Five Occupational Completion Points

	<u>Secondary</u>	<u>PSAV</u>
Program Number	8845100	M811040
CIP Number	0208.110400	0208.110400
Grade Level	9-12, 30, 31	30, 31
Length	4 credits	600 hours
Certification	BUS ED 1 @2 @4 TEACH CDE @7 MKTG 1 @2 DIST ED @7 TRANSPORT @7 G HOTEL TRNG @7 G	BUS ED 1 @2 @4 TEACH CDE @7 MKTG 1 @2 DIST ED @7 TRANSPORT @7 G HOTEL TRNG @7 G
Facility Code:	222	222
CTSO:	DECA	DEX
Co-op Method	Yes	Yes
Basic Skills		
Math		9
Language		9
Reading		9

- I. **MAJOR CONCEPTS/CONTENT:** The purpose of this program is to prepare students for employment in the travel and tourism industry as reservation and transportation agents, travel destination specialists, tour operators, transportation attendants (68028496), cruise ship consultants, or to provide supplemental training for those persons previously or currently employed in these occupations. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the travel and tourism industry: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues.

Listed below are the courses that comprise this program:

8845110 – Travel and Tourism 1(Introduction to Hospitality and Tourism 2002-2003)
8845140 - Computer Applications for Tourism (Computer Technology for Travel and Tourism 2002-2003)
8845130 - Travel and Tourism Internship (Hospitality and Tourism Internship 2002-2003)

OR

8800410 - Marketing Cooperative Education OJT
8845120 - Travel and Tourism 2(Travel and Tourism Marketing and Management 2002-2003)

- II. **LABORATORY ACTIVITIES:** Laboratory activities are an integral part of this cluster. Equipment and supplies should be provided to enhance hands-on experiences for students in the chosen occupation.
- III. **SPECIAL NOTE:** DECA, “An Association of Marketing Students” (secondary), and Delta Epsilon Chi, “An Association of Marketing Students” (postsecondary), are the appropriate career and technical student organizations for providing leadership training and for reinforcing specific career and technical skills. Career and Technical Student Organizations, when provided, shall be an integral part of the career and technical instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065 (8), FAC.

Cooperative Training (OJT), 8800410/M899990/0208.9999CP, or Travel and Tourism Internship, 8845130, are the appropriate work-based learning experiences for this program. Whenever OJT is offered each student is required to have a training agreement and training plan signed by the student, teacher/coordinator, and employer. The training plan should include a diverse list of instructional objectives, on-the-job skills, and in-school learning experiences. The workstation should reflect equipment, skills, and tasks relevant to the occupation that the student has chosen as a career goal. The student must receive compensation for work performed. The employer will evaluate the student’s job performance of the instructional objectives and learning experiences each grading period.

Students who choose the internship option must work a minimum of 150 hours to earn one credit. Travel and Tourism I and Computer Applications for Tourism should be completed prior to enrollment in Travel and Tourism Internship. Each student intern is required to have a job performance skills plan, signed by the student/ intern, teacher, and employer. This plan should include competencies developed through classroom experiences, a list of on-the-job duties and tasks to be performed, and identification of student performance standards. The Travel and Tourism Internship may provide paid or nonpaid work experience based on the needs of the student and availability of positions.

It is highly recommended that for every 20 students (or portion thereof) enrolled in OJT/internship, the teacher/coordinator be given a minimum of one hour of OJT-coordination release time per day for the purposes of visiting students on the job and managing the cooperative method of instruction.

The teacher/coordinator should visit each intern/OJT site a minimum of once during each grading period for the purpose of observation, preferably while the student is actually working. A second contact during each grading period for the purpose of evaluating the student’s progress in attaining the competencies listed in the job performance basic skills/training plan is highly recommended.

OJT and internship may be continued as a summer learning experience without classroom instruction for those students who participated in the program during the school year immediately preceding the summer assignment.

The OJT course may be taken by a student for one or more semesters at the secondary level enabling the student to earn multiple credits. The specific student performance

standards, which the student must achieve to earn credit, must be specified in the OJT training plan.

In accordance with Rule 6A-10.040, FAC., the minimum basic skills grade levels required for postsecondary adult vocational students to exit the programs in this cluster are listed at the program level or at the occupational completion points within the program. These grade level numbers correspond to a grade equivalent score obtained on one of the state designated basic skills examinations. If a student does not meet the basic skills level required for completion of the program, remediation should be provided concurrently through Vocational Preparatory Instruction (VPI). Please refer to the Rule for exemptions.

When a secondary student with a disability is enrolled in a vocational class with modifications to the curriculum framework, the particular outcomes and student performance standards, which the student must master to earn credit, must be specified on an individual basis. The job or jobs for which the student is being trained should be reflected in the student's desired postschool outcome statement on the Transition Individual Educational Plan. (Transition IEP).

SCANS Competencies: Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate methods to improve students' personal qualities, higher-order critical thinking skills, and problem solving, technical, and literacy skills.

To be transferable statewide between institutions, this program/course must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific program or course articulation agreements with each other.

When offered at the postsecondary adult vocational level, this program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F. S.

- IV. **INTENDED OUTCOMES:** After successfully completing appropriate course(s) for each Occupational Completion Point of this program, the student will be able to:

OCCUPATIONAL COMPLETION POINT - DATA CODE - A

GUEST SERVICES AGENT - Industry Title

- 01.0 Identify careers in the hospitality and tourism industry.
- 02.0 Demonstrate knowledge of the hospitality and tourism industry.
- 03.0 Demonstrate employability skills necessary for success in hospitality and tourism occupations.
- 04.0 Demonstrate human relations skills necessary for success in hospitality and tourism occupations.
- 05.0 Demonstrate proficiency in applying communication and technology skills in the hospitality and tourism industry.

- 06.0 Explain economic principles as related to the hospitality and tourism industry.
- 07.0 Identify marketing and business fundamentals related to the hospitality and tourism industry.
- 08.0 Identify sales techniques and procedures appropriate for use in the hospitality and tourism industry.
- 09.0 Perform mathematical operations related to hospitality and tourism occupations.

OCCUPATIONAL COMPLETION POINT - DATA CODE - B

RESERVATION AND TRANSPORTATION AGENT – OES 53805

- 10.0 Operate technology, computer systems, and the Internet.
- 11.0 Understand and demonstrate proficiency using a computer reservation system.
- 12.0 Demonstrate an understanding of computer reservation system records.
- 13.0 Demonstrate the importance of standardization in the airline industry.
- 14.0 Perform functions that are associated with the computer reservation system.
- 15.0 Recognize functions associated with making a lodging reservation.
- 16.0 Recognize functions associated with making a ground transportation reservation.
- 17.0 Recognize functions associated with a cruise reservation.
- 18.0 Assess the impact of technology and automation on the travel reservation industry.
- 19.0 Demonstrate proficiency in applying communication, leadership, and customer relations skills in the travel and tourism industry.
- 20.0 Apply employability skills necessary for success in the travel and tourism industry.
- 21.0 Perform designated job skills.
- 22.0 Demonstrate work ethics.

OCCUPATIONAL COMPLETION POINT - DATA CODE - C

TRAVEL DESTINATION SPECIALIST - INDUSTRY TITLE

- 23.0 Explain marketing principles as they relate to travel and tourism.
- 24.0 Demonstrate sales and customer service techniques in the selling of travel and tourism products.
- 25.0 Demonstrate proficiency in applying higher level mathematical skills unique to travel and tourism.
- 26.0 Discuss the Internet as a travel and tourism marketing tool.
- 27.0 Discuss the needs of the business traveler.
- 28.0 Examine the impact of meetings, conventions, conferences, and incentive travel.
- 29.0 Examine facts and principles related to the cruise industry.
- 30.0 Examine facts and principles related to the air travel industry.
- 31.1 Examine facts and principles related to the ground travel industry.
- 32.0 Examine facts and principles related to the lodging industry.
- 32.1 Examine facts and principles related to leisure travel.
- 34.0 Describe the development of the tour package.
- 35.0 Explain options for selling travel and tourism products.
- 36.0 Create a sales promotion tool for a travel and tourism product.
- 37.0 Develop a plan for a career in the travel and tourism industry.

HOSPITALITY AND TOURISM CLUSTER
Secondary and Postsecondary Adult Vocational

ACADEMY OF TRAVEL & TOURISM
8110100/M811040/0208.110400

Data Code C
Travel Destination
Specialist
Industry Title

Travel and Tourism 2
8845120
(Travel and Tourism Marketing
and Management 2002-2003)

4 Credits/600 Hours

Data Code B
Reservation and
Transportation
Agent OES 53805

Travel and Tourism Internship
8845130
(Hospitality and Tourism Internship
2002-2003)

OR

Marketing Cooperative Education

**Computer Applications for
Tourism 8845140**
(Computer Technology for
Travel and Tourism 2002-2003)

3 Credits/450 Hours

**HOTEL OPERATIONS AND
SUPERVISION DEVELOPMENT**
(LODGING OPERATIONS 2002-2003
6070100/M607010/0206.010100

Data Code C
Front Desk Supervisor
Industry Title

Hotel Supervision Development
8830330
(Lodging Applications 2002-2003)

4 Credits/600 Hours

Data Code B
Front Desk Agent
Industry Title

Travel and Tourism Internship
8845130
(Hospitality and Tourism
Internship 2002-2003)

OR

Marketing Cooperative
Education

Hotel Operations
8830320
(Lodging Principles
2002-2003)

3 Credits/450 Hours



Travel and Tourism 1
8845110
OR
Hotel Fundamentals
8830310
1 Credit/150 Hours

(Introduction to
Hospitality and Tourism

Data Code A
Guest Services Agent
Industry Title

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Course Title: Travel and Tourism 1
(Introduction to Hospitality and Tourism 2002- 2003)
Course Number: 8845100
Course Credit: 1
COURSE DESCRIPTION:

The purpose of this course is to introduce students to the skills necessary for success in the hospitality and tourism industry. Students will also have the opportunity to learn hospitality and tourism terminology and the mathematical, economic, marketing, and sales fundamentals of the industry. Students will have met Occupational Completion Point A: Guest Services Agent.

- 01.0 IDENTIFY CAREERS IN THE HOSPITALITY AND TOURISM INDUSTRY—The student will be able to:
- 01.01 List career positions in a variety of hospitality and tourism related industry components (e.g., ground transportation, cruise, air travel, lodging, food service, retail and corporate travel, leisure and recreation, conventions and special events).
 - 01.02 Explain duties and responsibilities for the identified hospitality and tourism positions using current sources of information.
 - 01.03 Identify skills and knowledge needed by hospitality and tourism professionals.
 - 01.04 Identify requirements for entry and advancement, career ladders, and employment opportunities.
 - 01.05 Identify advantages and disadvantages of working in the hospitality and tourism industry.
 - 01.06 Complete self-assessment and analysis of life style goals and aspirations to evaluate for suitability in the hospitality and tourism industry.
 - 01.07 Develop an individualized education and career plan related to the hospitality and tourism industry.
- 02.0 DEMONSTRATE KNOWLEDGE OF THE HOSPITALITY AND TOURISM INDUSTRY—The student will be able to:
- 02.01 Trace history and development of the hospitality and tourism industry (e.g., airline deregulation, technology, globalization).
 - 02.02 Trace history, development, and relative importance of various travel modalities and lodging facilities.
 - 02.03 Define commonly used terms in the hospitality and tourism industry.
 - 02.04 Identify major components of the hospitality and tourism industry.
 - 02.05 Identify and describe organizational structures and divisions within the hospitality and tourism industry.
 - 02.06 Identify technological advancement within the hospitality and tourism industry.
 - 02.07 Describe importance of quality service and continuous improvement.
 - 02.08 Understand concept of perishability and seasonality of hospitality and tourism products.
 - 02.09 Recognize the need for quality assurance in the hospitality and tourism industry.
 - 02.10 Identify business and professional associations and certifications.

- 02.11 Differentiate between international, domestic, and local hospitality and tourism.
 - 02.12 Identify and cite sources of major travel documents needed by travelers.
 - 02.13 Recognize the problems caused by improper documentation.
 - 02.14 Identify and understand the use of industry specific resources.
 - 02.15 Identify future trends in the hospitality and tourism industry.
 - 02.16 Demonstrate a functional understanding of domestic and international procedures throughout the hospitality and tourism industry.
 - 02.17 Identify factors influencing travelers to choose a particular location (e.g., weather, culture, climate, cost, natural resources).
 - 02.18 Describe components of an itinerary and a tour package.
 - 02.19 Identify modes and uses of ground transportation and discuss advantages and disadvantages of each.
 - 02.20 Demonstrate a functional understanding of flight schedules.
 - 02.21 Identify, compare, and contrast types of lodging facilities and ownership.
 - 02.22 Explain factors that determine room rates and package plans.
 - 02.23 Identify sources of information concerning popular cruise destinations and itineraries.
 - 02.24 Demonstrate a functional understanding of a cruise ship including the deck plan, public spaces, and stateroom accommodations.
 - 02.25 Identify and explain the similarities of a cruise ship and a hotel as a destination.
 - 02.26 Identify types of food service operations, segments, and ownership.
 - 02.27 Identify role of conventions and special events in the hospitality and tourism industry.
 - 02.28 Identify components of leisure and recreation industry and provide examples of each.
 - 02.29 Explain differences between public and commercial leisure and recreational systems.
- 03.0 DEMONSTRATE EMPLOYABILITY SKILLS NECESSARY FOR SUCCESS IN HOSPITALITY AND TOURISM OCCUPATIONS—The student will be able to:
- 03.01 Identify and utilize resources used in a job search for a hospitality and tourism related career (e.g., networking, newspaper, Internet).
 - 03.02 Discuss importance of drug tests and criminal background checks in identifying possible employment options.
 - 03.03 Identify steps in the job application process including arranging for references and proper documentation (e.g., green card).
 - 03.04 Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9).
 - 03.05 Prepare a resume (electronic and written), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.
 - 03.06 Identify and demonstrate appropriate dress and grooming for employment.
 - 03.07 Identify and demonstrate effective interviewing skills (e.g., behavioral).
 - 03.08 Describe methods for handling illegal interview and application questions.
 - 03.09 Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA, OSHA).
 - 03.10 Identify positive work attitudes and behaviors such as honesty, compassion, respect, responsibility, fairness, trustworthiness, and caring.
 - 03.11 Identify ways to work cooperatively in a business situation with diverse populations and the physically challenged.

- 03.12 Describe importance of producing quality work and meeting performance standards.
 - 03.13 Identify personal and business ethics (e.g., preventing theft, pilfering, and unauthorized discounting).
 - 03.14 Demonstrate orderly and systematic behavior by creating and maintaining a monthly planner.
 - 03.15 Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).
 - 03.16 Identify how to prepare for job separation and re-employment.
 - 03.17 Create and maintain a portfolio of documents for job placement (e.g., resume, letters of recommendation, awards, evidence of participation in school/community/volunteer activities, employer evaluations).
 - 03.18 Identify and practice stress management and relaxation techniques.
 - 03.19 Discuss importance of practicing positive customer service skills.
- 04.0 DEMONSTRATE HUMAN RELATIONS SKILLS NECESSARY FOR SUCCESS IN HOSPITALITY AND TOURISM OCCUPATIONS—The student will be able to:
- 04.01 Develop a list of qualities necessary to be an effective team player (e.g., respect).
 - 04.02 Demonstrate ability to work cooperatively with team members, supervisors, and guests from diverse cultural backgrounds.
 - 04.03 Identify sensitive workplace issues (i.e., gender equity, cultural diversity, professional ethics, disability, age).
 - 04.05 Identify, define, and demonstrate professional interpersonal skills and personality traits.
 - 04.06 Maintain hygiene, professional appearance, and a positive attitude.
 - 04.07 Demonstrate ability to use creative problem-solving, decision-making, and critical-thinking strategies.
 - 04.08 Demonstrate self-management, initiative, and multi-tasking.
 - 04.09 Demonstrate appropriate workplace social behavior.
 - 04.10 Set personal and career goals and develop a plan of action to achieve those goals.
 - 04.11 Identify areas where personal and professional change and adjustment may be necessary.
 - 04.12 Demonstrate ability to offer and accept feedback.
 - 04.13 Identify and practice stress management and relaxation techniques.
 - 04.14 Explain importance of maintaining confidentiality of business matters.
 - 04.15 Express importance of supporting and following company policies and procedures (e.g., attendance, tardiness).
 - 04.16 Identify customer service skills needed for successful entry and progress in the hospitality and tourism industry.
- 05.0 DEMONSTRATE PROFICIENCY IN APPLYING COMMUNICATION AND TECHNOLOGY SKILLS IN THE HOSPITALITY AND TOURISM INDUSTRY—The student will be able to:
- 05.01 Identify and apply effective communication techniques (e.g., verbal, nonverbal, written, electronic).
 - 05.02 Describe effective staff communication and its uses (e.g., interpersonal, departmental, interdepartmental, company).
 - 05.03 Identify, read, and comprehend a variety of forms of written communications utilized in the workplace.

- 05.04 Prepare a business letter, memo, fax, and e-mail.
 - 05.05 Describe positive guest/client relations.
 - 05.06 Demonstrate ability to speak effectively to guests, co-workers, supervisors, and vendors using grammar and terminology appropriate to the industry.
 - 05.07 Identify techniques of placing, answering, placing on hold, recording messages, and referring telephone calls.
 - 05.08 Identify techniques of dealing with inappropriate telephone calls (i.e., bomb threats, obscene, abusive).
 - 05.09 Demonstrate effective etiquette/netiquette in a business situation.
 - 05.10 Discuss importance of developing networking skills to expand contacts within the industry.
 - 05.11 Demonstrate active listening strategies that improve understanding and performance on the job.
 - 05.12 Discuss importance of providing clear directions, interpretations, descriptions, and explanations.
 - 05.13 Create and deliver an oral presentation.
 - 05.14 Identify and demonstrate mediation techniques (i.e., resolving complaints, disputes, negotiations).
 - 05.15 Identify components of and prepare an itinerary.
 - 05.16 Demonstrate ability to locate and interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, maps, and Internet resources.
 - 05.17 Identify types of technology/equipment used in a hospitality/tourism-related workplace (i.e., cash register, computer, scanner, time clock).
- 06.0 EXPLAIN ECONOMIC PRINCIPLES AS RELATED TO THE HOSPITALITY AND TOURISM INDUSTRY—The student will be able to:
- 06.01 Explain concept of supply and demand (e.g., overbooking, yield management).
 - 06.02 Explain role of employee productivity in contributing to profit margin (bottom line).
 - 06.03 Identify economic opportunities in the industry.
 - 06.04 Explain impact of tourism on local, state, national, and international economies.
 - 06.05 Identify advantages and disadvantages of the primary forms of business ownership.
- 07.0 IDENTIFY MARKETING AND BUSINESS FUNDAMENTALS RELATED TO THE HOSPITALITY AND TOURISM INDUSTRY—The student will be able to:
- 07.01 Explain marketing and its role in the industry and the free enterprise system.
 - 07.02 Explain elements in the marketing mix (price, product, promotion, place, and people).
 - 07.03 Explain functions of the business and marketing plan.
 - 07.04 Explain concept of service vs. product marketing strategies.
 - 07.05 Explain concept of target markets and market identification (e.g., market segmentation).
 - 07.06 Identify industry specific channels of distribution.
 - 07.07 Identify niche markets (customer segmentation).
 - 07.08 Identify specialty markets (product segmentation, e.g., sports, shopping, religion).
 - 07.09 Recognize cultural customs and taboos.
 - 07.10 Discuss the role of federal regulatory agencies.

08.0 IDENTIFY SALES TECHNIQUES AND PROCEDURES APPROPRIATE FOR USE IN THE HOSPITALITY AND TOURISM INDUSTRY—The student will be able to:

- 08.01 Explain purpose, principles, and importance of selling.
- 08.02 Identify effective sales techniques (e.g., steps in sales process, cross-selling, alternative options).
- 08.03 Explain motivation, needs, and expectations of the hospitality and tourism consumer.
- 08.04 Identify an effective sales presentation (e.g., feature-benefit analysis).
- 08.05 Discuss the importance of meeting specialized sales needs (e.g., business travel, conventions and meetings, conferences, physically and/or mentally challenged).
- 08.06 Identify pros and cons of using the Internet as a sales tool.

09.0 PERFORM MATHEMATICAL OPERATIONS RELATED TO HOSPITALITY AND TOURISM OCCUPATIONS—The student will be able to:

- 09.01 Perform addition, subtraction, multiplication, division, ratios, and percentages as they relate to hospitality and tourism (e.g., air travel, lodging, food service, car rentals, tours, cruises).
- 09.02 Apply problem-solving techniques to hospitality and tourism sales-related transactions (e.g., cash, checks, debit cards, credit cards, discounts).
- 09.03 Interpret quantitative information from tables, charts, and graphs as related to the hospitality/tourism related workplace.
- 09.04 Using standard industry formulas relative to discount date and due date, compute amount of payment on an invoice.
- 09.05 Calculate commissions, gratuities, taxes, and miscellaneous charges.
- 09.06 Calculate actual flying time and time zone differences.
- 09.07 Use ratios, proportions, and scales to calculate distance on a map.
- 09.08 Identify sources of currency exchange rates.
- 09.09 Classify different payment options (e.g., cash, personal checks, traveler's checks, credit cards, debit cards, incentive program points).
- 09.10 Calculate refunds and exchange transactions for hospitality and tourism related services.
- 09.11 Explain function of a night audit in the lodging and cruise industry.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Title:	Computer Applications for Tourism (Computer Technology for Travel and Tourism 2002-2003)
Course Number:	8845140
Course Credit:	1

COURSE DESCRIPTION:

This course is designed to provide an introduction to computers and to develop entry-level skills for computer-related careers in the travel and tourism industry. There is no occupational completion point after the completion of this course.

10.0 OPERATE TECHNOLOGY, COMPUTER SYSTEMS, AND THE INTERNET—The student will be able to:

- 10.01 Demonstrate computer knowledge (e.g., hardware, software, operating systems, terminology).
- 10.02 Demonstrate proper keyboarding techniques.
- 10.03 Utilize word-processing software to create career/industry related documents.
- 10.04 Create a business card for networking purposes.
- 10.05 Utilize spreadsheet software to enhance decision-making skills.
- 10.06 Utilize database software to create a basic database.
- 10.07 Utilize presentation software to create a multimedia presentation.
- 10.08 Demonstrate knowledge of Internet fundamentals (e.g., E-mail, portals/search engines).
- 10.09 Demonstrate knowledge of office technology equipment.
- 10.10 Utilize a desktop publishing program to design a homepage for the schools travel program (i.e., High Wire).
- 10.11 Compare the uses of the Internet, including electronic mail, as used to communicate quickly with suppliers, customers, and other agencies.
- 10.12 Identify the impact of the Internet on the hospitality and tourism industry.
- 10.13 List some of the many web sites addresses of organizations that can provide the most up-to-date information about the industry.
- 10.14 Demonstrate the importance of the Internet as a research tool to quickly answer customers' questions regarding such items as weather, sightseeing options, hotels, car rentals, restaurants, documentation requirements, theatres, and parks.
- 10.15 Analyze past, present, and future impact of technology on the travel and tourism industry (i.e., liquor portion control system, hospitality information systems, food and beverage information systems, club management software).

11.0 UNDERSTAND AND DEMONSTRATE PROFICIENCY USING A COMPUTER RESERVATION SYSTEM—The student will be able to:

- 11.01 Identify the major travel computerized reservation systems (e.g., SABRE, APOLLO, System One AMADEUS, WorldSpan).
- 11.02 Distinguish between hosts and co-hosts.

- 11.03 Identify the tasks performed by computer reservations agents (e.g., creating Passenger Name Records [PNRs], maintaining PNRs, airspace, quoting airfares, pricing itineraries, rental cars, hotel accommodations).
- 12.0 DEMONSTRATE AN UNDERSTANDING OF COMPUTER RESERVATION SYSTEM RECORDS—The student will be able to:
 - 12.01 Define a Passenger Name Record (PNR).
 - 12.02 Identify and explain the items needed to create a PNR.
 - 12.03 Identify optional parts of a PNR (e.g., Special Services Requests [SSR], Other Service Information [OSI], remarks).
 - 12.04 Create a PNR by entering coded ticketing information.
 - 12.05 Retrieve a PNR.
 - 12.06 Modify a PNR.
- 13.0 DEMONSTRATE THE IMPORTANCE OF STANDARDIZATION IN THE AIRLINE INDUSTRY—The student will be able to:
 - 13.01 Identify airline references used for air travel (e.g., Official Airline Guide [OAG], Customer Reservation System [CRS], and published timetables).
 - 13.02 Identify carrier, airport, and city codes for major domestic and international airlines.
 - 13.03 Demonstrate an understanding of the city/airport and airline codes.
 - 13.04 Identify hub and spoke systems utilized by major carriers.
 - 13.05 Explain the use of the tables, including class of service, frequency code, and meal/snack service.
 - 13.06 Interpret a flight schedule by identifying the classes of service and booking codes.
 - 13.07 Calculate flight times in relation to different time zones.
 - 13.08 Define passenger bill of rights and rules governing air travel (e.g., delays, cancellations, acts of nature).
 - 13.09 Demonstrate knowledge and understanding of ticketless and e-travel.
- 14.0 PERFORM FUNCTIONS THAT ARE ASSOCIATED WITH THE COMPUTER RESERVATION SYSTEM—The student will be able to:
 - 14.01 Simulate booking a flight reservation from an availability display.
 - 14.02 Create a CRS itinerary.
 - 14.03 Demonstrate knowledge of airfares and the ticketing process.
 - 14.04 Identify the agencies that set standards and monitor ticketing processes such as issuance, payment, and refunds.
 - 14.05 Enter data in an automated system and use the ticket information to invoice an itinerary with non-ARC segments.
 - 14.06 Read and interpret an Automated Ticket and Boarding Pass (ATB).
 - 14.07 Demonstrate a functional understanding of how to handle a segment status change.
- 15.0 RECOGNIZE FUNCTIONS ASSOCIATED WITH MAKING A LODGING RESERVATION—The student will be able to:
 - 15.01 Identify references used in the lodging industry (e.g., Official Hotel Guide, Hotel and Travel Index, OAG Business Travel Planner, Internet, a CRS display).

- 15.02 Compare a sample listing for a lodging establishment in each of the references identified above.
 - 15.03 Recognize and display hotel codes.
 - 15.04 Compare the information found on a hotel's website vs. a CRS availability display.
 - 15.05 Determine information needed to book a hotel reservation.
 - 15.06 Identify types of computer generated reports used in the industry (i.e., cashier report, arrival report, credit report, departure report).
- 16.0 RECOGNIZE FUNCTIONS ASSOCIATED WITH MAKING A GROUND TRANSPORTATION RESERVATION—The student will be able to:
- 16.01 Identify references used in the car rental and rail transportation industry (e.g., OAG Business Travel Planner, Internet, CRS display, Amtrak National Train Timetable, VIA Rail Selling Guide, VIA Resernet Interactive).
 - 16.02 Determine options for transferring to destination (e.g., mass transit, taxi, shuttle, car rental).
 - 16.03 Determine information needed to book rail travel.
 - 16.04 Determine information needed to book a car rental.
 - 16.05 Using a CRS, read and interpret the information found in an availability display.
 - 16.06 Compare and contrast policies and procedures for renting a car vs. booking a rail ticket (domestic and international).
- 17.0 RECOGNIZE FUNCTIONS ASSOCIATED WITH A CRUISE RESERVATION—The student will be able to:
- 17.01 Identify references used in the cruise line industry (e.g., Cruise Line International Association [CLIA] Manual, Berlitz Complete Handbook to Cruising, Star Service, Total Traveler by Ship, cruise brochures, and CRSs).
 - 17.02 Compare a sample listing for a cruise reservation in two of the references identified above.
 - 17.03 Determine information needed to book a cruise reservation.
- 18.0 ASSESS THE IMPACT OF TECHNOLOGY AND AUTOMATION ON THE TRAVEL RESERVATION INDUSTRY—The student will be able to:
- 18.01 Research current trends in the use of computers in the travel reservation industry.
 - 18.02 Analyze major uses and effects of the Internet on the travel reservation industry.
 - 18.03 Contrast the value-added services offered by a travel consultant vs. online services.
 - 18.04 Assess possible career paths requiring the knowledge of computers in the travel reservation industry.
- 19.0 DEMONSTRATE PROFICIENCY IN APPLYING COMMUNICATION, LEADERSHIP, AND CUSTOMER RELATIONS SKILLS IN THE TRAVEL AND TOURISM INDUSTRY—The student will be able to:
- 19.01 Demonstrate techniques for making and maintaining a positive first impression.
 - 19.02 Practice telephone techniques for placing, answering, placing on hold, and referring telephone calls.
 - 19.03 Record and relay accurate messages.

- 19.04 Interpret business policies to customers/vendors.
- 19.05 Propose techniques to resolve complaints.
- 19.06 Apply networking skills.
- 19.07 Evaluate team performance.
- 19.08 Differentiate between appropriate and inappropriate business attire and grooming.
- 19.09 Compare and contrast school and work environment.
- 19.10 Debate current issues impacting the industry.
- 19.11 Generate a report using industry-related resources.
- 19.12 Create an itinerary.
- 19.13 Plan and participate in a meeting/conference.
- 19.14 Apply leadership skills through involvement in community and/or school activities.

20.0 APPLY EMPLOYABILITY SKILLS NECESSARY FOR SUCCESS IN THE TRAVEL AND TOURISM INDUSTRY—The student will be able to:

- 20.01 Investigate career skills necessary to be successful in the industry (e.g., geography, sales, customer service, telephone, computer, foreign language, math, written and oral communication).
- 20.02 Research currently available job opportunities and/or post-secondary programs.
- 20.03 Update resume and cover letter for the purpose of applying for a travel and tourism related job or college admission.
- 20.04 Evaluate and update career portfolio (e.g., resume, letters of recommendation, awards, evidence of participation in service and work-based learning activities, employer evaluations).
- 20.05 Assess skills needed for a successful interview (research company, anticipate questions, prepare questions).
- 20.06 Develop criteria and measure performance of specified professional behaviors.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Title: Travel and Tourism 2
(Travel and Tourism Marketing and Management 2002-2003)
Course Number: 8845120
Course Credit: 1

COURSE DESCRIPTION:

The purpose of this course is to provide students necessary career specific instruction in travel and tourism. Students will learn sales techniques, marketing principles, and entrepreneurship skills necessary to succeed in the travel and tourism industry. Students will have met Occupational Completion Point Data Code C: Travel Destination Specialist - Industry Title.

23.0 EXPLAIN MARKETING PRINCIPLES AS THEY RELATE TO TRAVEL AND TOURISM—The student will be able to:

- 23.01 Identify and explain levels of travelers' needs by applying Maslow's hierarchy.
- 23.02 Explain methods to identify and qualify the customer (e.g., time, money, interests).
- 23.03 Assess importance of value-added services.
- 23.04 Research the role of travel suppliers.
- 23.05 Explain the role of local, state, national, and international government organizations that promote travel.
- 23.06 Diagram and explain the various channels of distribution used in the travel and tourism industry.
- 23.07 Compare and contrast marketing and sales.
- 23.08 Discuss how the product life cycle affects the prices and desirability of travel and tourism products.
- 23.09 Identify and analyze the types of marketing used in the travel and tourism industry.
- 23.10 Describe major sales promotion techniques.
- 23.11 Explain how public relations differ from advertising.
- 23.12 Explain why and how travel markets are segmented.
- 23.13 Evaluate viability of a market segment.
- 23.14 Explain methods used to segment markets (i.e., demographic, geographic, behavioristic, psychographic).
- 23.14 Explain importance and methods of market research.

24.0 DEMONSTRATE SALES AND CUSTOMER SERVICE TECHNIQUES IN THE SELLING OF TRAVEL AND TOURISM PRODUCTS--The student will be able to:

- 24.01 Explain why service is a technical skill and hospitality an emotional skill.
- 24.02 Describe and demonstrate traits needed to be an effective sales professional.
- 24.03 Describe the value of using emotive words in making a sale.
- 24.04 Describe and demonstrate methods of overcoming obstacles to a sale.
- 24.05 Practice problem-solving techniques for the resolution of challenges.
- 24.06 Evaluate importance and impact of customer service.
- 24.07 Discuss the importance of service-minded behaviors.
- 24.08 Develop and demonstrate customer service skills.

- 25.0 DEMONSTRATE PROFICIENCY IN APPLYING HIGHER LEVEL MATHEMATICAL SKILLS UNIQUE TO TRAVEL AND TOURISM—The student will be able to:
- 25.01 Apply standard industry formula to determine markup and markdown (i.e., occupancy, average daily rate, food cost controls, inventory).
 - 25.02 Recognize yield and revenue management concepts.
 - 25.03 Explain financial concepts used in making business decisions.
 - 25.04 Explain concept of financial administration.
 - 25.05 Explain difference between income (credit) and expense (debit).
 - 25.06 Describe and prepare a cash-flow statement.
 - 25.07 Analyze industry concepts of price, profit, competition, and productivity.
- 26.0 DISCUSS THE INTERNET AS A TRAVEL AND TOURISM MARKETING TOOL—The student will be able to:
- 26.01 Define Internet and industry related terms (e.g., protocol, ISP, URL, WWW, bandwidth).
 - 26.02 Explain services the Internet provides (e.g., file transfer protocol, newlists, e-mail).
 - 26.03 Research advantages and disadvantages of marketing on the Internet (e.g., cost, accessibility).
 - 26.04 Practice a variety of forms of communication (e.g., website, e-mail, newsgroups, chatrooms).
 - 26.05 Discuss political, ethical, and legal issues of using the Internet.
 - 26.06 Discuss history and emerging trends.
 - 26.07 Discuss security issues (e.g., firewalls, hacking, viruses, e-commerce).
 - 26.08 Discuss social impact of the Internet (e.g., commerce, relationships, gathering personal research, validity of data).
 - 26.09 Discuss demographics of Internet users.
 - 26.10 Discuss criteria for selecting an Internet Service Provider (ISP).
 - 26.11 Describe process for securing a domain name.
 - 26.12 Discuss copyright and registered trademark issues in securing a domain name.
- 27.0 DISCUSS THE NEEDS OF THE BUSINESS TRAVELER--The student will be able to:
- 27.01 Explain who the business traveler is and why they travel.
 - 27.02 Compare and contrast corporate travel policies.
 - 27.03 Explain the role of the frequent flyer and guest programs.
 - 27.04 Discuss the role of the business travel department and the corporate travel agency.
 - 27.05 List the services and amenities a business traveler requires.
 - 27.06 Differentiate between the needs of the business traveler and the leisure traveler.
 - 27.07 Discuss when the business traveler becomes a leisure traveler.
 - 27.08 Assess role of emerging technology in assisting the business traveler (e.g., cellular telephones, Global Positioning System (GPS) mapping devices, optical scanners, digital cameras, personal data assistants (PDA), wireless technology).
- 28.0 EXAMINE THE IMPACT OF MEETINGS, CONVENTIONS, CONFERENCES, AND INCENTIVE TRAVEL--The student will be able to:

- 28.01 Compare and contrast different types of meetings, trade shows, conventions, and exhibitions.
 - 28.02 Discuss factors affecting site selection.
 - 28.03 Describe the role of the meeting planner.
 - 28.04 Compare pure incentive travel to sales incentive travel.
 - 28.05 Differentiate between a destination selection company and a destination management company.
- 29.0 EXAMINE FACTS AND PRINCIPLES RELATED TO THE CRUISE INDUSTRY--
The student will be able to:
- 29.01 Classify modes of water transportation.
 - 29.02 Recognize differences between the cruise industry and other forms of water transportation.
 - 29.03 Explain the role of theme cruises in the cruise industry.
 - 29.04 Discuss issues and trends in the cruise industry.
 - 29.05 Recognize differences between shipboard and shoreside operations.
 - 29.06 Discuss how to explain to a client the differences between brochure pricing and guaranteed price.
- 30.0 EXAMINE FACTS AND PRINCIPLES RELATED TO THE AIR TRAVEL INDUSTRY--The student will be able to:
- 30.01 Classify modes of air transportation.
 - 30.02 Describe differences between types of aircraft.
 - 30.03 Classify the levels of available air service.
 - 30.04 Discuss issues and trends in the air travel industry.
 - 30.05 Recognize differences between landside and airside operations.
 - 30.06 Demonstrate an understanding of the configuration of an airplane.
 - 30.07 Explain how the federal government retains authority to protect airline passengers and to police unfair practices.
- 31.0 EXAMINE FACTS AND PRINCIPLES RELATED TO THE GROUND TRAVEL INDUSTRY--The student will be able to:
- 31.01 Classify modes of ground transportation here and abroad.
 - 31.02 Classify rental car categories and discuss policies and procedures of rental car agencies. Classify the levels of available ground service. Discuss issues and trends in the ground travel industry.
- 32.0 EXAMINE FACTS AND PRINCIPLES RELATED TO THE LODGING INDUSTRY--
The student will be able to:
- 32.01 Classify types of lodging facilities.
 - 32.02 Discuss major rating systems, codes, room types, and rates
 - 32.03 Recognize differences between front of the house and back of the house operations.
 - 32.04 Discuss issues and trends in the lodging industry.

- 33.0 EXAMINE FACTS AND PRINCIPLES RELATED TO LEISURE TRAVEL--The student will be able to:
- 33.01 Describe entertainment options for leisure travel.
 - 33.02 Discuss issues and trends within the leisure travel industry.
- 34.0 DESCRIBE THE DEVELOPMENT OF THE TOUR PACKAGE--The student will be able to:
- 34.01 Differentiate between types of tour packages and their components.
 - 34.02 Compare advantages and disadvantages of types of tour packages.
 - 34.03 Explain role of the tour operator.
 - 34.04 Investigate customs and immigration laws, travel documentation, inoculations, and entry and exit fees for international travel (e.g., proof of citizenship, passports, visas, tourist cards).
 - 34.05 Compare customer regulations involving articles free of U.S. Duty Tax, personal exemption, forbidden and restricted items, and duty-free ports.
 - 34.06 Identify terms and conditions that would appear on the back of a tour brochure.
 - 34.07 Create a tour package illustrating the main stages of development.
- 35.0 EXPLAIN OPTIONS FOR SELLING TRAVEL AND TOURISM PRODUCTS--The student will be able to:
- 35.01 Describe primary functions of a retail travel agency.
 - 35.02 Explain the role of the Airline Reporting Corporation (ARC) and International Air Transport Network and discuss requirements for obtaining their approval.
 - 35.03 Analyze methods agencies use to compensate travel consultants.
 - 35.04 Evaluate role of professional/trade associations that support the travel and tourism industry.
 - 35.05 Discuss the evolving role of the travel consultant.
 - 35.06 Compare and contrast those products sold by a retail travel agency, a wholesale travel agency, and over the Internet.
- 36.0 CREATE A SALES PROMOTION TOOL FOR A TRAVEL AND TOURISM PRODUCT--The student will be able to:
- 36.01 Recognize importance of using databases to identify target markets.
 - 36.02 Develop a sales promotion tool for a travel and tourism product (e.g., brochure, press release, radio spot, print ad, web site).
 - 36.03 Develop a budget for the chosen sales promotion tool.
- 37.0 DEVELOP A PLAN FOR A CAREER IN THE TRAVEL AND TOURISM INDUSTRY--The student will be able to:
- 37.01 Assess careers in a variety of travel and tourism industries.
 - 37.02 Evaluate career opportunities available in the travel and tourism industry.
 - 37.03 Explain duties, skills, and knowledge needed by each of the identified professionals.
 - 37.04 Research a travel and tourism career including a job description, educational requirements and training, benefit package, responsibilities, and job advancement opportunities.
 - 37.05 Finalize a career portfolio including a financial plan for achieving education/career goal.

**Florida Department of Education
CLUSTER CURRICULUM FRAMEWORK**

Cluster Title: Hospitality and Tourism
Cluster Type: Job Preparatory
Program Title: Hotel Operations and Supervision Development (Lodging Operations 2002-2003)
Occupational Area: Marketing
Components: Core, Two Programs, Five Occupational Completion Points

	<u>Secondary</u>	<u>PSAV</u>
Program Numbers:	8830300	M607010
CIP Number:	0206.070100	0206.070100
Grade Level:	9-12, 30, 31	30, 31
Length:	4 credits	600 hours
Certification:	HOTEL TRNG @7 G DIST ED @7 MKTG 1 @2 MKTG MGMT @7 G TEACH CDE @7 HME EC 1 VOC HME EC @2 @4	HOTEL TRNG @7 G DIST ED @7 MKTG 1 @2 MKTG MGMT @7 G TEACH CDE @7 HME EC 1 VOC HME EC @2 @4
Facility Code:	222	222
CTSO:	DECA	DEX
Co-op Method:	Yes	Yes
Basic Skills		
Math		9
Language		9
Reading		9

I. **MAJOR CONCEPTS/CONTENT:** The purpose of this program is to prepare students for employment in a variety of occupations in the hospitality industry including, but not limited to, front desk agents, reservationists, and food and beverage personnel, or to provide supplemental training for persons previously or currently employed in these occupations. The hospitality industry as addressed in this program includes the hotel, motel, bed and breakfast, and other lodging organizations. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the lodging industry: planning, management, finance, technical and production skills; underlying principles of technology; and labor, community, health, safety, and environmental issues.

The content includes, but is not limited to, hotel/motel front office functions; housekeeping operations; decision making; training techniques; applicable local, state, and federal laws; employability skills; communication and mathematical skills; economics; marketing and sales; safety and security; human relations; leadership and management; technology applications; and career exploration.

Listed below are the courses that comprise this program when offered at the secondary level:

8827110 - Marketing Essentials (delete 2002-2003)

8830310 - Hotel Fundamentals (Introduction to Hospitality and Tourism 2002-2003)
8830320 - Hotel Operations (Lodging Principles 2002-2003)
8845130 Travel and Tourism Internship (Hospitality and Tourism Internship 2002-2003)

OR

8800410 Marketing OJT
8830330 - Hotel Supervision Development (Lodging Applications 2002-2003)

II. **LABORATORY ACTIVITIES:** A portion of the learning activities should be provided in a simulated job environment using hands-on experiences and equipment and supplies appropriate to the program content.

III. **SPECIAL NOTE:** DECA, “An Association of Marketing Students” (secondary), and Delta Epsilon Chi, “An Association of Marketing Students” (postsecondary), are the appropriate career and technical student organizations for providing leadership training and for reinforcing specific career and technical skills. Career and Technical Student Organizations, when provided, shall be an integral part of the career and technical instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065 (8), FAC.

Cooperative training (OJT), 8800410/M899990/0208.9999CP, or Guided Workplace-Learning, 8300430/D886300/1098.8630CP, are highly recommended to use with this program as a work-based learning experience. When OJT is offered, each student is required to have a training agreement and a training plan, signed by the student, parent/guardian, teacher/coordinator, and employer. The training plan shall include a diverse list of instructional objectives and on-the-job and in-school learning experiences. The workstation shall reflect equipment, skills, and tasks relevant to the occupation the student has chosen as a career goal. The student must receive compensation for work performed.

When Guided Workplace-Learning is offered, the student is allowed to work a maximum of 450 hours and must participate, with the work-based learning site supervisor, in a preplacement conference. A work-based learning plan must be developed to include the learning objectives, methods of learning, activities/responsibilities, time required, provisions for supervision, and method(s) of student evaluation. Students must also meet a minimum of once per week for the purpose of related instruction and developmental activities. Employment may be either paid or unpaid. (For additional information consult the Guided Workplace-Learning framework.)

It is highly recommended that for every 20 students (or portion thereof) enrolled in Marketing OJT and/or Guided Workplace-Learning, the teacher/coordinator be given a minimum of one hour of OJT-coordination release time per day for the purposes of visiting students on the job and managing the cooperative method of instruction.

The teacher/coordinator should visit each training site for the purpose of observation a minimum of once during each grading period, preferably while the student is actually working. A second contact each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the work-based learning/training plan is highly recommended.

On-the-job activities may be continued as a summer learning experience without classroom instruction for students who participated in the program during the school year immediately preceding the summer assignment.

The OJT course may be taken by a student for one or more semesters at the secondary level enabling the student to earn multiple credits. The specific student performance standards, which the student must achieve to earn credit, must be specified in the OJT training plan.

In accordance with Rule 6A-10.040, FAC, the minimum basic-skills grade levels required for adult vocational students to complete this program are: Mathematics 9.0, Language 9.0, Reading 9.0. These grade-level numbers correspond to grade-equivalent scores obtained on one of the state-designated basic-skills examinations. If a student does not meet the basic-skills level required for completion of the program, remediation should be provided concurrently through Vocational Preparatory Instruction (VPI). Please refer to the Rule for exemptions.

When a secondary student with a disability is enrolled in a vocational class with modifications to the curriculum framework, the particular outcomes and student performance standards, which the student must master to earn credit, must be specified on an individual basis. The job or jobs for which the student is being trained should be reflected in the student's desired postschool outcome statement on the Transition Individual Educational Plan (Transition IEP).

SCANS Competencies: Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate methods to improve students' personal qualities, higher-order critical thinking skills, and problem solving, technical, and literacy skills.

To be transferable statewide between institutions, this program/course must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific program or course articulation agreements with each other.

When offered at the postsecondary adult vocational level, this program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F. S.

- IV. **INTENDED OUTCOMES**: After successfully completing appropriate course(s) for each Occupational Completion Point of this program, the student will be able to perform the following:

GUEST SERVICES AGENT - Industry Title

- 01.0 Identify careers in the hospitality and tourism industry.
- 02.0 Demonstrate knowledge of the hospitality and tourism industry.

- 03.0 Demonstrate employability skills necessary for success in hospitality and tourism occupations.
- 04.0 Demonstrate human relations skills necessary for success in hospitality and tourism occupations.
- 05.0 Demonstrate proficiency in applying communication and technology skills in the hospitality and tourism industry.
- 06.0 Explain economic principles as related to the hospitality and tourism industry.
- 07.0 Identify marketing and business fundamentals related to the hospitality and tourism industry.
- 08.0 Identify sales techniques and procedures appropriate for use in the hospitality and tourism industry.
- 09.0 Perform mathematical operations related to hospitality and tourism occupations.

OCCUPATIONAL COMPLETION POINT - DATA CODE - B

FRONT DESK AGENT – Industry Title

- 10.0 Describe the organizational structure of lodging organizations.
- 11.0 Identify the roles of management and administrative personnel.
- 12.0 Identify housekeeping operations and management functions.
- 13.0 Identify sales/marketing and reservations functions.
- 14.0 Identify food and beverage functions.
- 15.0 Identify human resources functions.
- 16.0 Identify controller/finance functions.
- 17.0 Identify safety/security functions.
- 18.0 Identify engineering/maintenance functions.
- 19.0 Identify front desk functions.
- 20.0 Examine the guest cycle process.
- 21.0 Practice responding to guest needs, requests, and concerns.
- 22.0 Operate front desk computer/office technology.
- 23.0 Perform designated job skills.
- 24.0 Demonstrate work ethics.

OCCUPATIONAL COMPLETION POINT - DATA CODE - C

FRONT DESK SUPERVISOR - Industry Title

- 25.0 Define and apply various management styles and leadership techniques.
- 26.0 Define and evaluate role of effective team building.
- 27.0 Demonstrate knowledge of laws, legislation, and regulations that affect the lodging industry.
- 28.0 Describe and demonstrate personnel supervision techniques.
- 29.0 Manage guest services.
- 30.0 Maintain accounting and information system.
- 31.0 Demonstrate an understanding of entrepreneurship.
- 32.0 Demonstrate the use of information technology within a lodging property.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8830310
Course Title: Hotel Fundamentals (Introduction to Hospitality and Tourism 2002-2003)
Course Credit: 1

COURSE DESCRIPTION:

The purpose of this course is to provide students with experiences and skills necessary for entry and development of a career in the hospitality industry. Students will have met Occupational Completion Point Data Code A: Guest Services Agent - Industry Title

- 01.0 IDENTIFY CAREERS IN THE HOSPITALITY AND TOURISM INDUSTRY—The student will be able to:
- 01.01 List career positions in a variety of hospitality and tourism related industry components (e.g., ground transportation, cruise, air travel, lodging, food service, retail and corporate travel, leisure and recreation, conventions and special events).
 - 01.02 Explain duties and responsibilities for the identified hospitality and tourism positions using current sources of information.
 - 01.03 Identify skills and knowledge needed by hospitality and tourism professionals.
 - 01.04 Identify requirements for entry and advancement, career ladders, and employment opportunities.
 - 01.05 Identify advantages and disadvantages of working in the hospitality and tourism industry.
 - 01.06 Complete self-assessment and analysis of life style goals and aspirations to evaluate for suitability in the hospitality and tourism industry.
 - 01.07 Develop an individualized education and career plan related to the hospitality and tourism industry.
- 02.0 DEMONSTRATE KNOWLEDGE OF THE HOSPITALITY AND TOURISM INDUSTRY—The student will be able to:
- 02.01 Trace history and development of the hospitality and tourism industry (e.g., airline deregulation, technology, globalization).
 - 02.02 Trace history, development, and relative importance of various travel modalities and lodging facilities.
 - 02.03 Define commonly used terms in the hospitality and tourism industry.
 - 02.04 Identify major components of the hospitality and tourism industry.
 - 02.05 Identify and describe organizational structures and divisions within the hospitality and tourism industry.
 - 02.06 Identify technological advancement within the hospitality and tourism industry.
 - 02.07 Describe importance of quality service and continuous improvement.
 - 02.08 Understand concept of perishability and seasonality of hospitality and tourism products.
 - 02.09 Recognize the need for quality assurance in the hospitality and tourism industry.
 - 02.10 Identify business and professional associations and certifications.
 - 02.11 Differentiate between international, domestic, and local hospitality and tourism.

- 02.12 Identify and cite sources of major travel documents needed by travelers.
 - 02.13 Recognize the problems caused by improper documentation.
 - 02.14 Identify and understand the use of industry specific resources.
 - 02.15 Identify future trends in the hospitality and tourism industry.
 - 02.16 Demonstrate a functional understanding of domestic and international procedures throughout the hospitality and tourism industry.
 - 02.17 Identify factors influencing travelers to choose a particular location (e.g., weather, culture, climate, cost, natural resources).
 - 02.18 Describe components of an itinerary and a tour package.
 - 02.19 Identify modes and uses of ground transportation and discuss advantages and disadvantages of each.
 - 02.20 Demonstrate a functional understanding of flight schedules.
 - 02.21 Identify, compare, and contrast types of lodging facilities and ownership.
 - 02.22 Explain factors that determine room rates and package plans.
 - 02.23 Identify sources of information concerning popular cruise destinations and itineraries.
 - 02.24 Demonstrate a functional understanding of a cruise ship including the deck plan, public spaces, and stateroom accommodations.
 - 02.25 Identify and explain the similarities of a cruise ship and a hotel as a destination.
 - 02.26 Identify types of food service operations, segments, and ownership.
 - 02.27 Identify role of conventions and special events in the hospitality and tourism industry.
 - 02.28 Identify components of leisure and recreation industry and provide examples of each.
 - 02.29 Explain differences between public and commercial leisure and recreational systems.
- 03.0 DEMONSTRATE EMPLOYABILITY SKILLS NECESSARY FOR SUCCESS IN HOSPITALITY AND TOURISM OCCUPATIONS—The student will be able to:
- 03.01 Identify and utilize resources used in a job search for a hospitality and tourism related career (e.g., networking, newspaper, Internet).
 - 03.02 Discuss importance of drug tests and criminal background checks in identifying possible employment options.
 - 03.03 Identify steps in the job application process including arranging for references and proper documentation (e.g., green card).
 - 03.04 Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9).
 - 03.05 Prepare a resume (electronic and written), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.
 - 03.06 Identify and demonstrate appropriate dress and grooming for employment.
 - 03.07 Identify and demonstrate effective interviewing skills (e.g., behavioral).
 - 03.08 Describe methods for handling illegal interview and application questions.
 - 03.09 Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA, OSHA).
 - 03.10 Identify positive work attitudes and behaviors such as honesty, compassion, respect, responsibility, fairness, trustworthiness, and caring.
 - 03.11 Identify ways to work cooperatively in a business situation with diverse populations and the physically challenged.
 - 03.12 Describe importance of producing quality work and meeting performance standards.

- 03.13 Identify personal and business ethics (e.g., preventing theft, pilfering, and unauthorized discounting).
 - 03.14 Demonstrate orderly and systematic behavior by creating and maintaining a monthly planner.
 - 03.15 Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).
 - 03.16 Identify how to prepare for job separation and re-employment.
 - 03.17 Create and maintain a portfolio of documents for job placement (e.g., resume, letters of recommendation, awards, evidence of participation in school/community/volunteer activities, employer evaluations).
 - 03.18 Identify and practice stress management and relaxation techniques.
 - 03.19 Discuss importance of practicing positive customer service skills.
- 04.0 DEMONSTRATE HUMAN RELATIONS SKILLS NECESSARY FOR SUCCESS IN HOSPITALITY AND TOURISM OCCUPATIONS—The student will be able to:
- 04.01 Develop a list of qualities necessary to be an effective team player (e.g., respect).
 - 04.02 Demonstrate ability to work cooperatively with team members, supervisors, and guests from diverse cultural backgrounds.
 - 04.03 Identify sensitive workplace issues (i.e., gender equity, cultural diversity, professional ethics, disability, age).
 - 04.04 Identify, define, and demonstrate professional interpersonal skills and personality traits.
 - 04.05 Maintain hygiene, professional appearance, and a positive attitude.
 - 04.06 Demonstrate ability to use creative problem-solving, decision-making, and critical-thinking strategies.
 - 04.07 Demonstrate self-management, initiative, and multi-tasking.
 - 04.08 Demonstrate appropriate workplace social behavior.
 - 04.09 Set personal and career goals and develop a plan of action to achieve those goals.
 - 04.10 Identify areas where personal and professional change and adjustment may be necessary.
 - 04.11 Demonstrate ability to offer and accept feedback.
 - 04.12 Identify and practice stress management and relaxation techniques.
 - 04.13 Explain importance of maintaining confidentiality of business matters.
 - 04.14 Express importance of supporting and following company policies and procedures (e.g., attendance, tardiness).
 - 04.15 Identify customer service skills needed for successful entry and progress in the hospitality and tourism industry.
- 05.0 DEMONSTRATE PROFICIENCY IN APPLYING COMMUNICATION AND TECHNOLOGY SKILLS IN THE HOSPITALITY AND TOURISM INDUSTRY—The student will be able to:
- 05.01 Identify and apply effective communication techniques (e.g., verbal, nonverbal, written, electronic).
 - 05.02 Describe effective staff communication and its uses (e.g., interpersonal, departmental, interdepartmental, company).
 - 05.03 Identify, read, and comprehend a variety of forms of written communications utilized in the workplace.
 - 05.04 Prepare a business letter, memo, fax, and e-mail.
 - 05.05 Describe positive guest/client relations.

- 05.06 Demonstrate ability to speak effectively to guests, co-workers, supervisors, and vendors using grammar and terminology appropriate to the industry.
 - 05.07 Identify techniques of placing, answering, placing on hold, recording messages, and referring telephone calls.
 - 05.08 Identify techniques of dealing with inappropriate telephone calls (i.e., bomb threats, obscene, abusive).
 - 05.09 Demonstrate effective etiquette/netiquette in a business situation.
 - 05.10 Discuss importance of developing networking skills to expand contacts within the industry.
 - 05.11 Demonstrate active listening strategies that improve understanding and performance on the job.
 - 05.12 Discuss importance of providing clear directions, interpretations, descriptions, and explanations.
 - 05.13 Create and deliver an oral presentation.
 - 05.14 Identify and demonstrate mediation techniques (i.e., resolving complaints, disputes, negotiations).
 - 05.15 Identify components of and prepare an itinerary.
 - 05.16 Demonstrate ability to locate and interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, maps, and Internet resources.
 - 05.17 Identify types of technology/equipment used in a hospitality/tourism-related workplace (i.e., cash register, computer, scanner, time clock).
- 06.0 **EXPLAIN ECONOMIC PRINCIPLES AS RELATED TO THE HOSPITALITY AND TOURISM INDUSTRY**—The student will be able to:
- 06.01 Explain concept of supply and demand (e.g., overbooking, yield management).
 - 06.02 Explain role of employee productivity in contributing to profit margin (bottom line).
 - 06.03 Identify economic opportunities in the industry.
 - 06.04 Explain impact of tourism on local, state, national, and international economies.
 - 06.05 Identify advantages and disadvantages of the primary forms of business ownership.
- 07.0 **IDENTIFY MARKETING AND BUSINESS FUNDAMENTALS RELATED TO THE HOSPITALITY AND TOURISM INDUSTRY**—The student will be able to:
- 07.01 Explain marketing and its role in the industry and the free enterprise system.
 - 07.02 Explain elements in the marketing mix (price, product, promotion, place, and people).
 - 07.03 Explain functions of the business and marketing plan.
 - 07.04 Explain concept of service vs. product marketing strategies.
 - 07.05 Explain concept of target markets and market identification (e.g., market segmentation).
 - 07.06 Identify industry specific channels of distribution.
 - 07.07 Identify niche markets (customer segmentation).
 - 07.08 Identify specialty markets (product segmentation, e.g., sports, shopping, religion).
 - 07.09 Recognize cultural customs and taboos.
 - 07.10 Discuss the role of federal regulatory agencies.

- 08.0 IDENTIFY SALES TECHNIQUES AND PROCEDURES APPROPRIATE FOR USE IN THE HOSPITALITY AND TOURISM INDUSTRY—The student will be able to:
- 08.01 Explain purpose, principles, and importance of selling.
 - 08.02 Identify effective sales techniques (e.g., steps in sales process, cross-selling, alternative options).
 - 08.03 Explain motivation, needs, and expectations of the hospitality and tourism consumer.
 - 08.04 Identify an effective sales presentation (e.g., feature-benefit analysis).
 - 08.05 Discuss the importance of meeting specialized sales needs (e.g., business travel, conventions and meetings, conferences, physically and/or mentally challenged).
 - 08.06 Identify pros and cons of using the Internet as a sales tool.
- 09.0 PERFORM MATHEMATICAL OPERATIONS RELATED TO HOSPITALITY AND TOURISM OCCUPATIONS—The student will be able to:
- 09.01 Perform addition, subtraction, multiplication, division, ratios, and percentages as they relate to hospitality and tourism (e.g., air travel, lodging, food service, car rentals, tours, cruises).
 - 09.02 Apply problem-solving techniques to hospitality and tourism sales-related transactions (e.g., cash, checks, debit cards, credit cards, discounts).
 - 09.03 Interpret quantitative information from tables, charts, and graphs as related to the hospitality/tourism related workplace.
 - 09.04 Using standard industry formulas relative to discount date and due date, compute amount of payment on an invoice.
 - 09.05 Calculate commissions, gratuities, taxes, and miscellaneous charges.
 - 09.06 Calculate actual flying time and time zone differences.
 - 09.07 Use ratios, proportions, and scales to calculate distance on a map.
 - 09.08 Identify sources of currency exchange rates.
 - 09.09 Classify different payment options (e.g., cash, personal checks, traveler's checks, credit cards, debit cards, incentive program points).
 - 09.10 Calculate refunds and exchange transactions for hospitality and tourism related services.
 - 09.11 Explain function of a night audit in the lodging and cruise industry.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8830320
Course Title: Hotel Operations (Lodging Principles 2002-2003)
Course Credit: 1

COURSE DESCRIPTION:

The purpose of this course is to provide students with the competencies required for employment at the career specialist level in a variety of hospitality related industries. There is no occupational completion point at the conclusion of this course.

10.0 DESCRIBE THE ORGANIZATIONAL STRUCTURE OF LODGING ORGANIZATIONS— The student will be able to:

- 10.01 Identify the different departments within a lodging organization (e.g., housekeeping, room service, catering).
- 10.02 Describe and analyze various organizational structures within the lodging industry.
- 10.03 Create an organization chart of a lodging organization.

11.0 IDENTIFY THE ROLES OF MANAGEMENT AND ADMINISTRATIVE PERSONNEL—The student will be able to:

- 11.01 Identify the roles and responsibilities of the general manager and assistant manager(s).
- 11.02 Identify the various divisions of lodging organizations (e.g., rooms, front office, engineering, administration).
- 11.03 Identify relationship between general manager and hotel owners.
- 11.04 Identify support personnel found in the administrative office of a lodging organization and their duties.
- 11.05 Identify management functions as they relate to different types of ownership (i.e., franchise, independent, chain).

12.0 IDENTIFY HOUSEKEEPING OPERATIONS AND MANAGEMENT FUNCTIONS—
The student will be able to:

- 12.01 List the jobs and duties in the housekeeping department.
- 12.02 Describe importance of the housekeeping team and relationship to overall functions of lodging establishment.
- 12.03 Discuss relevance of quality control to housekeeping operation.
- 12.04 Discuss the financial impact of inventory control.
- 12.05 Identify state and federal laws and guidelines relating to job performance and housekeeping operations(i.e., hospitality laws).
- 12.06 Identify sanitation regulations and standards (i.e., OSHA).
- 12.07 Identify safety regulations and standards (i.e., MSDS, OSHA) as they apply to housekeeping.
- 12.08 Identify documents that flow through the housekeeping department (i.e., inspection sheets).

- 12.09 Identify vocabulary and acronyms unique to the housekeeping department.
- 12.10 Identify supplies necessary to equip a supply cart.
- 12.11 Explain and demonstrate proper techniques for maintaining room cleanliness.
- 12.12 Explain need for communication between housekeeping department and front desk (i.e., room availability, customer complaints).

13.0 IDENTIFY SALES/MARKETING AND RESERVATIONS FUNCTIONS—The student will be able to:

- 13.01 List jobs and duties in the sales and marketing department (i.e., reservationist).
- 13.02 Describe importance of the sales and marketing team and relationship to overall functions of lodging establishment.
- 13.03 Analyze lodging market segments and target markets.
- 13.04 Identify the documents that flow through the sales and marketing department (i.e., cashier report, arrival report, credit report, departure report, contract).
- 13.05 Describe various media utilized to promote lodging establishments.
- 13.06 Interpret parts of a marketing plan to be used in the sales department of a lodging establishment.
- 13.07 Identify vocabulary and acronyms unique to the sales and marketing department.
- 13.08 Identify references used in the lodging industry (e.g., Official Hotel Guide, Hotel and Travel Index, OAG Business Travel Planner, Internet, a CRS display).
- 13.09 Compare a sample listing for a lodging establishment in each of the references identified above.
- 13.10 Recognize and identify hotel property and room codes.
- 13.11 Compare the information found on a hotel's website vs. a CRS availability display.
- 13.12 Determine information needed to book a hotel reservation.
- 13.13 Describe relationship between reservations and the sales and marketing department.
- 13.14 Explain need for communication between sales and marketing department and front desk (i.e., sales records, function book).

14.0 IDENTIFY FOOD AND BEVERAGE FUNCTIONS—The student will be able to:

- 14.01 List jobs and duties in the food and beverage department.
- 14.02 Describe importance of the food and beverage team and relationship to overall functions of lodging establishment.
- 14.03 Analyze food and beverage segments and target markets.
- 14.04 Identify the documents that flow through the food and beverage department.
- 14.05 Describe various media utilized to promote food and beverage services.
- 14.06 Identify vocabulary and acronyms unique to the food and beverage department.
- 14.07 Discuss how safety and sanitation apply to food and beverage services.
- 14.08 Describe importance of being familiar with a lodging establishment's meeting space availability, capacity, and capability.
- 14.09 Explain need for communication between food and beverage department and front desk.

15.0 IDENTIFY HUMAN RESOURCES FUNCTIONS—The student will be able to:

- 15.01 List jobs and duties in the human resources department.

- 15.02 Describe importance of the human resources team and relationship to overall functions of lodging establishment.
- 15.03 Identify the documents that flow through the human resources department.
- 15.04 Identify vocabulary and acronyms unique to the human resources department.
- 15.05 Identify application procedures.
- 15.06 Explain the orientation process.
- 15.07 Explain the company policies/guidelines concerning applications.
- 15.08 Summarize incentive programs and benefits offered by lodging establishments.
- 15.09 Interpret labor laws governing the lodging industry.
- 15.09 Explain need for communication between human resources department and front desk.

16.0 IDENTIFY CONTROLLER/FINANCE FUNCTIONS—The student will be able to:

- 16.01 List jobs and duties in the controller/finance department.
- 16.02 Describe importance of the controller/finance team and relationship to overall functions of lodging establishment.
- 16.03 Identify the documents that flow through the controller/finance department.
- 16.04 Identify vocabulary and acronyms unique to the controller/finance department.
- 16.05 Examine the role of employee productivity in contributing to profit margin (bottom line).
- 16.06 Interpret and evaluate a budget of a lodging establishment.
- 16.07 Identify differences between revenue centers and cost centers.
- 16.08 Explain need for communication between controller/finance department and front desk.

17.0 IDENTIFY SAFETY/SECURITY FUNCTIONS—The student will be able to:

- 17.01 List jobs and duties in the safety/security department.
- 17.02 Describe importance of the safety/security team and relationship to overall functions of lodging establishment.
- 17.03 Identify the documents that flow through the safety/security department.
- 17.04 Identify vocabulary and acronyms unique to the safety/security department.
- 17.05 Discuss importance of key control and safety deposit boxes.
- 17.06 Recognize guest safety and security issues (i.e., peepholes, smoke alarms, fire extinguishers).
- 17.07 Investigate laws pertaining to safety and security (i.e., ADA, OSHA).
- 17.08 Identify safety issues pertaining to lodging organizations' public areas (i.e., pool, stairwells, parking lots/garage, exercise facilities).
- 17.09 Develop a severe weather/hurricane preparedness plan.
- 17.10 Diagram evacuation plan to include location of fire exit routes, emergency alarm locations, and stairwells.
- 17.11 Explain functions of the public broadcasting system, emergency contact telephone numbers, and chain of command.
- 17.12 Demonstrate lost and found procedures.
- 17.12 Simulate the use of walkie-talkies and other communication devices.
- 17.14 Explain need for communication between safety/security and front desk.

18.0 IDENTIFY ENGINEERING/MAINTENANCE FUNCTIONS—The student will be able to:

- 18.01 List jobs and duties in the engineering department.
 - 18.02 Describe importance of the engineering team and relationship to overall functions of lodging establishment.
 - 18.03 Identify documents that flow through the engineering department.
 - 18.04 Identify vocabulary and acronyms unique to the engineering department.
 - 18.04 Communicate importance of follow-up actions and procedures between engineering and the front desk department.
 - 18.06 Identify different types of maintenance (i.e., routine, emergency, scheduled).
 - 18.07 Identify regulations and standards as they apply to the engineering department (e.g., innkeepers law (509), OSHA, ADA, etc.).
 - 18.08 Illustrate and label facility layout.
 - 18.09 Explain need for communication between engineering/maintenance and front desk.
- 19.0 IDENTIFY FRONT DESK FUNCTIONS—The student will be able to:
- 19.01 List jobs and duties in the front desk department.
 - 19.02 Describe importance of the front desk team and relationship to overall functions of lodging establishment.
 - 19.03 Identify documents that flow through the front desk department.
 - 19.04 Identify vocabulary and acronyms unique to the front desk department.
 - 19.05 Demonstrate ability to generate and distribute front desk reports.
 - 19.06 Identify laws, regulations, and standards as they pertain to front desk operations.
 - 19.07 Explain need for interdepartmental communication.
 - 19.08 Simulate use of telecommunication equipment.
- 20.0 EXAMINE THE GUEST CYCLE PROCESS—The student will be able to:
- 20.01 Explain and demonstrate pre-arrival procedures.
 - 20.02 Demonstrate process of greeting guest (body language, facial expression, guest acknowledgment).
 - 20.03 Simulate guest registration process.
 - 20.04 Prepare and complete the guest departure process.
- 21.0 PRACTICE RESPONDING TO GUEST NEEDS, REQUESTS, AND CONCERNS—The student will be able to:
- 21.01 Identify and classify guest requests.
 - 21.02 Examine appropriate follow-up procedures.
 - 21.03 Recognize, compare, and contrast cultural differences.
 - 21.04 Distinguish among types of guest complaints (i.e., attitudinal, mechanical, service related, unusual).
 - 21.05 Predict outcomes and practice mediation techniques.
 - 21.06 Demonstrate ability to convey hotel features, services, amenities, and special events to guests.
- 22.0 OPERATE FRONT DESK COMPUTER/OFFICE TECHNOLOGY—The student will be able to:

- 22.01 Demonstrate computer knowledge (e.g., hardware, software, operating systems, terminology).
- 22.02 Demonstrate proper keyboarding techniques.
- 22.03 Utilize word-processing software to create career and industry related documents.
- 22.04 Utilize spreadsheet software to enhance decision-making skills.
- 22.05 Utilize database software to create a basic database.
- 22.06 Utilize presentation software to create a multimedia presentation.
- 22.07 Demonstrate knowledge of Internet fundamentals (e.g., E-mail, portals/search engines).
- 22.08 Demonstrate knowledge of technology based office equipment.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Course Number: 8830330
Course Title: Hotel Supervision Development (Lodging Operations 2002-2003)
Course Credit: 1

COURSE DESCRIPTION:

The purpose of this course is to provide students with the skills and knowledge required for supervisory level and mid-management level employment in a wide variety of hospitality related industries. Students will have met Occupational Completion Point Data Code C: Front Desk Supervisor – Industry Title

25.0 DEFINE AND APPLY VARIOUS MANAGEMENT STYLES AND LEADERSHIP TECHNIQUES--The student will be able to:

- 25.01 Compare and contrast autocratic, bureaucratic, democratic, and laissez-faire management styles.
- 25.02 Apply the different management styles to a variety of front desk situations (i.e., financial transactions, personnel issues, guest relations).
- 25.03 Define empowerment; centralization and decentralization; Theory X, Theory Y, and Theory Z; transactional; and transformational as they apply to leadership.
- 25.04 Distinguish between management and leadership.

26.0 DEFINE AND EVALUATE ROLE OF EFFECTIVE TEAM BUILDING—The student will be able to:

- 26.01 Assess characteristics of successful teams (i.e., mission statement, code of conduct, effective leadership).
- 26.02 Identify and discuss stages of team development (i.e., forming, storming, norming, performing, transforming).
- 26.03 Discuss, apply, and evaluate brainstorming techniques.
- 26.04 Compare and contrast positive and negative roles individuals play in a team situation.
- 26.05 Explain how to manage individuals and specific behaviors to encourage team building.

- 26.06 Apply different team building techniques to front desk operations.
- 27.0 DEMONSTRATE KNOWLEDGE OF LAWS, LEGISLATION, AND REGULATIONS THAT AFFECT THE LODGING INDUSTRY—The student will be able to:
- 27.01 Identify, interpret, and apply applicable wage and hour laws.
 - 27.02 Identify, interpret, and apply laws affecting hiring practices.
 - 27.03 Identify, interpret, and apply labor relations laws.
 - 27.04 Identify, interpret, and apply public health and safety laws.
 - 27.05 Identify, interpret, and apply workers' compensation laws.
 - 27.06 Identify, interpret, and apply the Innkeeper's Act.
 - 27.07 Identify, interpret, and apply the Civil Rights Act.
 - 27.08 Identify, interpret, and apply company and/or franchise regulations.
 - 27.09 Identify licenses and permits required to operate a lodging establishment.
 - 27.10 Discuss insurance requirements of a lodging establishment.
 - 27.11 Investigate taxes affecting the lodging industry.
 - 27.12 Interpret laws affecting contractual agreements (i.e., sales receipt, voucher, vendors).
- 28.0 DESCRIBE AND DEMONSTRATE PERSONNEL SUPERVISION TECHNIQUE--The student will be able to:
- 28.01 Prepare a job description and task analysis for front desk agent position.
 - 28.02 Conduct a job application interview.
 - 28.03 Establish recruiting and selection procedures to match applicants with job descriptions.
 - 28.04 Prepare and maintain an employee work schedule.
 - 28.05 Apply dispute resolution skills to the handling of staff grievances, conflicts, disputes, and/or complaints.
 - 28.06 Recognize the need for and types of employee incentive programs.
 - 28.07 Demonstrate techniques for delegating responsibility and authority.
 - 28.08 Assess effectiveness of delegation techniques.
 - 28.09 Conduct management-employee group discussions.
- 29.0 MANAGE GUEST SERVICES—The student will be able to:
- 29.01 Prepare responses to typical guest requests.
 - 29.02 Create appropriate follow-up procedures.
 - 29.03 Research and assemble information concerning the surrounding community.
 - 29.04 Design a guest service policy.
 - 29.05 Design a comment card to evaluate guest service policies.
 - 29.06 Forecast guest needs based on future trends and unusual events (i.e., Super Bowl, Olympics, natural disasters).
 - 29.07 Discuss the unique needs of the business traveler.
- 30.0 MAINTAIN ACCOUNTING AND INFORMATION SYSTEM—The student will be able to:
- 30.01 Define revenue, gross income, overhead, and profit.
 - 30.02 Examine the main accounting tools used by the business office of a lodging establishment.

- 30.03 Explain procedures for handling Airline Reporting Corporation (ARC) traffic documents (i.e., tour orders, Miscellaneous Charge Orders [MCOs]).
 - 30.04 Define a credit transaction and credit term.
 - 30.05 Prepare and interpret an invoice, a monthly statement, and a purchase order.
 - 30.06 Post accounting information to an accounts receivable journal, a cash receipts journal, an accounts payable journal, and a disbursements journal.
 - 30.07 Identify data, ratios, and formulas that can be used to forecast room availability, occupancy, and revenue.
 - 30.08 Interpret room availability, occupancy, and revenue reports.
 - 30.09 Identify elements of budget reports and how they can be used to analyze operations.
- 31.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:
- 31.01 Define "entrepreneurship."
 - 31.02 Describe importance of entrepreneurship as it relates to the lodging industry and the American economy.
 - 31.03 Discuss entrepreneurship as a career choice (e.g., characteristics, aptitudes, and skills necessary to be a successful entrepreneur.
 - 31.04 List advantages and disadvantages of business and franchise ownership.
 - 31.05 Analyze risks and benefits involved in ownership of a lodging business.
 - 31.06 Practice business skills needed to operate a lodging business efficiently and effectively.
 - 31.07 Develop a business plan for opening a lodging property.
 - 31.08 Invent an advertising campaign to promote your lodging property.
- 32.0 DEMONSTRATE THE USE OF INFORMATION TECHNOLOGY WITHIN A LODGING PROPERTY--The student will be able to:
- 32.01 Explain importance and uses of information technology in the management of a lodging property.
 - 32.02 Demonstrate proficiency with information technology as used in the lodging industry.
 - 32.03 Utilize integrated software programs to facilitate staff training.
 - 32.04 Demonstrate proficiency with front office computer systems applications.

APPENDIX B

MARKETING EDUCATION

GLOSSARY

Appendix B

Glossary of Terms

FOUNDATIONS:

Business, Management, and Entrepreneurship:

1. Identify ways that technology impacts business.
2. Explain the nature of marketing strategies.
3. Demonstrate leadership characteristics.
4. Monitor variables associated with business risk.
5. Demonstrate procedures for controlling a business's fiscal activities.
6. Identify potential business ventures based on community, market, and opportunity analyses.
7. Formulate a business plan.

Communication and Interpersonal Skills

1. Communicate clearly and concisely in writing.
2. Use appropriate technology to facilitate marketing communications.
3. Make decisions.
4. Treat others fairly.
5. Demonstrate interpersonal skills in team working relationships.
6. Apply interpersonal skills to develop good customer relationships.

Economics:

1. Explain the concept of economic resources.
2. Interpret the impact of supply and demand on price.
3. Identify factors affecting a business's profit.
4. Determine factors affecting business risk.
5. Explain the concept of productivity.
6. Evaluate the influences on a nation's ability to trade.

Professional Development:

1. Analyze employer expectations in the business environment.
2. Identify employment opportunities in marketing and business.
3. Utilize resources that can contribute to professional development.

FUNCTIONS

Distribution:

1. Explain the relationship between customer service and distribution.
2. Select distribution channels and channel members.

Financing:

1. Describe the role of financing in marketing and business endeavors.
2. Calculate exchange rates.
3. Use budgets to meet the financial needs of a business.

Marketing-Information Management:

1. Determine the need for marketing-information.
2. Analyze the environments in which businesses operate.
3. Demonstrate procedures for gathering marketing-information using technology.

Pricing:

1. Determine pricing objectives, policies, and strategies.
2. Use technology to assist in setting prices.

Product/Service Management

1. Plan a product/service mix.
2. Analyze product-liability risks.

3. Select materials/products/services to purchase.
 4. Describe factors used by marketers to position products/businesses.
- Promotion:
1. Explain the communication process used in promotion.
 2. Write promotional messages that appeal to targeted markets.
 3. Utilize publicity.
 4. Develop a promotional plan.
- Selling:
1. Develop an understanding of customers/clients.
 2. Utilize selling techniques to aid customers/clients in making buying decisions.
 3. Determine/Minimize risks in selling to a customer.
 4. Utilize strategies to build and maintain a clientele.

Appendix C

Requirements for Braille Textbook Production

INSTRUCTIONS FOR PREPARING COMPUTER DISKETTES REQUIRED FOR AUTOMATED BRAILLE TEXTBOOK PRODUCTION

STATUTORY AUTHORIZATION

Section 233.0561(5), Florida Statutes, states that, "...any publisher of a textbook adopted pursuant to the state instructional materials adoption process shall furnish the Department of Education with a computer file in an electronic format specified by the Department at least 2 years in advance that is readily translatable to Braille and can be used for large print or speech access. Any textbook reproduced pursuant to the provisions of this subsection shall be purchased at a price equal to the price paid for the textbook as adopted. The Department of Education shall not reproduce textbooks obtained pursuant to this subsection in any manner that would generate revenues for the department from the use of such computer files or that would preclude the rightful payment of fees to the publisher for use of all or some portion of the textbook."

OBJECTIVE

Electronic text (etext) is needed to accelerate the production of textbooks in Braille and other accessible formats through the use of translation software. Some embedded publisher formatting commands help speed the conversion of English text to Braille or other accessible formats. Therefore, the objective of these instructions is to prompt publishers to provide textbook data in a format that will be useful to Braille and other accessible format producers while at the same time allowing each publisher the flexibility of using existing composition or typesetting systems. Publishers may produce etext files in one of three formats, as shown in the specifications below.

By April 1, 1998, publishers of adopted student textbooks for literary subjects must be able to provide the computer diskettes **UPON REQUEST**. Publishers shall provide nonliterary subjects when technology becomes available for the conversion of nonliterary materials to the appropriate format.

The requested computer diskettes shall be provided to the Florida Instructional Materials Center for the Visually Impaired (FIMC), 5002 North Lois Avenue, Tampa, Florida 33614; (813) 872-5281; in Florida WATS (800) 282-9193 or (813) 872-5284 (FAX). The center will contact each publisher of an adopted textbook and provide delivery instructions.

SPECIFICATIONS

- FORMAT (Three Options):
- a. A full implementation of Standard Generalized Markup Language (SGML).
 - b. XML-Extensible Markup Language
 - c. ASCII – (Last Resort!)
2. OPERATING SYSTEM: Windows
3. DISKETTE SIZE: 3.5, CD, Zip100
4. DISKETTE CAPACITY: Double-sided/high density
5. DISKETTE LABELING:
- a. Sequential Number/ISBN
 - b. Book Title
 - c. File Name
 - d. Name of Publisher
 - e. Name of Typesetting Company/Contact Name
 - f. Format Option and Version
 - g. Copyright Date
 - h. Wording such as: "All rights reserved. As described in Chapter 233.0561(5), Florida Statutes, no use may be made of these diskettes other than the creating of a Braille, Large Print, or Recorded version of the materials contained on this diskette for students with visual impairments in the State of Florida."
6. REQUIRED CONTENTS:
- a. Title Page
 - b. List of Consultants and Reviewers (if appropriate)
 - c. Table of Contents
 - d. All Textbook Chapters
 - e. All Appendices
 - f. All Glossaries
 - g. Indices
7. FILE STRUCTURE: Each chapter of a textbook will be formatted as a separate file.
8. FILE LIST: A separate file listing the structure of the primary files must be provided. This file should be labeled DISKLIST TEXT. In addition, all special instructions (e.g., merging of materials kept in a separate file) should be noted in this file.
9. LOCATION OF SPECIAL DATA Marginal notes, footnotes, captions, and other special items must be placed consistently within each text file.
10. CORRECTIONS AND CHANGES A conscientious effort should be made to update files to exactly duplicate the adopted printed version of the textbook (including corrections and changes). If this cannot be accomplished in a timely and cost effective manner, the publisher will coordinate with the FIMC Supervisor and provide to the Supervisor one set of marked tearsheets of all corrections and changes not included in the files.