



**Sales, Distribution and Marketing Operations, Classification of Instructional Program (CIP) 52.1801  
Units of Instruction and Task Grid Linked to Pennsylvania Core Standards**

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<b>100 INTERPRETING MARKETING AND BUSINESS FUNDAMENTALS.</b>				
101 Identify and explain seven functions of marketing. 102 Identify and explain economic utilities. 103 Identify and explain the components of the marketing mix. 104 RESERVED 105 Examine the role of business in society. 106 Examine the global environment in which businesses operate. 107 RESERVED 108 Explain the concept of target marketing and market segmentation.	<b>CAREER CLUSTER</b> <b>Marketing Career Cluster</b> - (Choose Standards) 1-2-3-4-5-6-7-8-9-10 <b>PATHWAY(S)</b> <b>A. <u>Marketing Communications</u></b> (Choose Standards) 1-2-3-4-5 <b>B. <u>Marketing Management</u></b> (Choose Standards) 1-2-3-4-5-6-7 <b>C. <u>Marketing Research</u></b> (Choose Standards) 1-2-3-4 <b>D. <u>Merchandising</u></b> (Choose Standards) 1-2-3-4-5-6-7-8 <b>E. <u>Professional Sales</u></b>	<b>KEY IDEAS/DETAILS</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. A</b> <b>Standard CC.3.5.11-12 A</b> Cite specific textual evidence, etc. <b>Standard CC.3.5.9-10 B</b> <b>Standard CC.3.5.11-12. B</b> Determine the central ideas or conclusions of a text; etc. <b>Standard CC.3.5.9-10.C</b> <b>Standard CC.3.5.11-12.C</b> Follow precisely a complex multistep procedure, etc.  <b>CRAFT &amp; STRUCTURE</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. D</b> <b>Standard CC.3.5.11-12.D</b> Determine the meaning of symbols, key terms, and other domain specific words. <b>Standard CC.3.5.9-10.E</b> <b>Standard CC.3.5.11-12.E</b>	<b>TEXT TYPES AND PURPOSE</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.A</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content. <b>Standard CC.3.6.9-10.B</b> <b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.  <b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.C</b> <b>Standard CC.3.6.11-12 C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience. <b>Standard CC.3.6.9-10 D</b> <b>Standard CC.3.6.11-12.D</b>	

	<p>(Choose Standards) 1-2-3</p> <p><b>NOTE:</b> <b>Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.</b></p>	<p>Analyze the structure of the relationships among concepts in a text, etc. <b>Standard CC.3.5.9-10.F</b> <b>Standard CC.3.5.11-12.F</b> Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.G</b> Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). <b>Standard CC.3.5.9-10. H</b> Assess the reasoning in a text to support the author’s claim for solving a technical problem. <b>Standard CC.3.5.9-10. I</b> Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12. G</b> Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem. <b>Standard CC.3.5.11-12. H</b> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. <b>Standard CC.3.5.11-12. I</b></p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <b>Standard CC.3.6.9-10.E</b> <b>Standard CC.3.6.11-12.E.</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.F</b> <b>Standard CC.3.6.11-12.F</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.9-10.G.</b> <b>Standard CC.3.6.11-12.G</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.9-10.H.</b> <b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.I &amp; Standard CC.3.5.11-12.I.</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
--	---	--	---	--

		<p>Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING GRADES 9-10-11-12 Standard CC.3.5.9-10.J Standard CC.3.5.11-12.J</b> By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>		
--	--	---	--	--

<b>200 PRICING AND RETAIL MATH.</b>				
<p>201 Process sales documentation and employee records for a business.</p> <p>202 Calculate correct change for customer transaction.</p> <p>203 Calculate sales tax and discounts.</p> <p>204 Perform an opening/closing reconciliation of a cash drawer.</p> <p>205 RESERVED</p> <p>206 Calculate profit, markup, and markdown.</p> <p>207 Calculate prices for merchandise using pricing strategies.</p> <p>208 RESERVED</p>	<p><b>CAREER CLUSTER</b> <b>Marketing Career Cluster</b> - (Choose Standards) 1-2-3-4-5-6-7-8-9-10 <b>PATHWAY(S)</b> <b>A. <u>Marketing Communications</u></b> (Choose Standards) 1-2-3-4-5 <b>B. <u>Marketing Management</u></b> (Choose Standards) 1-2-3-4-5-6-7 <b>C. <u>Marketing Research</u></b> (Choose Standards) 1-2-3-4 <b>D. <u>Merchandising</u></b> (Choose Standards) 1-2-3-4-5-6-7-8 <b>E. <u>Professional Sales</u></b> (Choose Standards) 1-2-3</p> <p><b>NOTE:</b> <b>Please refer to the Common Career</b></p>	<p><b>KEY IDEAS/DETAILS GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. A Standard CC.3.5.11-12 A</b> Cite specific textual evidence, etc. <b>Standard CC.3.5.9-10 B Standard CC.3.5.11-12. B</b> Determine the central ideas or conclusions of a text; etc. <b>Standard CC.3.5.9-10.C Standard CC.3.5.11-12.C</b> Follow precisely a complex multistep procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. D Standard CC.3.5.11-12.D</b> Determine the meaning of symbols, key terms, and other domain specific words. <b>Standard CC.3.5.9-10.E Standard CC.3.5.11-12.E</b> Analyze the structure of the relationships among concepts in a text, etc. <b>Standard CC.3.5.9-10.F Standard CC.3.5.11-12.F</b></p>	<p><b>TEXT TYPES AND PURPOSE GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content. <b>Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience. <b>Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most</p>	<p><b>NUMBERS AND OPERATIONS Standard 2.1.HS.F.2</b> Apply properties of rational and irrational numbers to solve real world or mathematical problems. <b>Standard 2.1.HS.F.4</b> Use units as a way to understand problems and to guide the solution of multistep problems. <b>Standard 2.1.HS.F.5</b> Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. <b>Standard 2.1.HS.F.6</b> Extend the knowledge of arithmetic operations and apply to complex numbers.</p>

	<p><b>Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.</b></p>	<p>Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10. H</b>  Assess the reasoning in a text to support the author’s claim for solving a technical problem.  <b>Standard CC.3.5.9-10. I</b>  Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12. G</b>  Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.  <b>Standard CC.3.5.11-12. H</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12. I</b>  Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.J</b></p>	<p>significant for a specific purpose and audience.  <b>Standard CC.3.6.9-10.E</b>  <b>Standard CC.3.6.11-12.E.</b>  Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.F</b>  <b>Standard CC.3.6.11-12.F</b>  Conduct short and more sustained research to answer a question or solve a problem.  <b>Standard CC.3.6.9-10.G.</b>  <b>Standard CC.3.6.11-12.G</b>  Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  <b>Standard CC.3.6.9-10.H.</b>  <b>Standard CC.3.6.11-12.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I &amp; Standard CC.3.5.11-12.I.</b>  Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
--	--	---	---	--

		<b>Standard CC.3.5.11-12.J</b> By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.		
<b>300 EXPLORING CAREER DEVELOPMENT OPPORTUNITIES.</b>				
301 Prepare a résumé for a specific job in Marketing or Business. 302 Prepare a letter of application for a specific job in the field of Marketing or Business. 303 Complete a job application for a specific job in the field of Marketing or Business. 304 Prepare for a job interview in the field of Marketing and Business. 305 Research career and educational opportunities in Marketing and Business. 306 Demonstrate and practice networking skills.	<b>CAREER CLUSTER</b> <b>Marketing Career Cluster</b> - (Choose Standards) 1-2-3-4-5-6-7-8-9-10 <b>PATHWAY(S)</b> <b>A. Marketing Communications</b> (Choose Standards) 1-2-3-4-5 <b>B. Marketing Management</b> (Choose Standards) 1-2-3-4-5-6-7 <b>C. Marketing Research</b> (Choose Standards) 1-2-3-4 <b>D. Merchandising</b> (Choose Standards) 1-2-3-4-5-6-7-8 <b>E. Professional Sales</b> (Choose Standards) 1-2-3  <b>NOTE:</b> <b>Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.</b>	<b>KEY IDEAS/DETAILS GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. A</b> <b>Standard CC.3.5.11-12 A</b> Cite specific textual evidence, etc. <b>Standard CC.3.5.9-10 B</b> <b>Standard CC.3.5.11-12. B</b> Determine the central ideas or conclusions of a text; etc. <b>Standard CC.3.5.9-10.C</b> <b>Standard CC.3.5.11-12.C</b> Follow precisely a complex multistep procedure, etc.  <b>CRAFT &amp; STRUCTURE GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. D</b> <b>Standard CC.3.5.11-12.D</b> Determine the meaning of symbols, key terms, and other domain specific words. <b>Standard CC.3.5.9-10.E</b> <b>Standard CC.3.5.11-12.E</b> Analyze the structure of the relationships among concepts in a text, etc. <b>Standard CC.3.5.9-10.F</b> <b>Standard CC.3.5.11-12.F</b> Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.	<b>TEXT TYPES AND PURPOSE GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.A</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content. <b>Standard CC.3.6.9-10.B</b> <b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.  <b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.C</b> <b>Standard CC.3.6.11-12 C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience. <b>Standard CC.3.6.9-10 D</b> <b>Standard CC.3.6.11-12.D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <b>Standard CC.3.6.9-10.E</b> <b>Standard CC.3.6.11-12.E.</b> Use technology, including the internet, to produce,	

		<p><b>INTEGRATE KNOWLEDGE &amp; IDEAS GRADES 9-10</b> <b>Standard CC.3.5.9-10.G</b> Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). <b>Standard CC.3.5.9-10. H</b> Assess the reasoning in a text to support the author’s claim for solving a technical problem. <b>Standard CC.3.5.9-10. I</b> Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS GRADES 11-12</b> <b>Standard CC.3.5.11-12. G</b> Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem. <b>Standard CC.3.5.11-12. H</b> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. <b>Standard CC.3.5.11-12. I</b> Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.J</b> <b>Standard CC.3.5.11-12.J</b> By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>publish, and update individual or shared writing products.</p> <p><b>RESEARCH GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.F</b> <b>Standard CC.3.6.11-12.F</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.9-10.G.</b> <b>Standard CC.3.6.11-12.G</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.9-10.H.</b> <b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.I &amp; Standard CC.3.5.11-12.I.</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
400	TECHNOLOGY APPLICATIONS.			

<p>401 Prepare marketing documents using technology.  402 RESERVED  403 Create projects using multimedia sources and applications.  404 Research trends in marketing technology.</p>	<p><b>CAREER CLUSTER</b>  <b>Marketing Career Cluster</b> - (Choose Standards)  1-2-3-4-5-6-7-8-9-10  <b>PATHWAY(S)</b>  <b>A. <u>Marketing Communications</u></b>  (Choose Standards)  1-2-3-4-5  <b>B. <u>Marketing Management</u></b>  (Choose Standards)  1-2-3-4-5-6-7  <b>C. <u>Marketing Research</u></b>  (Choose Standards)  1-2-3-4  <b>D. <u>Merchandising</u></b>  (Choose Standards)  1-2-3-4-5-6-7-8  <b>E. <u>Professional Sales</u></b>  (Choose Standards)  1-2-3</p> <p><b>NOTE:</b>  <b>Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.</b></p>	<p><b>KEY IDEAS/DETAILS</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. A</b>  <b>Standard CC.3.5.11-12 A</b>  Cite specific textual evidence, etc.  <b>Standard CC.3.5.9-10 B</b>  <b>Standard CC.3.5.11-12. B</b>  Determine the central ideas or conclusions of a text; etc.  <b>Standard CC.3.5.9-10.C</b>  <b>Standard CC.3.5.11-12.C</b>  Follow precisely a complex multistep procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. D</b>  <b>Standard CC.3.5.11-12.D</b>  Determine the meaning of symbols, key terms, and other domain specific words.  <b>Standard CC.3.5.9-10.E</b>  <b>Standard CC.3.5.11-12.E</b>  Analyze the structure of the relationships among concepts in a text, etc.  <b>Standard CC.3.5.9-10.F</b>  <b>Standard CC.3.5.11-12.F</b>  Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10. H</b></p>	<p><b>TEXT TYPES AND PURPOSE</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.A</b>  <b>Standard CC.3.6.11-12.A</b>  Write arguments focused on discipline specific content.  <b>Standard CC.3.6.9-10.B</b>  <b>Standard CC.3.6.11-12.B</b>  Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.C</b>  <b>Standard CC.3.6.11-12 C</b>  Produce clear and coherent writing...appropriate to task, purpose, and audience.  <b>Standard CC.3.6.9-10 D</b>  <b>Standard CC.3.6.11-12.D</b>  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  <b>Standard CC.3.6.9-10.E</b>  <b>Standard CC.3.6.11-12.E.</b>  Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.F</b>  <b>Standard CC.3.6.11-12.F</b>  Conduct short and more sustained research to answer</p>
--	---	---	---

		<p>Assess the reasoning in a text to support the author’s claim for solving a technical problem.  <b>Standard CC.3.5.9-10. I</b>  Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS  GRADES 11-12</b>  <b>Standard CC.3.5.11-12. G</b>  Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.  <b>Standard CC.3.5.11-12. H</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12. I</b>  Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING  GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.J</b>  <b>Standard CC.3.5.11-12.J</b>  By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>a question or solve a problem.  <b>Standard CC.3.6.9-10.G.</b>  <b>Standard CC.3.6.11-12.G</b>  Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  <b>Standard CC.3.6.9-10.H.</b>  <b>Standard CC.3.6.11-12.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.  <b>RANGE OF WRITING  GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I &amp; Standard CC.3.5.11-12.I.</b>  Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
--	--	--	--	--

<b>500 COMMUNICATIONS IN MARKETING.</b>				
501 RESERVED	<b>CAREER CLUSTER</b> <b>Marketing Career Cluster - (Choose Standards)</b> 1-2-3-4-5-6-7-8-9-10 <b>PATHWAY(S)</b> <b>A. Marketing Communications</b>	<b>KEY IDEAS/DETAILS  GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. A</b> <b>Standard CC.3.5.11-12 A</b> Cite specific textual evidence, etc. <b>Standard CC.3.5.9-10 B</b> <b>Standard CC.3.5.11-12. B</b> Determine the central ideas or conclusions of a text; etc.	<b>TEXT TYPES AND PURPOSE  GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.A</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content. <b>Standard CC.3.6.9-10.B</b> <b>Standard CC.3.6.11-12.B</b>	
502 Communicate effectively within the workplace.				
503 Demonstrate ability to read and comprehend written communications.				
504 Create a variety of written business communications utilized in the workplace.				
505 RESERVED				
506 RESERVED				



<p>507 508 509</p>	<p>Prepare and deliver a marketing related presentation. RESERVED Interpret nonverbal communications.</p>	<p>(Choose Standards) 1-2-3-4-5 <b><u>B. Marketing Management</u></b> (Choose Standards) 1-2-3-4-5-6-7 <b><u>C. Marketing Research</u></b> (Choose Standards) 1-2-3-4 <b><u>D. Merchandising</u></b> (Choose Standards) 1-2-3-4-5-6-7-8 <b><u>E. Professional Sales</u></b> (Choose Standards) 1-2-3</p> <p><b>NOTE:</b> <b>Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.</b></p>	<p><b>Standard CC.3.5.9-10.C</b> <b>Standard CC.3.5.11-12.C</b> Follow precisely a complex multistep procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. D</b> <b>Standard CC.3.5.11-12.D</b> Determine the meaning of symbols, key terms, and other domain specific words. <b>Standard CC.3.5.9-10.E</b> <b>Standard CC.3.5.11-12.E</b> Analyze the structure of the relationships among concepts in a text, etc. <b>Standard CC.3.5.9-10.F</b> <b>Standard CC.3.5.11-12.F</b> Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.G</b> Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). <b>Standard CC.3.5.9-10. H</b> Assess the reasoning in a text to support the author’s claim for solving a technical problem. <b>Standard CC.3.5.9-10. I</b> Compare and contrast findings presented in a text to those from other sources, etc.</p>	<p>Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.C</b> <b>Standard CC.3.6.11-12 C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience. <b>Standard CC.3.6.9-10 D</b> <b>Standard CC.3.6.11-12.D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <b>Standard CC.3.6.9-10.E</b> <b>Standard CC.3.6.11-12.E.</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.F</b> <b>Standard CC.3.6.11-12.F</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.9-10.G.</b> <b>Standard CC.3.6.11-12.G</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p>
----------------------------	---	--	--	---

		<p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12. G</b>  Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.  <b>Standard CC.3.5.11-12. H</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12. I</b>  Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.J</b>  <b>Standard CC.3.5.11-12.J</b>  By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p><b>Standard CC.3.6.9-10.H.</b>  <b>Standard CC.3.6.11-12.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I &amp; Standard CC.3.5.11-12.I.</b>  Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
--	--	--	---	--

<b>600 RESERVED.</b>				
601 RESERVED 602 RESERVED 603 RESERVED 604 RESERVED 605 RESERVED 606 RESERVED 607 RESERVED	<p><b>CAREER CLUSTER</b>  <b>Marketing Career Cluster</b> - (Choose Standards)  1-2-3-4-5-6-7-8-9-10  <b>PATHWAY(S)</b>  <b>A. <u>Marketing Communications</u></b>  (Choose Standards)  1-2-3-4-5  <b>B. <u>Marketing Management</u></b>  (Choose Standards)  1-2-3-4-5-6-7  <b>C. <u>Marketing Research</u></b></p>	<p><b>KEY IDEAS/DETAILS</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. A</b>  <b>Standard CC.3.5.11-12 A</b>  Cite specific textual evidence, etc.  <b>Standard CC.3.5.9-10 B</b>  <b>Standard CC.3.5.11-12. B</b>  Determine the central ideas or conclusions of a text; etc.  <b>Standard CC.3.5.9-10.C</b>  <b>Standard CC.3.5.11-12.C</b>  Follow precisely a complex multistep procedure, etc.  <b>CRAFT &amp; STRUCTURE</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. D</b>  <b>Standard CC.3.5.11-12.D</b></p>	<p><b>TEXT TYPES AND PURPOSE</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.A</b>  <b>Standard CC.3.6.11-12.A</b>  Write arguments focused on discipline specific content.  <b>Standard CC.3.6.9-10.B</b>  <b>Standard CC.3.6.11-12.B</b>  Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b>  <b>GRADES 9-10-11-12</b></p>	

	<p>(Choose Standards) 1-2-3-4 <b>D. Merchandising</b> (Choose Standards) 1-2-3-4-5-6-7-8 <b>E. Professional Sales</b> (Choose Standards) 1-2-3</p> <p><b>NOTE:</b> <b>Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.</b></p>	<p>Determine the meaning of symbols, key terms, and other domain specific words. <b>Standard CC.3.5.9-10.E</b> <b>Standard CC.3.5.11-12.E</b> Analyze the structure of the relationships among concepts in a text, etc. <b>Standard CC.3.5.9-10.F</b> <b>Standard CC.3.5.11-12.F</b> Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.G</b> Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). <b>Standard CC.3.5.9-10. H</b> Assess the reasoning in a text to support the author’s claim for solving a technical problem. <b>Standard CC.3.5.9-10. I</b> Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12. G</b> Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem. <b>Standard CC.3.5.11-12. H</b> Evaluate the hypotheses, data, analysis, and conclusions in a</p>	<p><b>Standard CC.3.6.9-10.C</b> <b>Standard CC.3.6.11-12 C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience. <b>Standard CC.3.6.9-10 D</b> <b>Standard CC.3.6.11-12.D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <b>Standard CC.3.6.9-10.E</b> <b>Standard CC.3.6.11-12.E.</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.F</b> <b>Standard CC.3.6.11-12.F</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.9-10.G.</b> <b>Standard CC.3.6.11-12.G</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.9-10.H.</b> <b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b> <b>GRADES 9-10-11-12</b></p>	
--	--	---	---	--

		<p>technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12. I</b>          Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING          GRADES 9-10-11-12          Standard CC.3.5.9-10.J          Standard CC.3.5.11-12.J</b>          By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p><b>Standard CC.3.5.9-10.I &amp; Standard CC.3.5.11-12.I.</b>          Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
--	--	---	--	--

<b>700</b>	<b>MARKETING INFORMATION MANAGEMENT AND MARKET PLANNING.</b>			
701	RESERVED	<p><b>CAREER CLUSTER</b>  <b>Marketing Career Cluster</b> - (Choose Standards)          1-2-3-4-5-6-7-8-9-10  <b>PATHWAY(S)</b>  <b>A. <u>Marketing Communications</u></b>          (Choose Standards)          1-2-3-4-5  <b>B. <u>Marketing Management</u></b>          (Choose Standards)          1-2-3-4-5-6-7  <b>C. <u>Marketing Research</u></b>          (Choose Standards)          1-2-3-4  <b>D. <u>Merchandising</u></b>          (Choose Standards)          1-2-3-4-5-6-7-8  <b>E. <u>Professional Sales</u></b>          (Choose Standards)          1-2-3</p>	<p><b>KEY IDEAS/DETAILS          GRADES 9-10-11-12          Standard CC.3.5.9-10. A          Standard CC.3.5.11-12 A</b>          Cite specific textual evidence, etc.  <b>Standard CC.3.5.9-10 B          Standard CC.3.5.11-12. B</b>          Determine the central ideas or conclusions of a text; etc.  <b>Standard CC.3.5.9-10.C          Standard CC.3.5.11-12.C</b>          Follow precisely a complex multistep procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE          GRADES 9-10-11-12          Standard CC.3.5.9-10. D          Standard CC.3.5.11-12.D</b>          Determine the meaning of symbols, key terms, and other domain specific words.  <b>Standard CC.3.5.9-10.E          Standard CC.3.5.11-12.E</b>          Analyze the structure of the relationships among concepts in a text, etc.</p>	<p><b>TEXT TYPES AND PURPOSE          GRADES 9-10-11-12          Standard CC.3.6.9-10.A          Standard CC.3.6.11-12.A</b>          Write arguments focused on discipline specific content.  <b>Standard CC.3.6.9-10.B          Standard CC.3.6.11-12.B</b>          Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING          GRADES 9-10-11-12          Standard CC.3.6.9-10.C          Standard CC.3.6.11-12 C</b>          Produce clear and coherent writing...appropriate to task, purpose, and audience.  <b>Standard CC.3.6.9-10 D          Standard CC.3.6.11-12.D</b>          Develop and strengthen writing as needed by</p>
702	Identify and define methods of conducting marketing research.			
703	Explain the use of technology in customer relationship management.			
704	Compare primary and secondary marketing research data.			
705	Use marketing research data to make recommendations and decisions.			

	<p><b>NOTE:</b>  <b>Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.</b></p>	<p><b>Standard CC.3.5.9-10.F</b>  <b>Standard CC.3.5.11-12.F</b>  Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).</p> <p><b>Standard CC.3.5.9-10. H</b>  Assess the reasoning in a text to support the author’s claim for solving a technical problem.</p> <p><b>Standard CC.3.5.9-10. I</b>  Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12. G</b>  Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.</p> <p><b>Standard CC.3.5.11-12. H</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</p> <p><b>Standard CC.3.5.11-12. I</b>  Synthesize information from a range of sources into a coherent understanding.</p>	<p>planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Standard CC.3.6.9-10.E</b>  <b>Standard CC.3.6.11-12.E.</b>  Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.F</b>  <b>Standard CC.3.6.11-12.F</b>  Conduct short and more sustained research to answer a question or solve a problem.</p> <p><b>Standard CC.3.6.9-10.G.</b>  <b>Standard CC.3.6.11-12.G</b>  Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p><b>Standard CC.3.6.9-10.H.</b>  <b>Standard CC.3.6.11-12.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I &amp; Standard CC.3.5.11-12.I.</b>  Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
--	--	--	---	--

		<b>RANGE OF READING</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.J</b> <b>Standard CC.3.5.11-12.J</b> By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.		
--	--	--	--	--

<b>800 BUSINESS MANAGEMENT AND ADMINISTRATION.</b>				
801 Compare the different forms of business ownership. 802 Research safety concerns in the marketing and business industry. 803 Analyze the nature of risk management. 804 RESERVED 805 Explain the nature of business ethics.	<b>CAREER CLUSTER</b> <b>Marketing Career Cluster</b> - (Choose Standards) 1-2-3-4-5-6-7-8-9-10 <b>PATHWAY(S)</b> <b>A. <u>Marketing Communications</u></b> (Choose Standards) 1-2-3-4-5 <b>B. <u>Marketing Management</u></b> (Choose Standards) 1-2-3-4-5-6-7 <b>C. <u>Marketing Research</u></b> (Choose Standards) 1-2-3-4 <b>D. <u>Merchandising</u></b> (Choose Standards) 1-2-3-4-5-6-7-8 <b>E. <u>Professional Sales</u></b> (Choose Standards) 1-2-3  <b>NOTE:</b> <b>Please refer to the Common Career Technical Core Standards booklet if you</b>	<b>KEY IDEAS/DETAILS</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. A</b> <b>Standard CC.3.5.11-12 A</b> Cite specific textual evidence, etc. <b>Standard CC.3.5.9-10 B</b> <b>Standard CC.3.5.11-12. B</b> Determine the central ideas or conclusions of a text; etc. <b>Standard CC.3.5.9-10.C</b> <b>Standard CC.3.5.11-12.C</b> Follow precisely a complex multistep procedure, etc.  <b>CRAFT &amp; STRUCTURE</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. D</b> <b>Standard CC.3.5.11-12.D</b> Determine the meaning of symbols, key terms, and other domain specific words. <b>Standard CC.3.5.9-10.E</b> <b>Standard CC.3.5.11-12.E</b> Analyze the structure of the relationships among concepts in a text, etc. <b>Standard CC.3.5.9-10.F</b> <b>Standard CC.3.5.11-12.F</b> Analyze the author’s purpose in providing an explanation, describing a procedure...and	<b>TEXT TYPES AND PURPOSE</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.A</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content. <b>Standard CC.3.6.9-10.B</b> <b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.  <b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.C</b> <b>Standard CC.3.6.11-12 C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience. <b>Standard CC.3.6.9-10 D</b> <b>Standard CC.3.6.11-12.D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <b>Standard CC.3.6.9-10.E</b>	

	<p>wish to add more Career Pathways for your local geographic area.</p>	<p>Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10. H</b>  Assess the reasoning in a text to support the author’s claim for solving a technical problem.  <b>Standard CC.3.5.9-10. I</b>  Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12. G</b>  Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.  <b>Standard CC.3.5.11-12. H</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12. I</b>  Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.J</b>  <b>Standard CC.3.5.11-12.J</b>  By the end of grades 9- 10, AND 11-12, read and comprehend</p>	<p><b>Standard CC.3.6.11-12.E.</b>  Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.F</b>  <b>Standard CC.3.6.11-12.F</b>  Conduct short and more sustained research to answer a question or solve a problem.  <b>Standard CC.3.6.9-10.G.</b>  <b>Standard CC.3.6.11-12.G</b>  Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  <b>Standard CC.3.6.9-10.H.</b>  <b>Standard CC.3.6.11-12.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I &amp; Standard CC.3.5.11-12.I.</b>  Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
--	---	--	--	--

		technical texts independently and proficiently.		
<b>900 SELLING GOODS AND SERVICES.</b>				
<p>901 Identify the steps of a sale.</p> <p>902 Demonstrate greeting and approaching a customer.</p> <p>903 Create probing questions to determine customer needs.</p> <p>904 Demonstrate feature-benefit selling.</p> <p>905 Demonstrate suggestion selling.</p> <p>906 Close a customer sale.</p> <p>907 Perform a sales presentation for a good or service.</p> <p>908 RESERVED</p> <p>909 RESERVED</p> <p>910 RESERVED</p> <p>911 Follow and interpret sales policies to customers.</p> <p>912 Demonstrate methods of handling sales objections.</p>	<p><b>CAREER CLUSTER</b>  <b>Marketing Career Cluster</b> - (Choose Standards)  1-2-3-4-5-6-7-8-9-10</p> <p><b>PATHWAY(S)</b>  <b>A. Marketing Communications</b>  (Choose Standards)  1-2-3-4-5</p> <p><b>B. Marketing Management</b>  (Choose Standards)  1-2-3-4-5-6-7</p> <p><b>C. Marketing Research</b>  (Choose Standards)  1-2-3-4</p> <p><b>D. Merchandising</b>  (Choose Standards)  1-2-3-4-5-6-7-8</p> <p><b>E. Professional Sales</b>  (Choose Standards)  1-2-3</p> <p><b>NOTE:</b>  Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.</p>	<p><b>KEY IDEAS/DETAILS</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. A</b>  <b>Standard CC.3.5.11-12. A</b>  Cite specific textual evidence, etc.  <b>Standard CC.3.5.9-10 B</b>  <b>Standard CC.3.5.11-12. B</b>  Determine the central ideas or conclusions of a text; etc.  <b>Standard CC.3.5.9-10.C</b>  <b>Standard CC.3.5.11-12.C</b>  Follow precisely a complex multistep procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. D</b>  <b>Standard CC.3.5.11-12.D</b>  Determine the meaning of symbols, key terms, and other domain specific words.  <b>Standard CC.3.5.9-10.E</b>  <b>Standard CC.3.5.11-12.E</b>  Analyze the structure of the relationships among concepts in a text, etc.  <b>Standard CC.3.5.9-10.F</b>  <b>Standard CC.3.5.11-12.F</b>  Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b></p>	<p><b>TEXT TYPES AND PURPOSE</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.A</b>  <b>Standard CC.3.6.11-12.A</b>  Write arguments focused on discipline specific content.  <b>Standard CC.3.6.9-10.B</b>  <b>Standard CC.3.6.11-12.B</b>  Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.C</b>  <b>Standard CC.3.6.11-12.C</b>  Produce clear and coherent writing...appropriate to task, purpose, and audience.  <b>Standard CC.3.6.9-10.D</b>  <b>Standard CC.3.6.11-12.D</b>  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  <b>Standard CC.3.6.9-10.E</b>  <b>Standard CC.3.6.11-12.E.</b>  Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.F</b></p>	<p><b>NUMBERS AND OPERATIONS</b>  <b>Standard 2.1.HS.F.2</b>  Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p><b>Standard 2.1.HS.F.4</b>  Use units as a way to understand problems and to guide the solution of multistep problems.</p> <p><b>Standard 2.1.HS.F.5</b>  Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p><b>Standard 2.1.HS.F.6</b>  Extend the knowledge of arithmetic operations and apply to complex numbers.</p>



		<p>Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).</p> <p><b>Standard CC.3.5.9-10. H</b> Assess the reasoning in a text to support the author’s claim for solving a technical problem.</p> <p><b>Standard CC.3.5.9-10. I</b> Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12. G</b> Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.</p> <p><b>Standard CC.3.5.11-12. H</b> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</p> <p><b>Standard CC.3.5.11-12. I</b> Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.J</b> <b>Standard CC.3.5.11-12.J</b> By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p><b>Standard CC.3.6.11-12.F</b> Conduct short and more sustained research to answer a question or solve a problem.</p> <p><b>Standard CC.3.6.9-10.G</b> <b>Standard CC.3.6.11-12.G</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p><b>Standard CC.3.6.9-10.H.</b> <b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.I &amp; Standard CC.3.5.11-12.I.</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
--	--	--	--	--

<p><b>1000 ADVERTISING AND PROMOTING GOODS AND SERVICES.</b></p>				
--	--	--	--	--

<p>1001 Explain the importance of promotion, and how it serves consumers.</p> <p>1002 Design projects that utilize principles of visual merchandising.</p> <p>1003 Identify the different types of advertising media.</p> <p>1004 Create a promotional mix.</p> <p>1005 Identify the major elements of a print advertisement.</p> <p>1006 RESERVED</p> <p>1007 RESERVED</p> <p>1008 Write advertising slogans.</p> <p>1009 Differentiate between promotional advertising and institutional advertising.</p> <p>1010 RESERVED</p> <p>1011 Distinguish between advertising and publicity.</p> <p>1012 RESERVED</p> <p>1013 RESERVED</p> <p>1014 Create a promotional project.</p>	<p><b>CAREER CLUSTER</b>  <b>Marketing Career Cluster</b> - (Choose Standards)  1-2-3-4-5-6-7-8-9-10</p> <p><b>PATHWAY(S)</b>  <b>A. <u>Marketing Communications</u></b>  (Choose Standards)  1-2-3-4-5</p> <p><b>B. <u>Marketing Management</u></b>  (Choose Standards)  1-2-3-4-5-6-7</p> <p><b>C. <u>Marketing Research</u></b>  (Choose Standards)  1-2-3-4</p> <p><b>D. <u>Merchandising</u></b>  (Choose Standards)  1-2-3-4-5-6-7-8</p> <p><b>E. <u>Professional Sales</u></b>  (Choose Standards)  1-2-3</p> <p><b>NOTE:</b>  <b>Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.</b></p>	<p><b>KEY IDEAS/DETAILS</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. A</b>  <b>Standard CC.3.5.11-12. A</b>  Cite specific textual evidence, etc.</p> <p><b>Standard CC.3.5.9-10. B</b>  <b>Standard CC.3.5.11-12. B</b>  Determine the central ideas or conclusions of a text; etc.</p> <p><b>Standard CC.3.5.9-10. C</b>  <b>Standard CC.3.5.11-12. C</b>  Follow precisely a complex multistep procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. D</b>  <b>Standard CC.3.5.11-12. D</b>  Determine the meaning of symbols, key terms, and other domain specific words.</p> <p><b>Standard CC.3.5.9-10. E</b>  <b>Standard CC.3.5.11-12. E</b>  Analyze the structure of the relationships among concepts in a text, etc.</p> <p><b>Standard CC.3.5.9-10. F</b>  <b>Standard CC.3.5.11-12. F</b>  Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10. G</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).</p> <p><b>Standard CC.3.5.9-10. H</b></p>	<p><b>TEXT TYPES AND PURPOSE</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10. A</b>  <b>Standard CC.3.6.11-12. A</b>  Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.9-10. B</b>  <b>Standard CC.3.6.11-12. B</b>  Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10. C</b>  <b>Standard CC.3.6.11-12. C</b>  Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p><b>Standard CC.3.6.9-10. D</b>  <b>Standard CC.3.6.11-12. D</b>  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Standard CC.3.6.9-10. E</b>  <b>Standard CC.3.6.11-12. E.</b>  Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10. F</b>  <b>Standard CC.3.6.11-12. F</b>  Conduct short and more sustained research to answer</p>	<p><b>NUMBERS AND OPERATIONS</b>  <b>Standard 2.1.HS.F.2</b>  Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p><b>Standard 2.1.HS.F.4</b>  Use units as a way to understand problems and to guide the solution of multistep problems.</p> <p><b>Standard 2.1.HS.F.5</b>  Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p><b>Standard 2.1.HS.F.6</b>  Extend the knowledge of arithmetic operations and apply to complex numbers.</p>
---	---	---	---	---

		<p>Assess the reasoning in a text to support the author’s claim for solving a technical problem.  <b>Standard CC.3.5.9-10. I</b>  Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS  GRADES 11-12</b>  <b>Standard CC.3.5.11-12. G</b>  Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.  <b>Standard CC.3.5.11-12. H</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12. I</b>  Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING  GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.J</b>  <b>Standard CC.3.5.11-12.J</b>  By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>a question or solve a problem.  <b>Standard CC.3.6.9-10.G.</b>  <b>Standard CC.3.6.11-12.G</b>  Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  <b>Standard CC.3.6.9-10.H.</b>  <b>Standard CC.3.6.11-12.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING  GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I &amp; Standard CC.3.5.11-12.I.</b>  Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
--	--	--	--	--

<b>1100 PROVIDING PERSONALIZED CUSTOMER SERVICE.</b>				
1101 Describe the benefits of customer service. 1102 RESERVED 1103 Demonstrate the use of effective face-to-face communication with customers.	<b>CAREER CLUSTER</b> <b>Marketing Career Cluster</b> - (Choose Standards)	<b>KEY IDEAS/DETAILS</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. A</b> <b>Standard CC.3.5.11-12 A</b>	<b>TEXT TYPES AND PURPOSE</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.A</b>	<b>NUMBERS AND OPERATIONS</b> <b>Standard 2.1.HS.F.2</b>

<p>1104 Develop a rapport with customers.  1105 Solve customer problems.  1106 RESERVED  1107 Handle difficult customers.  1108 RESERVED  1109 RESERVED  1110 Exhibit positive customer relations.  1111 Develop a customer service policy statement.</p>	<p>1-2-3-4-5-6-7-8-9-10  <b>PATHWAY(S)</b>  <b>A. <u>Marketing Communications</u></b>  (Choose Standards)  1-2-3-4-5  <b>B. <u>Marketing Management</u></b>  (Choose Standards)  1-2-3-4-5-6-7  <b>C. <u>Marketing Research</u></b>  (Choose Standards)  1-2-3-4  <b>D. <u>Merchandising</u></b>  (Choose Standards)  1-2-3-4-5-6-7-8  <b>E. <u>Professional Sales</u></b>  (Choose Standards)  1-2-3</p> <p><b>NOTE:</b>  <b>Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.</b></p>	<p>Cite specific textual evidence, etc.  <b>Standard CC.3.5.9-10 B</b>  <b>Standard CC.3.5.11-12. B</b>  Determine the central ideas or conclusions of a text; etc.  <b>Standard CC.3.5.9-10.C</b>  <b>Standard CC.3.5.11-12.C</b>  Follow precisely a complex multistep procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. D</b>  <b>Standard CC.3.5.11-12.D</b>  Determine the meaning of symbols, key terms, and other domain specific words.  <b>Standard CC.3.5.9-10.E</b>  <b>Standard CC.3.5.11-12.E</b>  Analyze the structure of the relationships among concepts in a text, etc.  <b>Standard CC.3.5.9-10.F</b>  <b>Standard CC.3.5.11-12.F</b>  Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10. H</b>  Assess the reasoning in a text to support the author’s claim for solving a technical problem.  <b>Standard CC.3.5.9-10. I</b></p>	<p><b>Standard CC.3.6.11-12.A</b>  Write arguments focused on discipline specific content.  <b>Standard CC.3.6.9-10.B</b>  <b>Standard CC.3.6.11-12.B</b>  Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.C</b>  <b>Standard CC.3.6.11-12 C</b>  Produce clear and coherent writing...appropriate to task, purpose, and audience.  <b>Standard CC.3.6.9-10 D</b>  <b>Standard CC.3.6.11-12.D</b>  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  <b>Standard CC.3.6.9-10.E</b>  <b>Standard CC.3.6.11-12.E.</b>  Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.F</b>  <b>Standard CC.3.6.11-12.F</b>  Conduct short and more sustained research to answer a question or solve a problem.  <b>Standard CC.3.6.9-10.G.</b>  <b>Standard CC.3.6.11-12.G</b></p>	<p>Apply properties of rational and irrational numbers to solve real world or mathematical problems.  <b>Standard 2.1.HS.F.4</b>  Use units as a way to understand problems and to guide the solution of multistep problems.  <b>Standard 2.1.HS.F.5</b>  Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.  <b>Standard 2.1.HS.F.6</b>  Extend the knowledge of arithmetic operations and apply to complex numbers.</p>
---	--	--	--	--

		<p>Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS GRADES 11-12</b> <b>Standard CC.3.5.11-12. G</b> Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem. <b>Standard CC.3.5.11-12. H</b> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. <b>Standard CC.3.5.11-12. I</b> Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.J</b> <b>Standard CC.3.5.11-12.J</b> By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.9-10.H.</b> <b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.I &amp; Standard CC.3.5.11-12.I.</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
<b>1200 CHANNEL MANAGEMENT.</b>				
<p>1201 Identify and explain the channels of distribution.</p> <p>1202 Distinguish and select channel of distribution for a product.</p> <p>1203 Describe types of inventory control.</p> <p>1204 Receive and inspect merchandise.</p> <p>1205 Identify the purpose and importance of purchasing procedures.</p>	<p><b>CAREER CLUSTER</b> <b>Marketing Career Cluster</b> - (Choose Standards) 1-2-3-4-5-6-7-8-9-10</p> <p><b>PATHWAY(S)</b> <b>A. <u>Marketing Communications</u></b> (Choose Standards) 1-2-3-4-5</p> <p><b>B. <u>Marketing Management</u></b> (Choose Standards)</p>	<p><b>KEY IDEAS/DETAILS GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. A</b> <b>Standard CC.3.5.11-12 A</b> Cite specific textual evidence, etc. <b>Standard CC.3.5.9-10 B</b> <b>Standard CC.3.5.11-12. B</b> Determine the central ideas or conclusions of a text; etc. <b>Standard CC.3.5.9-10.C</b> <b>Standard CC.3.5.11-12.C</b> Follow precisely a complex multistep procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE</b></p>	<p><b>TEXT TYPES AND PURPOSE GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.A</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content. <b>Standard CC.3.6.9-10.B</b> <b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p>	<p><b>NUMBERS AND OPERATIONS</b> <b>Standard 2.1.HS.F.2</b> Apply properties of rational and irrational numbers to solve real world or mathematical problems. <b>Standard 2.1.HS.F.4</b> Use units as a way to understand problems and to guide the solution of multistep problems. <b>Standard 2.1.HS.F.5</b></p>

	<p>1-2-3-4-5-6-7</p> <p><b>C. Marketing Research</b> (Choose Standards) 1-2-3-4</p> <p><b>D. Merchandising</b> (Choose Standards) 1-2-3-4-5-6-7-8</p> <p><b>E. Professional Sales</b> (Choose Standards) 1-2-3</p> <p><b>NOTE:</b> <b>Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.</b></p>	<p><b>GRADES 9-10-11-12</b></p> <p><b>Standard CC.3.5.9-10. D</b> <b>Standard CC.3.5.11-12.D</b> Determine the meaning of symbols, key terms, and other domain specific words.</p> <p><b>Standard CC.3.5.9-10.E</b> <b>Standard CC.3.5.11-12.E</b> Analyze the structure of the relationships among concepts in a text, etc.</p> <p><b>Standard CC.3.5.9-10.F</b> <b>Standard CC.3.5.11-12.F</b> Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.G</b> Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).</p> <p><b>Standard CC.3.5.9-10. H</b> Assess the reasoning in a text to support the author’s claim for solving a technical problem.</p> <p><b>Standard CC.3.5.9-10. I</b> Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12. G</b> Integrate and evaluate multiple sources of information presented</p>	<p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.C</b> <b>Standard CC.3.6.11-12 C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D</b> <b>Standard CC.3.6.11-12.D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Standard CC.3.6.9-10.E</b> <b>Standard CC.3.6.11-12.E.</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.F</b> <b>Standard CC.3.6.11-12.F</b> Conduct short and more sustained research to answer a question or solve a problem.</p> <p><b>Standard CC.3.6.9-10.G.</b> <b>Standard CC.3.6.11-12.G</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p><b>Standard CC.3.6.9-10.H.</b> <b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support</p>	<p>Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p><b>Standard 2.1.HS.F.6</b> Extend the knowledge of arithmetic operations and apply to complex numbers.</p>
--	--	--	--	--

		<p>in diverse formats...to solve a problem.</p> <p><b>Standard CC.3.5.11-12. H</b> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</p> <p><b>Standard CC.3.5.11-12. I</b> Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.J</b> <b>Standard CC.3.5.11-12.J</b> By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>analysis, reflection, and research.</p> <p><b>RANGE OF WRITING GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.I &amp; Standard CC.3.5.11-12.I.</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
--	--	--	--	--

<b>1300 RESERVED.</b>				
<p>1301 RESERVED</p> <p>1302 RESERVED</p> <p>1303 RESERVED</p> <p>1304 RESERVED</p>	<p><b>CAREER CLUSTER</b> <b>Marketing Career Cluster</b> - (Choose Standards) 1-2-3-4-5-6-7-8-9-10</p> <p><b>PATHWAY(S)</b> <b>A. <u>Marketing Communications</u></b> (Choose Standards) 1-2-3-4-5</p> <p><b>B. <u>Marketing Management</u></b> (Choose Standards) 1-2-3-4-5-6-7</p> <p><b>C. <u>Marketing Research</u></b> (Choose Standards) 1-2-3-4</p> <p><b>D. <u>Merchandising</u></b> (Choose Standards) 1-2-3-4-5-6-7-8</p>	<p><b>KEY IDEAS/DETAILS GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. A</b> <b>Standard CC.3.5.11-12 A</b> Cite specific textual evidence, etc.</p> <p><b>Standard CC.3.5.9-10 B</b> <b>Standard CC.3.5.11-12. B</b> Determine the central ideas or conclusions of a text; etc.</p> <p><b>Standard CC.3.5.9-10.C</b> <b>Standard CC.3.5.11-12.C</b> Follow precisely a complex multistep procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. D</b> <b>Standard CC.3.5.11-12.D</b> Determine the meaning of symbols, key terms, and other domain specific words.</p> <p><b>Standard CC.3.5.9-10.E</b></p>	<p><b>TEXT TYPES AND PURPOSE GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.A</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.9-10.B</b> <b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.C</b> <b>Standard CC.3.6.11-12 C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience. <b>Standard CC.3.6.9-10 D</b></p>	<p><b>NUMBERS AND OPERATIONS</b> <b>Standard 2.1.HS.F.2</b> Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p><b>Standard 2.1.HS.F.4</b> Use units as a way to understand problems and to guide the solution of multistep problems.</p> <p><b>Standard 2.1.HS.F.5</b> Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p><b>Standard 2.1.HS.F.6</b> Extend the knowledge of arithmetic operations and apply to complex numbers.</p>

	<p><b>E. Professional Sales</b> (Choose Standards) 1-2-3</p> <p><b>NOTE:</b> <b>Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.</b></p>	<p><b>Standard CC.3.5.11-12.E</b> Analyze the structure of the relationships among concepts in a text, etc.</p> <p><b>Standard CC.3.5.9-10.F</b> <b>Standard CC.3.5.11-12.F</b> Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.G</b> Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).</p> <p><b>Standard CC.3.5.9-10. H</b> Assess the reasoning in a text to support the author’s claim for solving a technical problem.</p> <p><b>Standard CC.3.5.9-10. I</b> Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12. G</b> Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.</p> <p><b>Standard CC.3.5.11-12. H</b> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</p> <p><b>Standard CC.3.5.11-12. I</b></p>	<p><b>Standard CC.3.6.11-12.D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Standard CC.3.6.9-10.E</b> <b>Standard CC.3.6.11-12.E.</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.F</b> <b>Standard CC.3.6.11-12.F</b> Conduct short and more sustained research to answer a question or solve a problem.</p> <p><b>Standard CC.3.6.9-10.G.</b> <b>Standard CC.3.6.11-12.G</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p><b>Standard CC.3.6.9-10.H.</b> <b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.I &amp; Standard CC.3.5.11-12.I.</b> Write routinely over extended time frames and shorter time frames for a</p>	
--	--	--	---	--



		<p>Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING GRADES 9-10-11-12 Standard CC.3.5.9-10.J Standard CC.3.5.11-12.J</b> By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>range of tasks, purposes and audiences...etc.</p>	
--	--	---	--	--

<b>1400 ECONOMICS.</b>				
<p>1401 RESERVED</p> <p>1402 Describe economic goods and services.</p> <p>1403 Examine economic resources.</p> <p>1404 Identify and discuss supply and demand factors in pricing.</p> <p>1405 RESERVED</p> <p>1406 RESERVED</p> <p>1407 Compare types of economic systems.</p>	<p><b>CAREER CLUSTER</b> <b>Marketing Career Cluster</b> - (Choose Standards) 1-2-3-4-5-6-7-8-9-10</p> <p><b>PATHWAY(S)</b> <b>A. <u>Marketing Communications</u></b> (Choose Standards) 1-2-3-4-5</p> <p><b>B. <u>Marketing Management</u></b> (Choose Standards) 1-2-3-4-5-6-7</p> <p><b>C. <u>Marketing Research</u></b> (Choose Standards) 1-2-3-4</p> <p><b>D. <u>Merchandising</u></b> (Choose Standards) 1-2-3-4-5-6-7-8</p> <p><b>E. <u>Professional Sales</u></b> (Choose Standards) 1-2-3</p> <p><b>NOTE:</b> <b>Please refer to the Common Career</b></p>	<p><b>KEY IDEAS/DETAILS GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. A Standard CC.3.5.11-12 A</b> Cite specific textual evidence, etc. <b>Standard CC.3.5.9-10 B Standard CC.3.5.11-12. B</b> Determine the central ideas or conclusions of a text; etc. <b>Standard CC.3.5.9-10.C Standard CC.3.5.11-12.C</b> Follow precisely a complex multistep procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. D Standard CC.3.5.11-12.D</b> Determine the meaning of symbols, key terms, and other domain specific words. <b>Standard CC.3.5.9-10.E Standard CC.3.5.11-12.E</b> Analyze the structure of the relationships among concepts in a text, etc. <b>Standard CC.3.5.9-10.F Standard CC.3.5.11-12.F</b></p>	<p><b>TEXT TYPES AND PURPOSE GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content. <b>Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience. <b>Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most</p>	<p><b>NUMBERS AND OPERATIONS</b> <b>Standard 2.1.HS.F.2</b> Apply properties of rational and irrational numbers to solve real world or mathematical problems. <b>Standard 2.1.HS.F.4</b> Use units as a way to understand problems and to guide the solution of multistep problems. <b>Standard 2.1.HS.F.5</b> Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. <b>Standard 2.1.HS.F.6</b> Extend the knowledge of arithmetic operations and apply to complex numbers.</p>

	<p><b>Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.</b></p>	<p>Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10. H</b>  Assess the reasoning in a text to support the author’s claim for solving a technical problem.  <b>Standard CC.3.5.9-10. I</b>  Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12. G</b>  Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.  <b>Standard CC.3.5.11-12. H</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12. I</b>  Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.J</b></p>	<p>significant for a specific purpose and audience.  <b>Standard CC.3.6.9-10.E</b>  <b>Standard CC.3.6.11-12.E.</b>  Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.F</b>  <b>Standard CC.3.6.11-12.F</b>  Conduct short and more sustained research to answer a question or solve a problem.  <b>Standard CC.3.6.9-10.G.</b>  <b>Standard CC.3.6.11-12.G</b>  Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  <b>Standard CC.3.6.9-10.H.</b>  <b>Standard CC.3.6.11-12.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I &amp; Standard CC.3.5.11-12.I.</b>  Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
--	--	---	---	--

		<b>Standard CC.3.5.11-12.J</b> By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.		
<b>1500 PRODUCT/SERVICE MANAGEMENT.</b>				
1501 Identify the difference between national and private brands. 1502 Explain the nature of product/service branding. 1503 Identify the elements of branding and packaging. 1504 Develop strategies to position a product/business.	<b>CAREER CLUSTER</b> <b>Marketing Career Cluster</b> - (Choose Standards) 1-2-3-4-5-6-7-8-9-10 <b>PATHWAY(S)</b> <b>A. Marketing Communications</b> (Choose Standards) 1-2-3-4-5 <b>B. Marketing Management</b> (Choose Standards) 1-2-3-4-5-6-7 <b>C. Marketing Research</b> (Choose Standards) 1-2-3-4 <b>D. Merchandising</b> (Choose Standards) 1-2-3-4-5-6-7-8 <b>E. Professional Sales</b> (Choose Standards) 1-2-3  <b>NOTE:</b> <b>Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.</b>	<b>KEY IDEAS/DETAILS</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. A</b> <b>Standard CC.3.5.11-12 A</b> Cite specific textual evidence, etc. <b>Standard CC.3.5.9-10 B</b> <b>Standard CC.3.5.11-12. B</b> Determine the central ideas or conclusions of a text; etc. <b>Standard CC.3.5.9-10.C</b> <b>Standard CC.3.5.11-12.C</b> Follow precisely a complex multistep procedure, etc.  <b>CRAFT &amp; STRUCTURE</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. D</b> <b>Standard CC.3.5.11-12.D</b> Determine the meaning of symbols, key terms, and other domain specific words. <b>Standard CC.3.5.9-10.E</b> <b>Standard CC.3.5.11-12.E</b> Analyze the structure of the relationships among concepts in a text, etc. <b>Standard CC.3.5.9-10.F</b> <b>Standard CC.3.5.11-12.F</b> Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.  <b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>	<b>TEXT TYPES AND PURPOSE</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.A</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content. <b>Standard CC.3.6.9-10.B</b> <b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.  <b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.C</b> <b>Standard CC.3.6.11-12 C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience. <b>Standard CC.3.6.9-10 D</b> <b>Standard CC.3.6.11-12.D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <b>Standard CC.3.6.9-10.E</b> <b>Standard CC.3.6.11-12.E.</b> Use technology, including the internet, to produce, publish, and update	<b>NUMBERS AND OPERATIONS</b> <b>Standard 2.1.HS.F.2</b> Apply properties of rational and irrational numbers to solve real world or mathematical problems. <b>Standard 2.1.HS.F.4</b> Use units as a way to understand problems and to guide the solution of multistep problems. <b>Standard 2.1.HS.F.5</b> Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. <b>Standard 2.1.HS.F.6</b> Extend the knowledge of arithmetic operations and apply to complex numbers.

		<p><b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10. H</b>  Assess the reasoning in a text to support the author’s claim for solving a technical problem.  <b>Standard CC.3.5.9-10. I</b>  Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12. G</b>  Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.  <b>Standard CC.3.5.11-12. H</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12. I</b>  Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.J</b>  <b>Standard CC.3.5.11-12.J</b>  By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>individual or shared writing products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.F</b>  <b>Standard CC.3.6.11-12.F</b>  Conduct short and more sustained research to answer a question or solve a problem.  <b>Standard CC.3.6.9-10.G.</b>  <b>Standard CC.3.6.11-12.G</b>  Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  <b>Standard CC.3.6.9-10.H.</b>  <b>Standard CC.3.6.11-12.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I &amp; Standard CC.3.5.11-12.I.</b>  Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
--	--	--	---	--