

# ***Marketing Supplemental Program Resources***



This document was prepared by:

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## Introduction

This document provides supplemental information for the Marketing program of study. It may be updated or revised as the base program of study, or complementary programs, are updated, added, or removed. Please contact the appropriate Education Programs Professional with any questions.

The Program of Study includes the approved courses, complementary courses, alignment(s) to industry, postsecondary options, and additional information.

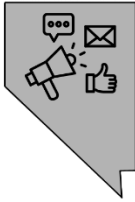
The Equipment List for the Marketing program of study is included and, if applicable, additional items used only in the complementary course(s) are noted.

The Crosswalks and Alignments connect and support the Marketing standards for the Marketing program of study. Complementary course standards are not listed in the crosswalks and alignments.

Program of Study Information

The following program of study information sheet as well as the program structure tables for the courses are provided to be able to print separately for handouts. The information provided is based on the best available information at the time of this document and will be updated as appropriate.

Marketing



The Marketing program provides students with the overall principles of marketing and business administration. Areas of study include economic systems, business fundamentals, marketing information, product/service management, promotion, pricing, and professional selling.

Marketing Career Cluster

Marketing is focused on planning, managing and performing marketing activities to reach organizational objectives.

Postsecondary Options

Certificate/License

- TMCC Bookkeeping Entrepreneurship, CoA
- CSN Business Management or Bookkeeping CoA

Associate Degrees

- TMCC Associate of Applied Science, Business
- WNC Associates in Marketing, General Business, Finance
- CSN Associates of Applied Science in Business Management

Bachelor's Degree

- CSN Tourism, Convention and Event Planning
- UNLV Bachelor of Science in business Administration, Marketing
- UNR Bachelor of Science in Business Administration, Marketing

Master's/Doctoral Degree

- UNR Master of Business Administration (MBA), Marketing emphasis
- UNLV Master of Business Administration (MBA), Marketing track



For additional information on this cluster, please contact:

[cteinfo@doe.nv.gov](mailto:cteinfo@doe.nv.gov)

Website: <https://doe.nv.gov/offices/craleo/cte>

Approved Courses

Principles of Business and Marketing  
Marketing I

Complementary Courses

Marketing Advanced Studies  
Marketing Entrepreneurship  
CTE Work Experience – Marketing  
IRC – Marketing

Work-Based Learning Opportunities

Job Shadowing / Internship / CTE Work Experience/ School-based Enterprise/ Apprenticeship Ready Programs

Career and Technical Student Organization



State Recognized Industry Certifications

Refer to the Governor's Office of Innovation's [Nevada Eligible Industry Credentialing List](#)

Aligned to Industry

Occupation	Median Wage Per year	Annual Openings	% Growth
Advertising, Promotions, Marketing Managers	\$156,580	36,600	8%
Marketing Research Analyst	\$74,680	903,400	8%
Public Relations Specialist	\$66,750	308,000	6%
Sales Managers	\$135,160	584,800	6%

Source U.S. Bureau of Labor Statistics 2022

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## Program Structure for Marketing

The core course sequencing is provided in the following table. Complementary Courses are available and provided later in this document. The following courses provide a completed program of study. The Lab is a complementary course available concurrently with the Business Management and Administration II course.

### Core Course Sequence (R) with Lab Course(s) (C)

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
<b>R</b>	Principles of Business and Marketing	PRIN BUS MKTG	52.0101	12	051	G	1.00	12	12051G1.0012
<b>R</b>	Marketing I	MKTG I	52.1401	12	152	G	1.00	22	12152G1.0022

The complementary courses are provided in the following table. **The qualifying program of study must be completed prior to enrolling in the complementary course(s).** A program does not have to utilize the complementary courses for students to complete their program of study.

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
C	Marketing Advanced Studies	MKTG AS	52.1401	12	152	E	1.00	11	12152E1.0011
C	Marketing Entrepreneurship	MKTG ENTREPRENEUR	52.0701	12	053	E	1.00	11	12053E1.0011
C	Industry Recognized Credential – Marketing	IRC MKTG	52.1401	12	199	E	1.00	11	12199E1.0011
C	CTE Work Experience – Marketing	WORK EXPER MARKET	99.0014	12	198	G	1.00	11	12198G1.0011

CIP Code – Classification of Instructional Programs (CIP) Codes

SCED – School Courses for the Exchange of Data that populates the State Infinite Campus System and the System for Accountability Information in Nevada (SAIN)

## Course Descriptions

### Principles of Business and Marketing

*Prerequisite: None*

This course is an entry-level course in the Business Management and Marketing programs that develops student understanding and skill in areas such as business law, communications, customer relations, economics, information management, marketing, and operations. Students acquire knowledge of fundamental business and marketing activities, factors affecting business, develop verbal and written communications skills, and participate in career exploration and planning.

### Marketing I

*Prerequisite: Principles of Business and Marketing*

This course is a continuation of the Marketing program. Students will learn and practice skills in the functional areas of marketing: channel management, marketing-information management, market planning, market research, pricing, promotion, product management, and professional selling. Ethical and legal issues of these functions will be covered. The appropriate use of technology and industry-standard equipment is an integral part of this course.

### Marketing Advanced Studies

*Prerequisite: Completion of Marketing Program of Study*

This course is offered to students who have completed all content standards in the Marketing program of study and desire to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

### Marketing Entrepreneurship

*Prerequisite: Completion of Marketing Program of Study*

This course is offered to students who have completed all content standards in the Marketing program of study. The Entrepreneurship course is designed to introduce students to the nature and scope of entrepreneurship, the impact on market economies, marketing functions and economic concepts related to entrepreneurship. Business plan development is the key tool by which students will learn concepts. Personal traits and behaviors of successful entrepreneurs will also be examined.

### Industry-Recognized Credential – Marketing

*Prerequisite: Completion of Marketing Program of Study*

This course is offered to students who have completed all content standards in the Marketing program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Marketing Program of Study. This course is designed to expand the students' opportunities to pursue certification aligned with employment standards in the industry aligned with this program of study. The supervising teacher will provide instruction aligned with the certification requirements, monitor progress toward certification, and provide the students with appropriate testing or certification opportunities associated with the intended Industry-Recognized Credential that is the subject of the course. This course may be repeated for additional instruction and credit.

### CTE Work Experience – Marketing

*Prerequisite: Completion of Level 2 course in the qualifying program of study*

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth CTE work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulations.

**Equipment List**

This recommended list is based upon a classroom size of 25 students. All costs are estimated and may be adjusted once verified and justified by districts with current quotes. No specific equipment vendor or brand names are endorsed due to various possibilities, but school districts should consult with stakeholders to ensure industry-recognized equipment and software are purchased. The intent of this list is to provide school districts with guidance on the equipment needed to implement the state standards for a Business Management and Administration program.

**CTE Classroom Equipment** **Total: \$6,080**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Presentation Equipment (e.g., interactive whiteboard (IWB), or other interactive display system with software and accessories)	\$3,500	\$3,500
1	Networkable Laser Printer (black/white or color)	\$1,000	\$1,000
2	Storage Cabinets (36" x 12" x 72") (lockable)	\$400	\$800
2	Bookcases (36" x 12" x 42")	\$115	\$230
2	White Boards (4' x 8')	\$275	\$550

**Program Equipment** **Total: \$28,500**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Computers	\$1,000	\$25,000
1	Teacher Computer (enhanced memory/storage, download capable)	\$1,500	\$1,500
1	Technology Storage/Charging System	\$2,000	\$2,000

**Instructional Materials** **Total: \$5,500**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Textbooks Approved CTE Instructional Materials list can be found <a href="#">here</a> .	\$100	\$2,500
1	Teacher Textbook Edition and Resources	\$500	\$500
1	Office Productivity Software Suite	\$2,500	\$2,500

## Supplemental Program Resources

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**Instructional Supplies**

**Total:**

**\$4,000**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
5	Video Cameras	\$300	\$1,500
Varies	Video Camera Accessories (batteries, memory cards, etc.)	\$1,000	\$1,000
Varies	Computer Accessories (cases, covers, etc.) (optional)	\$1000	\$1,000
Varies	Office Supplies (paper, files, etc.)	\$500	\$500

**Other**

**Total:**

**\$0**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
N/A	N/A	\$0	\$0

**Category Totals:**

Classroom Equipment	\$6,080
Program Equipment	\$28,500
Instructional Materials	\$5,500
Instructional Supplies	\$4,000
Other	\$0
<b>Estimated Program Total</b>	<b>\$44,080</b>

## Crosswalks and Alignments for Program of Study Standards

Crosswalks and alignments are intended to assist the teacher make connections for students between the technical skills within the program and academic standards. The crosswalks and alignments are not intended to teach academic standards but to assist students in making meaningful connections between their CTE program of study and academic courses. The crosswalks are for the required program of study courses, not the complementary courses.

### Crosswalks (Academic Standards)

The crosswalks of the Marketing Standards show connections with the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Marketing program connect with and support academic learning. The performance indicators are grouped according to their content standard and are cross walked to the Nevada Academic Content Standards in English Language Arts, Mathematics, and Science.

### Alignments (Mathematical Practices)

In addition to connections with the Nevada Academic Content Standards for Mathematics, many performance indicators support Mathematical Practices. The following table illustrates the alignment of the Marketing Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Marketing program connect with and support academic learning.

### Alignments (Science and Engineering Practices)

In addition to connections with the Nevada Academic Content Standards for Science, many performance indicators support the Science and Engineering Practices. The following table illustrates the alignment of the Marketing Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Marketing program connect with and support academic learning.

### Crosswalks (Common Career Technical Core)

The crosswalks of the Marketing Standards show connections with the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Marketing program connect with and support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Marketing Standards are cross walked to the Marketing Career Cluster™ and the Marketing Career Pathway.

Crosswalk of Program Area Program of Study Standards  
and the Nevada Academic Content Standards (possibly more than one)

English Language Arts: Language Standards

Nevada Academic Content Standards		Performance Indicators
L.11-12.2b	Spell correctly.	7.4.3
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	1.5.2; 9.1.2

English Language Arts: Reading Standards for Informational Text

Nevada Academic Content Standards		Performance Indicators
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	4.2.3
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	6.1.3
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	7.1.1, 7.3.3, 7.4.2, 7.4.4
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	8.1.2; 10.3.4

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

Nevada Academic Content Standards		Performance Indicators
RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	2.3.2; 9.1.1; 10.3.4

RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	5.1.5; 14.1.1
RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.	11.2.2, 11.3.2; 13.2.5 13.3.3, 13.4.1; 14.1.1 14.3.2, 14.4.1
RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	7.4.3
RST.11-12.6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	5.1.4
RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	2.1.4, 2.1.5, 2.2.6
RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	2.1.4, 2.1.5, 2.1.7, 2.2.6 3.1.1, 3.1.2, 3.1.3, 3.2.1 7.1.1, 7.1.3; 9.1.1; 14.1.1

### English Language Arts: Speaking and Listening Standards

Nevada Academic Content Standards		Performance Indicators
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	4.1.2; 10.3.3
SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2, 1.5.2; 2.1.8; 3.1.4 3.2.1; 4.1.2; 7.1.1, 7.1.3 7.4.1; 8.1.4; 10.1.1, 10.3.3 11.1.4
SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	4.1.1, 4.1.2

<b>Nevada Academic Content Standards</b>		<b>Performance Indicators</b>
SL.11-12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	2.1.8; 4.1.2; 10.3.3; 13.4.5 14.2.4
SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	2.1.8; 4.1.1, 4.1.2; 7.4.2 8.1.4; 10.3.3
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2; 5.1.2; 7.4.4; 13.3.5
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2, 1.5.2; 4.2.1; 13.4.5

### English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

<b>Nevada Academic Content Standards</b>		<b>Performance Indicators</b>
WHST.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.	4.1.1; 11.3.1
WHST.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	3.2.2
WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	13.2.4

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Nevada Academic Content Standards	Performance Indicators
WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	3.1.4; 6.1.3; 7.1.1, 7.1.3, 7.2.7 7.4.1; 10.1.1
WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.	11.3.4; 12.1.2; 13.1.3, 13.1.4
WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.	6.1.1; 7.3.3; 8.1.1
WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1.2.5, 1.4.1
WHST.11-12.5 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.	1.4.4
WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	1.4.5
WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	2.1.6, 2.3.10; 3.1.2, 3.2.3 3.2.4; 9.1.1; 13.5.1, 13.5.2 13.5.3; 14.1.4
WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	1.1.2, 1.1.3, 1.4.2, 1.4.3 1.4.2, 1.4.3, 1.5.2; 2.3.10 4.2.3; 5.1.2; 8.1.2, 9.1.2 9.5.2; 11.1.2, 11.1.3, 11.2.1 13.4.3
WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.	2.2.2, 2.2.3, 2.2.4, 2.3.10 9.1.1

## Math: Number & Quantity – Quantities

<b>Nevada Academic Content Standards</b>		<b>Performance Indicators</b>
NQ.A.2	Define appropriate quantities for the purpose of descriptive modeling.	7.2.4
NQ.A.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	7.2.4

Alignment of Marketing Standards  
and the Mathematical Practices

Mathematical Practices	Marketing Performance Indicators
1. Make sense of problems and persevere in solving them.	1.2.4; 7.1.4; 8.4.5 9.3.6; 12.3.4
2. Reason abstractly and quantitatively.	1.2.4, 1.2.6; 1.3.1, 1.3.7 6.2.3; 6.4.6; 8.1.3; 8.5.1 8.5.2; 9.3.6; 12.4.4, 12.4.7
3. Construct viable arguments and critique the reasoning of others.	5.2.6; 7.2.3; 8.1.3; 9.5.3, 9.5.4
4. Model with mathematics.	5.2.9, 5.2.10; 6.1.5; 6.2.4 8.5.1, 8.5.2; 11.1.3, 11.1.5 11.1.6; 13.4.5
5. Use appropriate tools strategically.	9.3.5, 9.3.6
6. Attend to precision.	5.2.9; 13.4.5
7. Look for and make use of structure.	9.4.1, 9.4.4
8. Look for and express regularity in repeated reasoning.	6.2.5, 6.2.6; 9.3.6

## Alignment of Marketing Standards and the Science and Engineering Practices

Science and Engineering Practices	Marketing Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	1.3.2
2. Developing and using models.	8.5.6
3. Planning and carrying out investigations.	8.4.2 - 8.4.5; 8.5.8
4. Analyzing and interpreting data.	5.2.9; 6.2.6; 6.4.4; 8.4.2, 8.4.9 8.5.1; 11.1.7
5. Using mathematics and computational thinking.	6.2.4; 8.5.2; 11.1.3, 11.1.5 11.1.6
6. Constructing explanations (for science) and designing solutions (for engineering).	1.3.7
7. Engaging in argument from evidence.	8.5.5
8. Obtaining, evaluating, and communicating information.	4.1.4

## Crosswalks of Marketing Standards and the Common Career Technical Core

Marketing Career Cluster	Performance Indicators
1. Describe the impact of economics, economics systems and entrepreneurship on marketing.	1.1.1-1.1.6; 1.2.1-1.2.6 1.3.1-1.3.10
2. Implement marketing research to obtain and evaluate information for the creation of a marketing plan.	8.4.1-8.4.9; 8.5.1-8.5.8
3. Plan, monitor, manage and maintain the use of financial resources for marketing activities.	6.1.1-6.1.5; 6.2.1-6.2.7 6.3.1-6.3.3; 6.4.1-6.4.4 12.5.1-12.5.5
4. Plan, monitor and manage the day-to-day activities required for continued marketing business operations.	10.1.1-10.1.4 10.3.1-10.3.6
5. Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.	5.1.2, 5.1.5
6. Select, monitor and manage sales and distribution channels.	12.3.1-12.3.8 13.1.1-13.1.5 13.3.1-13.3.3
7. Determine and adjust prices to maximize return while maintaining customer perception of value.	11.1.1-11.1.9
8. Obtain, develop, maintain and improve a product or service mix in response to market opportunities.	10.1.1-10.1.4 10.2.1-10.2.3
9. Communicate information about products, services, images and/or ideas to achieve a desired outcome.	4.1.1-4.1.5; 11.1.1-11.1.9 12.1.1-12.1.10 12.2.1-12.2.7 12.4.1-12.4.7
10. Use marketing strategies and processes to determine and meet client needs and wants.	5.3.1

Marketing Management Career Pathway	Performance Indicators
1. Plan, organize and lead marketing staff to achieve business goals.	7.1.1-7.1.4; 7.2.1 9.1.1-9.1.6; 9.2.1-9.2.6
2. Plan, manage and monitor day-to-day marketing management operations.	8.1.1-8.1.4; 9.4.1-9.4.6
3. Plan, manage and organize to meet the requirements of the marketing plan.	8.6.1-8.6.3
4. Access, evaluate and disseminate information to aid in making marketing management decisions.	8.2.1-8.2.4; 9.3.1-9.3.9
5. Determine and adjust prices to maximize return and meet customers' perceptions of value.	11.1.1-11.1.9

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6. Obtain, develop, maintain and improve a product or service mix in response to market opportunities.	10.1.1-10.1.4 10.2.1-10.2.3
7. Communicate information about products, services, images and/or ideas.	9.1.1-9.1.4