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# Title 28 EDUCATION

## Part LXXI. Bulletin 108—Marketing Education Content Standards Curriculum Framework

### Chapter 1. Marketing Education

#### §101. Standards for Marketing Education\*

A. Marketing Education is a distinct discipline that integrates academic concepts and technology applications throughout the curriculum.

1. Academic Concepts. The study of marketing incorporates many academic understandings, including mathematics, reading, writing, speaking, sociology, psychology, geography, etc.

2. Technology Applications. The successful implementation of marketing-activities requires the use of technology.

B. The marketing education curriculum is divided into two primary parts: Foundations and Functions.

1. Foundations are basic skills that are necessary for all students to be successful; they are closely linked to the Louisiana Foundation Skills. These Marketing Foundations must be mastered in order for the Marketing Functions to have relevance for students. The four broad-based foundational skills in marketing are as follows:

- a. business, management, and entrepreneurship;
- b. communication and interpersonal skills;
- c. economics;
- d. professional development.

2. Functions define the discipline of marketing as applied in business operations. They address marketing from the perspective of how it is practiced. Each function is viewed from its relationship to the marketing of a good, service, or idea. The eight functions are as follows:

- a. distribution;
- b. product/service;
- c. management;
- d. financing;
- e. promotion;
- f. pricing;
- g. selling;
- h. marketing Information Management.

\*Standards and competencies used herein are copyrighted, proprietary information of the Marketing Education Resource Center. Reprinted with permission.

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#### §103. What Is Marketing?

A.1. The American Marketing Association (AMA), an international organization of marketing professionals, defines *marketing* as:

- a. the process of planning and executing the conception, pricing, promotion; and
- b. distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives.

2. This definition indicates that marketing is a process than involves a variety of activities designed to change behaviors or influence ideas. These activities include, but are not limited to, advertising, logistics, marketing research, product design, and selling.

B. Historically, marketing has been characterized as dynamic and changing. However, the pace at which it is changing has accelerated due to environmental shifts in the business world: downsizing, outsourcing, mergers, international competition, world markets, and technological innovations. These changes impact the skills, attitudes, and abilities needed for success in today's workplace. Marketing professionals are involved in major decisions affecting American and international business organizations and their success. Marketing helps to shape the world economy.

C. Marketing is a multi-faceted, critical business function that is undergirded by such social sciences as economics, psychology, and sociology. Its successful performance depends on the application of mathematics and English/language arts principles, the use of scientific problem solving, and the application of technology to marketing situations and problems. In the 21st century, economic survival in business will depend on the ability to understand and execute marketing skills. Today we market not only goods, but also ideas, causes, places, services, performances, groups, and people.

D. Effective marketing education programs provide the application of mathematics, communications, psychology, economics, technology, and specific product and service knowledge in conjunction with human resource skills in problem solving, decision making, conflict resolution, group dynamics, and goal setting. All students in a democratic society need to understand the processes and procedures involved with marketing. Those planning to enter a

marketing career field need in-depth instruction in the foundations and functions of marketing.

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### §105. What Is Marketing in Louisiana?

A. Students in Louisiana are entering a complex global economy in which they must be able to participate fully and effectively. Developing critical-thinking skills is essential for the student to be an involved and productive member of society. Creative problem solving, team dynamics, and critical thinking are reflected in this standards document for instruction in marketing education classrooms in Louisiana. The economy in Louisiana is as diverse and technology-driven as the national economy; the marketing education curriculum is designed to prepare students to face the challenges of today's world by encouraging them to become life-long learners.

B. Many course titles related to retailing and marketing fall under the "marketing umbrella." In 2000-2001, the Louisiana annual school report statistics provided by the Bureau of Information Management System reported ten different marketing-related courses taught by 112 staff members, representing enrollment of over 8,000\* students. Course titles included Advertising, Marketing Management, Tourism and Lodging, and Specialty Marketing. Most courses are designed for eleventh or twelfth-grade students, but career paths in some schools provide entry-level marketing instruction for ninth and tenth graders.

C. Curricula in marketing classes in Louisiana range from studying marketing for personal use and career exploration to developing advanced management and entrepreneurial skills. Many students take advantage of the cooperative programs that provide paid, work-based learning in marketing related jobs. Other students may be mentored by a professional in the field, have job-shadowing opportunities, or work in non-paid, short-term positions for "real world" work experiences.

D. Marketing education programs provide options for all students, both traditional and non-traditional. Marketing education students in Louisiana are members of DECA, the student organization. They demonstrate their mastery of the marketing curriculum in competitive events at the state and national levels. DECA develops leadership skills and provides awareness of civic responsibilities.

\*Student enrollment reflects duplicate numbers in some cases.

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### §107. Cooperative Education in Marketing

A. Marketing Education programs were among the first in the career and technical area to provide opportunities for work-based learning. Senior Marketing Education students

in most schools are able to participate in paid on-the-job training in retail or other marketing-related businesses. Credit is given by the high school for the cooperative education work experience. Local school district guidelines determine the number of hours credit that the student may earn.

B. The Marketing teacher/coordinator works closely with the business supervisor to develop a training plan that outlines what the student will learn on the job. It is closely aligned with what is being taught in the classroom to build a solid connection between school and work. The student is given a grade for on-the-job training that becomes a part of the teacher's evaluation of student performance.

C. Credit for cooperative students in Marketing courses is granted based upon these guidelines.

1. A training agreement issued by the Louisiana Department of Labor must be on file; this training plan is developed by the student, the marketing teacher/coordinator and the employer and is signed by the teacher, student, parent and employer.

2. The place of employment is directly related to the student's chosen course of study.

3. The student's cooperative learning program is systematically evaluated by the teacher/coordinator and workplace supervisor.

4. The student is paid by the employer at minimum wage or more.

5. The student has satisfactory attendance and classroom performance.

D. The goals of cooperative education training are as follows:

1. the student will demonstrate an understanding of marketing practices and procedures through real-life work experiences; and

2. the student will apply the foundation skills outlined in Marketing Standards and Benchmarks.

E. For juniors or other non-working students, coordinators are encouraged to make "learning come to life" through job shadowing, workplace mentors, unpaid internships, and/or school-based enterprises.

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## Chapter 3. Implementing the Standards through DECA

### §301. What Is DECA?

A. DECA, formerly "Distributive Education Clubs of America," is a national organization of marketing students; it is designed to be not extracurricular but *co-curricular* in nature. All marketing programs are strongly encouraged to

sponsor a DECA chapter to supplement and enhance the learning opportunities for marketing students. DECA is an integral part of the classroom instructional program. DECA members include students who are interested in preparing for marketing, entrepreneurial, and management careers.

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### §303. What Is DECA's Mission?

A. "The mission of DECA is to enhance the co-curricular education of students with interests in marketing, management, and entrepreneurship. DECA helps students develop skills and competence for marketing careers, build self-esteem, experience leadership, and practice community service. DECA is committed to advocacy of marketing education and the growth of business and education partnerships."

B. To accomplish this mission, DECA utilizes a variety of activities that include competitive events, on-the-job experience, and chapter projects. All of these activities are designed to emphasize academic and vocational excellence as building blocks that will launch students into successful marketing and management careers. To accomplish this mission, DECA adheres to a number of goals that include the following:

1. to prepare marketing education students to take their proper places in the business world;
2. to develop leadership characteristics;
3. to develop self-confidence and self-acceptance;
4. to develop a greater understanding of our competitive, free-enterprise system;
5. to further develop occupational competencies needed for careers in marketing, management, and entrepreneurship;
6. to develop high ethical standards in personal and business relationships;
7. to develop effective international relationships;
8. to develop greater awareness of career opportunities in marketing;
9. to develop greater proficiency in communication;
10. to develop greater appreciation of the responsibilities of citizenship;
11. to develop a healthy competitive spirit;
12. to develop social and business etiquette.

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### §305. What Is DECA's History?

A. DECA is a non-profit organization founded in 1946; it is governed by an elected Board of Directors. Members received support and guidance from the National Advisory Board, which is comprised of the Congressional Advisory Board, made up of members of the U.S. Congress, and representatives from major U.S. corporations and business that support DECA's mission. DECA has grown from a handful of members to over 180,000 nationwide. Organized around the goals of improving education and career opportunities and of remaining on the cutting edge of educational innovation, DECA continues to grow.

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### §307. What Is DECA's Competitive Edge?

A. Another part of the DECA program is the competitive events program. These events are designed to enable students to engage in activities that will extend their interests and competencies for careers in marketing and other business-related fields. Students will use what they have learned in the classroom and on the job to measure their progress against other students from around the state and the nation. Competitive events are divided into individual events and team events. Goals of the competitive events national competition are as follows:

1. to contribute to the development of competencies needed for careers in marketing, merchandising, and management;
2. to evaluate student achievement of the competencies through careful measurement devices;
3. to provide opportunities for student and group recognition;
4. to provide constructive avenues for individual or group expression, initiative, and creativity;
5. to motivate students to assume responsibility for self-improvement and self-discipline;
6. to provide a vehicle for students to demonstrate their acquired competencies through individual and/or group activities;
7. to assist students in acquiring a realistic self-concept through individual and/or group activities;
8. to help students to participate in an environment of cooperation and competition;
9. to provide visibility for the educational goals and objectives of Marketing Education.

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## Chapter 5. Strands, Standards, and Benchmarks

### §501. Strand: Business, Management, and Entrepreneurship

#### A. Standards

1. 1.1—Demonstrate an understanding of business fundamentals.
2. 1.2—Analyze business risk.
3. 1.3—Demonstrate an understanding of the fundamental functions of marketing management.

#### B. Available Courses

1. Introduction to Marketing
2. General Marketing
3. Entrepreneurship
4. Retailing and Merchandising
5. Advertising/Sales Promotion
6. Marketing Management
7. Marketing Research
8. Insurance Marketing
9. Specialty Marketing
10. Tourism/Lodging

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### §503. Strand 1.0: Business, Management, and Entrepreneurship

- #### A. Standard 1.1—Demonstrate an understanding of business fundamentals.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Describe marketing functions. 2. Explain marketing and its importance in a global economy. 3. Research the role of business in society. 4. Classify the types of business activity. 5. Analyze the concept of management. 6. Identify and compare the types of business ownership. 7. Explore ways technology affects business. 8. Evaluate ways business is regulated by government.	ELA 1-1, 3, 4, 5 2-1, 6 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1, 2, 4 Science SI-A-1, 2 SI-B-4, 5 PS-D-7 PS-F-1 SE-B-6 Math N-1, 2, 3, 4, 5, 6, 7 A-1, 3, 4 M-1, 2, 3, 4 D-1, 6, 7 G-1, 6 Social Studies C-1A-1, 2, 3, 4, 5, 6, 7 C-1C-1 E-1A-1, 2, 3, 4, 5, 6, 7 E-1B-1, 2, 3, 4, 5, 6 E-1C-1, 2, 3, 4 H-1B-9, 11, 12 H-1C-7, 11, 15	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

#### B. Standard 1.2—Analyze business risk.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Explore the types of business risk. 2. Define and interpret the role of insurance. 3. Identify security and safety policies and procedures. 4. Explain the role of risk management.	ELA 1-1, 3, 4, 5 2-1, 6 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1, 2, 4 Science SI-A-1, 2 SI-B-4, 5 PS-D-7 PS-F-1 SE-B-6 Math N-1, 2, 3, 4, 5, 6, 7 A-1, 3, 4 M-1, 2, 3, 4 G-1, 6 D-1, 6, 7	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

#### C. Standard 1.3—Demonstrate an understanding of the fundamental functions of marketing management.

Benchmarks Academic	Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Demonstrate an understanding of the concept of management. 2. Analyze management's leadership role in business. 3. Analyze the financing and controlling function. 4. Understand the components of a business plan.	ELA 1-1, 3, 4, 5 2-1, 6 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1, 2, 4 Science SI-A-1, 2 SI-B-4, 5 PS-F-1 SE-B-6 Math N-1, 2, 3, 4, 5, 6, 7 A-1, 3, 4 M-1, 2, 3, 4 G-1, 6 D-1, 6, 7	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

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**§505. Strand: Communication and Interpersonal Skills**

**A. Standards**

1. 2.1—Demonstrate the ability to apply the fundamentals of communication.
2. 2.2—Demonstrate interpersonal skills that contribute to positive relationships.
3. 2.3—Demonstrate positive work ethics in the workplace.
4. 2.4—Demonstrate skills for positive working relationships.
5. 2.5—Demonstrate the ability to interact with customers.
6. 2.6—Apply strategies for dealing with conflict.

**B. Available Courses**

1. Introduction to Marketing
2. General Marketing
3. Entrepreneurship
4. Retailing and Merchandising
5. Advertising/Sales Promotion

6. Marketing Management
7. Marketing Research
8. Insurance Marketing
9. Specialty Marketing
10. Tourism/Lodging

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**§507. Strand 2.0: Communication and Interpersonal Skills**

A. Standard 2.1—Demonstrate the ability to apply the fundamentals of communication.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Understand the nature of effective communications. 2. Apply effective listening skills. 3. Demonstrate effective oral and written communication skills. 4. Demonstrate addressing people professionally. 5. Demonstrate use of proper telephone techniques. 6. Apply effective persuasive techniques. 7. Deliver oral presentations. 8. Recognize and apply characteristics of effective written business communications. 9. Demonstrate the use of communication technology/systems.	ELA 1-1, 3, 4 2-1, 2, 3, 4, 5 3-1, 2, 3 4-1 5-1, 2, 4	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

B. Standard 2.2—Demonstrate interpersonal skills that contribute to positive relationships.

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Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
<ol style="list-style-type: none"> <li>Demonstrate procedures for following oral and written directions</li> <li>Identify the guidelines for communicating with coworkers.</li> <li>Recognize barriers to effective communication.</li> <li>Generate directions for completing job tasks.</li> <li>Demonstrate procedures for conducting meetings.</li> </ol>	ELA 1-1, 3, 4 2-1, 6 4-1, 2, 4, 6	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Foundations Basic Skills Thinking Skills Personal Qualities

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
<ol style="list-style-type: none"> <li>Demonstrate techniques for building positive relations.</li> <li>Demonstrate a customer-service mindset.</li> <li>Demonstrate use of proper procedures for solving customer issues.</li> <li>Understand management's role in customer relationships.</li> </ol>	ELA 1-1, 3 7-2, 4	1, 2, 3, 4, 5	Competencies Interpersonal Skills Systems Foundations Basic Skills Thinking Skills Personal Qualities

F. Standard 2.6—Apply strategies for dealing with conflict.

C. Standard 2.3—Demonstrate positive work ethics in the workplace.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
<ol style="list-style-type: none"> <li>Recognize privacy issues in the business environment.</li> <li>Understand reasons for safeguarding information.</li> <li>Demonstrate ethical ways of communicating.</li> <li>Understand the consequences of unethical conduct.</li> </ol>	ELA 1-1, 3	1, 2, 3, 4, 5	Competencies Interpersonal Skills Systems Foundations Basic Skills Thinking Skills Personal Qualities

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
<ol style="list-style-type: none"> <li>Demonstrate ways to show empathy.</li> <li>Demonstrate appropriate assertiveness.</li> <li>Demonstrate problem-solving skills.</li> <li>Utilize negotiation skills.</li> <li>Demonstrate procedures for interpreting business policies.</li> <li>Demonstrate procedures for handling difficult customers.</li> <li>Understand strategies for adapting to change.</li> <li>Demonstrate steps for conflict resolution.</li> <li>Understand the importance of employee assistance programs.</li> </ol>	ELA 1-1, 3 4-1, 2, 3, 4, 6 7-1, 2, 4	1, 2, 3, 4, 5	Competencies Information Interpersonal Skills Systems Foundations Basic Skills Thinking Skills Personal Qualities

D. Standard 2.4—Demonstrate skills for positive working relationships.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
<ol style="list-style-type: none"> <li>Demonstrate procedures for treating coworkers fairly.</li> <li>Develop skills needed to maintain effective working relationships.</li> <li>Differentiate between leadership styles.</li> <li>Demonstrate characteristics for working in teams.</li> </ol>	ELA 1-1, 3 4-2, 4, 6	1, 2, 3, 4, 5	Competencies Interpersonal Skills Systems Foundations Basic Skills Thinking Skills Personal Qualities

E. Standard 2.5—Demonstrate the ability to interact with customers.

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**§509. Strand: Economic Foundations**

A. Standards

- 3.1—Understand basic economic concepts.



2. 3.2—Examine the characteristics of economic systems.

3. 3.3—Examine economic indicators and trends.

4. 3.4—Examine global economies.

**B. Available Courses**

1. Introduction to Marketing
2. General Marketing
3. Entrepreneurship
4. Retailing and Merchandising
5. Advertising/Sales Promotion
6. Marketing Management
7. Marketing Research
8. Insurance Marketing
9. Specialty Marketing
10. Tourism/Lodging

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**§511. Strand 3.0: Economic Foundations**

**A. Standard 3.1—Understand basic economic concepts.**

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Distinguish between economic goods and services.	ELA 1-3, 4, 5	1, 2, 3, 4, 5	Competencies Resources
2. Explain the concept of economic resources.	2-1, 2, 3, 4, 6 3-1, 2, 3		Information Interpersonal Skills
3. Describe the nature of economics and economic activities.	4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 5, 6		Systems Foundations Basic Skills
4. Analyze forms of economic utility.	7-1,2, 4 Science		Thinking Skills Personal Qualities
5. Explain the principles of supply and demand.	SE-B-1, 2, 3, 4, 5, 6 SE-C-1, 2		
6. Examine the concept of price.	SE-D-1, 2, 4, 5, 6 Math N-1, 2, 3, 4, 5, 7 D-6, 7, 8 Social Studies G-1C-5, 6 G-1D-1, 2, 4 E-1A-1, 2 E-1B-1, 2 E-1C-2		

**B. Standard 3.2—Examine the characteristics of economic systems.**

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Compare the types of economic systems.	ELA 1-3, 4, 5	1, 2, 3, 4, 5	Competencies Resources
2. Discuss the basic economic freedoms.	2-1, 2, 3, 4, 6 3-1, 2, 3		Information Interpersonal Skills
3. Assess the relationship between government and business.	4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 5, 6		Systems Technology Foundations Basic Skills
4. Examine the concept of private enterprise.	7-1,2, 4 Science SE-B-1, 2, 5 SE-D-1		Thinking Skills Personal Qualities
5. Analyze the concept of productivity.	Math N-1, 2, 3, 4, 5, 6, 7		
6. Explain the concept of organized labor and business.	D-6, 7, 8 Social Studies C-1B-6 C-1D-1, 2		
7. Discuss the law of diminishing returns.	E-1A-1, 4, 5, 6 E-1B-2, 3 E-1C-2, 4		

**C. Standard 3.3—Examine economic indicators and trends.**

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Analyze the goals of a healthy economy.	ELA 1-3, 4, 5	1, 2, 3, 4, 5	Competencies Resources
2. Explain the nature of the Consumer Price Index.	2-1, 2, 3, 4, 6 3-1, 2, 3		Information Interpersonal Skills
3. Explain the concept of Gross Domestic Product.	4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 5, 6		Systems Technology Foundations Basic Skills
4. Explain the impact of unemployment.	7-1,2, 4 Science SE-B-1, 2, 5		Thinking Skills Personal Qualities
5. Compute the standard of living.	SE-C-2, 3, 4, 5 SE-D-1, 6 Math N-1, 2, 3, 4, 5, 6, 7 D-6, 7, 8 Social Studies E-1A-1, 2, 7 E-1B-2, 3 E-1C-1, 2, 3, 4		

D. Standard 3.4—Examine global economics.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Explain the nature of international trade. 2. Identify the impact of cultural and social environments on world trade.	ELA 1-3, 4, 5 2-1, 2, 3, 4, 6 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 5, 6 7-1,2, 4 Science SE-B-3, 5 Social Studies C-1C-1, 2, 3 E-1A-1, 2, 5, 8 E-1B-2, 3, 4, 5, 6 E-1C-2, 4 H-1C-15	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

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**§513. Strand: Professional Development**

A. Standards

1. 4.1—Develop self-understanding.
2. 4.2—Apply criteria for self-development.
3. 4.3—Apply career-planning strategies.
4. 4.4—Demonstrate job-seeking skills.
5. 4.5—Understand the importance of continuing career development.

B. Available Courses

1. Introduction to Marketing
2. General Marketing
3. Entrepreneurship
4. Retailing and Merchandising
5. Advertising/Sales Promotion
6. Marketing Management
7. Marketing Research
8. Insurance Marketing
9. Specialty Marketing
10. Tourism/Lodging

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**§515. Strand 4.0: Professional Development**

A. Standard 4.1—Develop self-understanding.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Demonstrate ethical work habits. 2. Identify desirable personality traits important to business. 3. Adjust to change. 4. Demonstrate appropriate creativity.	ELA 1-1, 3	1, 2, 3, 4, 5	Competencies Information Interpersonal Skills Systems Foundations Basic Skills Thinking Skills Personal Qualities

B. Standard 4.2—Apply criteria for self-development.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Assess personal skills and interests. 2. Understand self-esteem and self-concept. 3. Demonstrate steps for decision making. 4. Demonstrate appropriate creativity. 5. Identify and utilize time-management principles.	ELA 1-1, 3 7-1, 2, 4 Social Studies E-1A-3	1, 2, 3, 4, 5	Competencies Information Interpersonal Skills Systems Foundations Basic Skills Thinking Skills Personal Qualities

C. Standard 4.3—Apply career-planning strategies.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Explore career opportunities in business and marketing. 2. Identify and utilize sources for career information. 3. Identify tentative occupational interest.	ELA 1-1, 3, 4 5-1, 2, 3 Social Studies E-1A-3	1, 2, 3, 4, 5	Competencies Information Systems Foundations Basic Skills Thinking Skills Personal Qualities

D. Standard 4.4—Demonstrate job-seeking skills.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Utilize job-search strategies. 2. Complete a job application. 3. Write a letter of application. 4. Compose a resume. 5. Apply and interview for a job. 6. Apply appropriate follow-up after job interview.	ELA 1-1, 3, 4 2-1, 2, 3, 4, 5, 6 3-1, 2, 3 4-1, 3, 4 5-1, 2, 3, 4, 6	1, 2, 3, 4, 5	Competencies Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

E. Standard 4.5—Understand the importance of continuing career development.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Identify skills needed to enhance career progression. 2. Identify resources needed to enhance career progression.	ELA 1-4 5-1, 2, 3 7-4	1, 2, 3, 4, 5	Competencies Resources Information Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2687 (December 2003).

**§517. Strand: Distribution**

A. Standards:

1. 5.1—Examine the nature and scope of distribution.
2. 5.2—Understand the concepts involved in order fulfillment.
3. 5.3—Examine the process of warehousing and stock handling.

B. Available Courses:

1. Introduction to Marketing
2. General Marketing
3. Entrepreneurship
4. Retailing and Merchandising
5. Advertising/Sales Promotion
6. Marketing Management
7. Marketing Research
8. Insurance Marketing

9. Specialty Marketing

10. Tourism/Lodging

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2687 (December 2003).

**§519. Strand 5.0: Distribution**

A. Standard 5.1—Examine the nature and scope of distribution.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Examine and explain channels of distribution. 2. Describe the use of technology in the distribution process. 3. Explain the legal and ethical considerations in the distribution process.	ELA 1-1, 3, 4, 5 2-1 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1, 2, 4 Science SI-A1 SI-B4 PS-F1 SE-B6 Math N-1, 2, 3, 4, 5, 6, 7 M-1, 2, 3, 4 D-7	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

B. Standard 5.2—Examine the nature and scope of distribution.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Explain the relationship between customer service and distribution. 2. Describe the use of technology in the distribution process. 3. Explain the legal and ethical considerations in the distribution process.	ELA 1-1, 3, 4, 5 2-1 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1, 2, 4 Science SI-A1 SI-B4 PS-F1 SE-B6 Math N-1, 2, 3, 4, 5, 6, 7 M-1, 2, 3, 4 D-7	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

C. Standard 5.3—Examine the process of warehousing and stock handling.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Identify and describe the shipping and receiving processes.	ELA 1-1, 3, 4, 5 2-1 4-1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills
2. Explain and evaluate the concept of warehousing and storing.	5-1, 2, 3, 4, 6 7-1, 2, 4 Science SI-A1 SI-B4		Systems Technology Foundations Basic Skills Thinking Skills
3. Demonstrate stock handling techniques used in receiving deliveries.	PS-F1 SE-B6 Math N-1, 2, 3, 4, 5, 6, 7		Personal Qualities
4. Examine the types of inventory control systems.	M-1, 2, 3, 4 D-7		

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2687 (December 2003).

**§521. Strand: Financing**

A. Standards

1. 6.1—Demonstrate an understanding of the nature and scope of the financing function.

2. 6.2—Demonstrate an understanding of the purpose and importance of credit.

3. 6.3—Interpret financial documents.

B. Available Courses

1. Introduction to Marketing
2. General Marketing
3. Entrepreneurship
4. Retailing and Merchandising
5. Advertising/Sales Promotion
6. Marketing Management
7. Marketing Research
8. Insurance Marketing
9. Specialty Marketing
10. Tourism/Lodging

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2688 (December 2003).

**§523. Strand 6.0: Financing**

A. Standard 6.1—Demonstrate an understanding of the nature and scope of the financing function.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Identify financing activities in marketing.	ELA 1-1, 4, 5 2-2, 3, 6 3-1, 2, 3	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills
2. Compare the relationship of financing to other marketing functions.	4-1, 2, 3, 4, 5, 6 5-1, 2, 3 7-1, 2, 3 Math		Systems Technology Foundations Basic Skills Thinking Skills
3. Discuss ways that technology impacts the financing function.	N-1, 2, 3 M-1, 2, 3, 4 D-7, 8 Social Studies C-1B-4		Personal Qualities
4. Understand the need for developing banking relationships.	E-1A-1, 2, 7, 8 E-1B-2 E-1C-2, 4		

B. Standard 6.2—Demonstrate an understanding of the purpose and importance of credit.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Identify sources of credit.	ELA 1-1, 5 2-2, 3, 6	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills
2. Compare types of credit.	3-1, 2, 3 4-1, 2, 3, 4, 5, 6		Systems Technology Foundations Basic Skills
3. Compute cost of extending credit.	5-1, 2, 3, 4, 6 7-1, 2, 4 Math		Thinking Skills Personal Qualities
4. Compute cost of using credit.	N-1, 2, 3 M-1, 2, 3, 4 D-7, 8, 9 P-1		
5. Define start-up costs for a business.	Social Studies E-1A-1, 2, 7, 8		

C. Standard 6.3—Interpret financial documents.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Prepare a personal financial statement.	ELA 1-1, 5 2-2, 3, 6 3-1, 2, 3	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills
2. Identify parts of a business plan.	4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1, 2, 4 Math		Systems Technology Foundations Basic Skills Thinking Skills
3. Prepare financial documents for a business.	N-1, 2, 3 M-1, 2, 3, 4 D-7, 8, 9 P-1		Personal Qualities
4. Compute payroll and other business expenses.	Social Studies E-1A-1, 2, 7, 8		
5. Compute net profit and net loss.			

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2689 (December 2003).

**§525. Strand: Marketing-Information Management**

A. Standards

1. 7.1—Demonstrate an understanding of the nature and scope of marketing-information management.
2. 7.2—Explain the nature of marketing research.
3. 7.3—Discuss information processing.
4. 7.4—Discuss information reporting.
5. 7.5—Describe marketing planning.

B. Available Courses

1. Introduction to Marketing
2. General Marketing
3. Entrepreneurship
4. Retailing and Merchandising
5. Advertising/Sales Promotion
6. Marketing Management
7. Marketing Research
8. Insurance Marketing
9. Specialty Marketing
10. Tourism/Lodging

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2689 (December 2003).

**§527. Strand 7.0: Marketing-Information Management**

- A. Standard 7.1—Demonstrate an understanding of the nature and scope of marketing-information management.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Assess marketing-information needs. 2. Analyze the nature and scope of the marketing-information management function. 3. Explain the role of ethics in marketing-information management. 4. Describe the use of technology in marketing-information management function.	ELA 1-1, 3, 4, 5 2-1 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 5, 6 7-1, 2, 4 Science SI-A 1, 2 SI-B 4, 5 PS-F 1 SE-B 6 Math N-1, 2, 3, 4, 5, 6, 7 A-1, 3, 4 M-2, 3, 4 G-1, 6 D-1, 6, 7 Social Studies G-1D-4 C-1A-1, 2, 3, 4, 5, 6, 7 E-1A-1, 2, 3, 4, 5, 6, 7 E-1B-2, 3, 4, 5, 6, 9, 11 E-1C-1, 2, 3, 4	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

- B. Standard 7.2—Explain the nature of marketing research.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Identify data sources for marketing decision making. 2. Search the internet for marketing information. 3. Collect marketing information.	ELA 1-1, 3, 4, 5 2-1 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1, 2, 4 Science SI-A-1, 2 SI-B-4, 5 PS-F-1 SE-B 6 Math N-1, 2, 3, 4, 5, 6, 7 A-1, 3, 4 M-1, 2, 3, 4 G-1, 6 D-1, 6, 7 Social Studies E-1A-8 E-1B-2 H-1A-6	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

- C. Standard 7.3—Discuss information processing.

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Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Describe techniques for processing marketing information. 2. Interpret descriptive statistics for marketing decision making.	ELA 1-1, 3, 4, 5 2-1 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1, 2, 4 Science SI-A-1, 2 SI-B-4, 5 PS-F-1, SE-B-6 Math N-1, 2, 3, 4, 5, 6, 7 A-1, 3, 4 M-1, 2, 3, 4 G-1, 6 D-1, 6, 7	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Describe the concept of marketing strategies. 2. Assess the concept of market and market identification. 3. Analyze and research target markets. 4. Evaluate and prepare a marketing plan. 5. Analyze and develop a sales forecast.	ELA 1-1, 3, 4, 5 2-1 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1, 2, 4 Science SI-A-1, 2 SI-B-4, 5 PS-F-1, SE-B-6 Math N-1, 2, 3, 4, 5, 6, 7 A-1, 3, 4 M-1, 2, 3, 4 G-1, 6 D-1, 6, 7	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

D. Standard 7.4—Discuss information reporting.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Write marketing reports. 2. Present report findings and recommendations.	ELA 1-1, 3, 4, 5 2-1 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1, 2, 4 Science SI-A-1, 2 SI-B-4, 5 PS-D-7 PS-F-1, SE-B-6 Math N-1, 2, 3, 4, 5, 6, 7 A-1, 3, 4 M-1, 2, 3, 4 G-1, 6 D-1, 6, 7	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

E. Standard 7.5—Describe marketing planning.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:26898 (December 2003).

**§529. Strand: Pricing**

A. Standards

1. 8.1—Demonstrate an understanding of the nature and scope of the pricing function.
2. 8.2—Analyze and explain the factors affecting pricing decisions.

B. Available Courses

1. Introduction to Marketing
2. General Marketing
3. Entrepreneurship
4. Retailing and Merchandising
5. Advertising/Sales Promotion
6. Marketing Management
7. Marketing Research
8. Insurance Marketing
9. Specialty Marketing
10. Tourism/Lodging

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2690 (December 2003).

**§531. Strand 8.0: Pricing**

- A. Standard 8.1 Demonstrate an understanding of the nature and scope of the pricing function.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Analyze the process involved in effective pricing. 2. Describe the role of business ethics in pricing. 3. Explain the use of technology in the pricing function. 4. Research legal considerations for pricing.	ELA 1-1, 3, 4, 5 2-1 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1,2, 4 Science PS-D-7 PS-F-1 SE-B-6 SI-A-1, 2 SI-B-4, 5 Math N-1, 2, 3, 4, 5, 6, 7 A-1, 2, 3, 4 M-1, 2, 3, 4 G-1, 6 D-1, 6, 7 Social Studies C-1A-1, 3, 5, 7 C-1C-1 E-1A-1, 2, 3, 4, 5, 6, 7 E-1B-1, 2, 3, 4, 5, 6 E-1C-1, 2, 3, 4	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

B. Standard 8.2—Analyze and explain the factors affecting pricing decisions.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Describe strategies for pricing products and services. 2. Explain product-mix pricing strategies. 3. Identify the basic rules for setting prices. 4. Calculate and identify problems to determine price. 5. Determine the cost of product. 6. Calculate price.	ELA 1-1, 3, 4, 5 2-1 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1,2, 4 Science SI-A-1, 2 SI-B-4, 5 PS-D-7 PS-F-1 SE-B-6 Math N-1, 2, 3, 4, 5, 6, 7 A-1, 3, 4 M-1, 2, 3, 4 G-1, 6 D-1, 6, 7 Social Studies C-1A-1, 3, 5, 7 C-1C-1 E-1A-1, 2, 3, 4, 5, 6, 7 E-1B-1, 2, 3, 4, 5, 6 E-1C-1, 2, 3, 4	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

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**§533. Strand: Product/Service Management**

A. Standards

1. 9.1—Demonstrate understanding of the nature and scope of the product/service management function.
2. 9.2—Plan product mix.
3. 9.3—Describe factors used by marketers to position a product, service or business.
4. 9.4—Evaluate the importance of quality assurances on product/service management.

B. Available Courses:

1. Introduction to Marketing
2. General Marketing
3. Entrepreneurship
4. Retailing and Merchandising
5. Advertising/Sales Promotion
6. Marketing Management
7. Marketing Research
8. Insurance Marketing
9. Specialty Marketing
10. Tourism/Lodging

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**§535. Strand 9.0: Product/Service Management**

- A. Standard 9.1—Demonstrate an understanding of the nature and scope of the product/service management.

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Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Describe factors affecting product planning. 2. List the steps in new product/service planning. 3. Identify the impact of product life cycles on marketing decisions. 4. Demonstrate understanding of the concept of product positioning. 5. Debate ethics issues in product development.	ELA 1-1, 3, 4, 5 2-4, 5, 6 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1,2, 4 Science SE-B-1, 4, 5, 6 SE-C-2, 4, 5 SE-D-1, 2, 6 SI-A-1, 2, 3 Math N-1, 2, 3, 4 P-1 M-1, 2, 3, 4 G-6 D-1 Social Studies C-1B-4 C-1D-2, 3, 4 E-1A-1, 2, 6 E-1B-2 E-1C-1, 2, 3, 4 H-1A-6 H-1B-17	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

B. Standard 9.2—Plan product mix.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Define product mix. 2. Compare product mix strategies. 3. Develop services to provide to customers. 4. Analyze customer service options.	ELA 1-1, 3, 4, 5 2-4, 5, 6 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1,2, 4 Science SI-A-1, 2, 3 Math N-1, 2, 3, 4, 5, 6, 7 A-1 P-1 M-1, 2, 3, 4 D-1, 7	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

C. Standard 9.3 Describe factors used by marketers to position a product, service, or business.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Define branding elements. 2. Explain the importance of branding in product planning. 3. Classify branding strategies. 4. Evaluate the impact of product packaging and labeling.	ELA 1-1, 3, 4, 5 2-4, 5, 6 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1,2, 4 Science SI-A-1, 2, 3 Math N-1, 2, 3, 4, 5, 6, 7 A-1 P-1 M-1, 2, 3, 4 D-1, 7	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

D. Standard 9.4—Evaluate the importance of quality assurances in product/service management.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Describe uses of grades and standards in marketing products. 2. Distinguish different types of warranties and guarantees. 3. Demonstrate understanding of the importance of warranties and guarantees in product planning. 4. Identify consumer protection provisions of appropriate agencies.	ELA 1-1, 3, 4, 5 2-4, 5, 6 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1,2, 4 Science SE-C3 SE-D6 Math N-1, 2, 3, 4, 5, 6, 7 A-1 P-1 M-1, 2, 3, 4 D-1, 7 Social Studies G-1B-4 G-1C-6 G-1D-4 C-1B-4, 6 C-1D-4 E-1A-6 E-1B-1, 3 E-1C-4 H-1A-6	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

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§537. Strand: Promotion

A. Standards

1. 10.1—Demonstrate an understanding of the nature and scope of promotion as a marketing function.

2. 10.2—Explain the role of advertising as part of a promotional mix.



3. 10.3—Explain the role of sales promotion as part of a promotional mix.

4. 10.4—Explain the role of publicity/public relations as part of a promotional mix.

**B. Available Courses**

1. Introduction to Marketing
2. General Marketing
3. Entrepreneurship
4. Retailing and Merchandising
5. Advertising/Sales Promotion
6. Marketing Management
7. Marketing Research
8. Insurance Marketing
9. Specialty Marketing
10. Tourism/Lodging

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**§539. Strand 10.0: Promotion**

A. Standard 10.1—Demonstrate an understanding of the nature and scope of promotion as a marketing function.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Apply the communication process used in promotion.	ELA 1-1, 3, 4, 5 2-1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills
2. Identify the roles of promotion as a marketing function.	3-1, 2, 3 4-1, 2, 3, 4, 5, 6		Systems Technology Foundations Basic Skills
3. Differentiate among the types of promotion.	5-1, 2, 3, 4, 5, 6 7-2, 4 Social Studies C-1C-2		Thinking Skills Personal Qualities
4. Identify the elements of the promotional mix.	E-1A-5		
5. Recognize the impact of negative business ethics in promotion.			

B. Standard 10.2—Explain the role of advertising as part of a promotional mix.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Identify the types of advertising media.	ELA 1-1, 3, 4, 5 2-1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills
2. Identify and use the components of advertising.	3-1, 2, 3 4-1, 2, 3, 4, 5, 6		Systems Technology Foundations Basic Skills
3. Critique and select the most effective direct advertising methods.	5-1, 2, 3, 4, 5, 6 7-1, 2, 4 Social Studies G-1B-1, 4 G-1C-2		Thinking Skills Personal Qualities
4. Calculate media costs.	G-1D-4 E-1A-2		
5. Explain the components of advertisements.	E-1B-1 Math		
6. Evaluate effectiveness of advertising.	N-1, 2, 3, 4, 5, 6, 7 A-1, 3 M-1		
7. Develop promotional mix for a product.	D-1, 7, 9 P-5		
8. Prepare a promotional budget.			

C. Standard 10.3—Explain the role of sales promotion as part of a promotional mix.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. List and define the types of sales and specialty promotions.	ELA 1-1, 3, 4, 5 2-1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills
2. Analyze the effectiveness of a sales promotion plan.	3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 5, 6 7-2, 4 Social Studies C-1C-2 E-1A-5		Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

D. Standard 10.4—Explain the role of publicity/public relations as part of a promotional mix.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Differentiate between advertising and publicity.	ELA 1-1, 3, 4, 5 2-1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills
2. Evaluate the impact of public relations.	3-1, 2, 3 4-1, 2, 3, 4, 5, 6		Systems Technology Foundations Basic Skills
3. Write a publicity release.	5-1, 2, 3, 4, 5, 6 7-2, 4 Social Studies G-1B-4 G-1C-2		Thinking Skills Personal Qualities
4. Develop a public relations plan.	E-1A-5		

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2692 (December 2003).

**§541. Strand: Selling**

A. Standards

1. 11.1—Demonstrate an understanding of the nature and scope of selling.
2. 11.2—Understand the need for the development of product knowledge.
3. 11.3—Demonstrate an understanding of the process and techniques of selling.
4. 11.4—Understand the support activities relating to selling.

B. Available Courses

1. Introduction to Marketing
2. General Marketing
3. Entrepreneurship
4. Retailing and Merchandising
5. Advertising/Sales Promotion
6. Marketing Management
7. Marketing Research
8. Insurance Marketing
9. Specialty Marketing
10. Tourism/Lodging

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**§543. Strand 11.0: Selling**

- A. Standard 11.1—Demonstrate an understanding of the nature and scope of selling.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Understand the importance of customer service as a component of selling. 2. Identify the key factors in building a clientele. 3. Evaluate the effectiveness of store selling policies. 4. Recognize the impact of business ethics in selling. 5. Understand the impact of technology in the selling function 6. Understand the purpose of selling regulations.	ELA 1-1, 3, 4, 5 2-1, 2, 3, 4, 5, 6 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 5, 6 7-2, 4 Social Studies E-1B-1, 2	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

- B. Standard 11.2—Understand the need for the development of product knowledge.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Identify and apply methods to acquire product information for use in selling. 2. Develop feature benefits charts.	ELA 1-1, 3, 4, 5 2-1, 2, 3, 4, 5, 6 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 Social Studies E-1B-1	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

- C. Standard 11.3—Demonstrate an understanding of the process and techniques of selling.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Identify and define the components of the selling process. 2. Prepare for a sales presentation. 3. Understand the impact of developing client/customer relationships. 4. Demonstrate the methods of determining customer/client needs. 5. Identify customer's buying motives for use in the sales process. 6. Apply methods of facilitating customers' buying decisions. 7. Differentiate between consumer and organizational buying . 8. Demonstrate methods of recommending specific products. 9. Apply techniques for demonstrating products. 10. Demonstrate methods of recommending specific products 11. Demonstrate the process of prescribing solutions to customers' needs. 12. Use methods to convert customers'/clients' objections into selling points. 13. Demonstrate an effective sales closing. 14. Utilize techniques of suggestion selling.	ELA 1-1, 3, 4, 5 2-1, 2, 3, 4, 5 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 5, 6 7-2, 4 Social Studies G-1B-3 G-1C-5	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

D. Standard 11.4—Understand the support activities related to selling.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Calculate mathematical problems related to selling. 2. Demonstrate methods of prospecting. 3. Create an effective sales letter.	ELA 1-1, 2, 3, 4, 5 2-1, 2, 3, 4, 5, 6 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 5, 6 7-2, 4 Social Studies E-1A-2 Math N-1, 2, 3, 4, 5, 6, 7 A-1, 2, 3, 4 D-1, 2, 7, 8, 9 P-1, 5	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

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## Chapter 7. Louisiana Content Standards

### §701. Foundation Skills\*

A. Through the collaboration of educators, the business community, and other citizens, the following foundation skills have been identified as essential competencies needed to meet the demands of the classroom and the world beyond. These skills apply to all students in all disciplines.

1. **Communication.** A process by which information is exchanged and a concept of "meaning" is being created and shared between individuals through a common system of symbols, signs, or behavior. Students should be able to communicate clearly, fluently, strategically, technologically, critically, and creatively in society and in a variety of workplaces. This process can best be accomplished through use of the following skills: reading, writing, speaking, listening, viewing, and visually representing.

2. **Problem Solving.** The identifying of an obstacle or challenge and the application of knowledge and thinking processes which include reasoning, decision making, and inquiry in order to reach a solution using multiple pathways, even when no routine path is apparent.

3. **Resource Access and Utilization.** The process of identifying, locating, selecting, and using resource tools to help in analyzing, synthesizing, and communicating information. The identification and employment of appropriate tools, techniques, and technologies are essential to all learning processes. These resource tools include pen, pencil, and paper; audio/video material; word processors; computers; interactive devices; telecommunication; and other emerging technologies.

4. **Linking and Generating Knowledge.** The effective use of cognitive processes to generate and link knowledge across the disciplines and in a variety of contexts. In order to engage in the principles of continual improvement, students must be able to transfer and elaborate on these processes. *Transfer* refers to the ability to apply a strategy or content knowledge effectively in a setting or context other than that in which it was originally learned. *Elaboration* refers to monitoring, adjusting, and expanding strategies into other contexts.

5. **Citizenship:** The application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes working respectfully and productively together for the benefit of the individual and the community; being accountable for one's choices and actions and understanding their impact on oneself and others; knowing one's civil, constitutional, and statutory rights; and mentoring others to be productive citizens and lifelong learners.

\*Developed by the Louisiana Department of Education, Louisiana Content Standards and Assessment Development Project, 1997.

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**§703. Referenced Content Standards**

A. Cross-referencing with State Standards for Curriculum Development in the following academic areas reinforced the Marketing Education Content Standards listed in this document: English/Language Arts, Mathematics, Social Studies and Science. A comprehensive list of academic standards utilized, along with area specific codes, is listed below. The five Louisiana Foundation Skills developed by the Louisiana Content Standards Task Force, which apply to all students in all disciplines, were also cross-referenced to the Marketing Education Content Standards. The Foundation Skills are:

1. communication;
2. problem solving;
3. resource access and utilization;
4. linking and generating knowledge;
5. citizenship.

**B. Area Specific Codes**

1. **English/Language Arts (ELA).** The standard number is given; then the benchmark number.

2. **Mathematics.** The strand letter is given; then the benchmark number.

- N Number and Number Relations
- A Algebra
- M Measurement
- G Geometry

- D Data Analysis, Probability, and Discrete Math
- P Patterns, Relations, and Functions

3. **Science.** The strand letter is given; then the benchmark letter and number are given.

- SI Science As Inquiry
- PS Physical Science
- LS Life Science
- ESS Earth and Space Science
- SE Science and the Environment

4. **Social Studies.** The strand letter is given; then the benchmark letter and number are given.

- G Geography
- C Civics
- E Economics
- H History

**C. English Language Arts (ELA)\***

**Standard One:** Students read, comprehend, and respond to a range of materials using a variety of strategies for different purposes.

1—Using knowledge of word meaning and extending basic and technical vocabulary, employing a variety of strategies

2—Reading, responding to, and critiquing written, spoken, and visual texts

3—Interpreting texts to generate connections to real-life situations

4—Applying reading strategies to achieve a variety of objectives

**Standard Two:** Students write competently for a variety of purposes and audiences.

1—Writing a composition of complexity that clearly implies a central idea with supporting details in a logical, sequential order

2—Focusing on information, concepts, and ideas that show an awareness of an intended audience and/or purpose

3—Applying the steps of the writing process, emphasizing revising and editing in final drafts

4—Using narration, description, exposition, and persuasion to develop various modes of writing

5—Recognizing and applying literary devices and various stylistic elements

6—Responding to text and life experiences as a basis for writing

**Standard Three:** Students communicate using conventional grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

1—Writing legibly

2—Using the grammatical and mechanical conventions of standard English

3—Spelling accurately using strategies and resources

Standard Four: Students demonstrate competence in speaking and listening as tools for learning and communicating.

1—Speaking intelligibly

2—Giving and following directions/procedures

3—Demonstrating a command of the features of speaking when giving prepared and extemporaneous presentations

4—Speaking and listening for a variety of audiences and purposes

5—Listening and responding to a wide variety of media

6—Participating in a variety of roles in group discussions

\*This list reflects ELA Standards/Benchmarks referenced in the Marketing Education Content Standards only. For a complete list of ELA Content Standards, see Bulletin 1965.

Standard Five: Students locate, select, and make use of information from a variety of texts, media, references, and technological sources.

1—Recognizing and using organizational features of printed text, other media, and electronic information

2—Locating and evaluating information sources

3—Accessing information and conducting research using outlining, not taking, summarizing, interviewing, and surveying to produce documented texts and graphics

4—Using available technology to produce, revise, and publish a variety of works

5—Citing references using various formats

6—Interpreting charts/graphs, tables/schedules, diagrams/maps, and organizational charts/flow-charts

Standard Seven: Students apply reasoning skills to their reading, writing, speaking, listening, viewing, and visually representing.

1—Using comprehension strategies in all contexts

2—Problem solving by analyzing, prioritizing, categorizing, and evaluating; incorporating life experiences; and using available information

3—Distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations

D. Mathematics\*. (N) Number and Number Relations: In problem-solving investigations, use estimation, mental arithmetic, number lines, graphs, appropriate models, manipulatives, calculators, and computers to help develop an intuitive understanding of the real number system and communicate the relationships within that system.

N.1—Demonstrating an understanding of number systems

N.2—Demonstrating that a number can be expressed in many forms, and selecting an

appropriate form for a given situation

N.3—Using number sense to estimate and determine reasonableness of solutions

N.4—Determining whether an exact or approximate answer is necessary

N.5—Selecting and using appropriate computational methods for given situations

N.6—Applying ratios and proportional thinking in a variety of situations

N.7—Justifying reasonableness of solutions and verifying results

(A) Algebra: In problem-solving investigations, use appropriate manipulatives, models, graphs, tables, and technology to develop the understanding of concepts and to explore the applications of algebra.

A.1—Demonstrating the ability to translate real-world situations into algebraic expressions, equations, and inequalities

A.2—Recognizing the relationship between operations involving real numbers and operations involving algebraic expression

A.3—Using tables and graphs as tools to interpret algebraic expressions, equations and inequalities

A.4—Solving algebraic equations and inequalities using appropriate techniques

(M) Measurement: In problem-solving investigations, use appropriate manipulatives and available technology to develop the understanding of the concepts, processes, and real-life applications of measurement.

M.1—Selecting and using appropriate units, techniques, and tools to measure quantities in order to achieve specified degrees of precision, accuracy, and error of measurement

M.2—Demonstrating an intuitive sense of measurement

M.3—Estimating, computing and applying physical measurement using suitable units

M.4—Demonstrating the concept of measurement as it applies to real-world experiences

\*This list reflects Math Standards/Benchmarks referenced in the Marketing Education Content Standards only. For a complete list of Mathematics Content Standards see Bulletin 1955.

(G) Geometry: In problem-solving investigations, use appropriate models, drawings, manipulatives, and technology to understand concepts and explore real-world applications of one-, two-, and three-dimensional geometry, and justify solutions.

G.1—Identifying, describing and comparing to explore and make conjectures about geometric concepts and figures

G.2—Demonstrating deductive reasoning and justification

(D) Data Analysis, Probability, and Discrete Math: In problem-solving investigations, use appropriate collecting and organizational techniques, manipulatives, and technology in order to discover trends, to formulate conjectures regarding cause-and-effect relationships, and to develop critical-thinking skills that enable the student to make informed decisions.

D.1—Designing and conducting statistical experiments that involve collecting and representing data in various forms

D.2—Recognizing data that relate two variables as linear, exponential, or otherwise in nature

D.3—Using simulations to estimate probability

D.4—Demonstrating an understanding of the calculation of finite probabilities using permutations, combinations, sample spaces, and geometric figures

D.5—Recognizing events as dependent or independent in nature and demonstrating techniques for computing multiple event probabilities

D.6—Demonstrating the concept of distributions and recognizing normal and non-normal distributions

D.7—Making inferences from data that are organized in charts, tables, and graphs

D.8—Demonstrating logical thinking procedures such as flow charts and truth tables

D.9—Using discrete math to model real-life situations

(P) Patterns, Relations, and Functions: In problem-solving investigations, use appropriate number sense, manipulatives, drawings, tables, graphs, symbolic formulas, and technology to organize information, recognize patterns which may develop, and use those patterns to make predictions.

P.1—Modeling the concepts of variables, functions, and relations as they occur in the real world and using the basic notations and terminology

E. Science\*. (SI) Science As Inquiry: Students do science by engaging in partial and full inquiries that are within their developmental capabilities.

Benchmark A: The Abilities Necessary to do Scientific Inquiry

1—Identifying questions and concepts that guide scientific investigations

2—Designing and conducting scientific investigations

3—Using technology to improve investigations and communications

Benchmark B: Understanding Scientific Inquiry

1—Understanding that scientists usually base their investigations on existing questions or causal/functional questions

2—Understanding that scientists must adhere to criteria such as: A proposed explanation must have a logical structure, abide by the rules of evidence, be open to questions and modifications, be based on formulas, and technology to organize information, recognize patterns

which may develop, and use those patterns to make predictions

3—Understanding that results of scientific inquiry, new knowledge, and methods emerge from different types of investigations and public communication among scientists

(PS) Physical Science: Students develop an understanding of the characteristics and interrelationships of matter and energy in the physical world.

Benchmark D: Chemical Reactions

1—Identifying important chemical reactions that occur in living systems, the home, industry, and the environment

Benchmark F: Energy

1—Describing and representing relationships among energy, work, power and efficiency

(SE) Science and the Environment: In learning environmental science, students develop an appreciation of the natural environment, learn the value of environmental quality, and acquire a sense of stewardship through involvement in community action. As consumers and citizens, they are able to recognize how personal, professional, and political actions affect the natural world.

Benchmark B: Resources and Resource Management

1—Comparing and contrasting the various types of renewable and nonrenewable resources and explaining the relationships between these resources and populations

2—Explaining how natural resources affect humans and how humans affect natural resources

\*This list reflects Science Standards/Benchmarks referenced in the Marketing Education Content Standards only. For a complete list of Science Content Standards see Bulletin 1962.

3—Recognizing that people of the world consume disproportionate amounts of the Earth's resources, a factor of both population size and inequitable geographic or economic distribution of resources

4—Demonstrating an understanding that resource management issues and environmental problems may arise when resource use is motivated by short-term goals instead of long-term consequences

5—Comparing the benefits and the costs of various resource management methods

6—Analyzing how management of resources requires that they be viewed from a global, as well as a local, perspective

7—Recognizing that sustainable development is a process of change in which resource use, investment direction, technological development, and institutional change meet society's future as well as present needs

Benchmark C: Environmental Awareness and Protection

1—Evaluating the dynamic interaction of land, water, and air and its relationship to living things in maintaining a healthy environment

2—Evaluating the relationships between quality of life and environmental quality

3—Investigating and communicating how environmental policy is formed by the interaction of social, economic, technological and political considerations

4—Demonstrating that environmental decisions include analyses that incorporate ecological, health, social, and economic factors

5—Analyzing how public support effects the creation and enforcement of environmental laws and regulations

**Benchmark D: Personal Choices and Responsible Actions**

1—Demonstrating an understanding of the effects of personal choices and actions on the natural environment

2—Describing how a healthy environment depends upon responsible human actions

3—Demonstrating that the most important factor in prevention and control of pollution is education and the resulting change in values, attitudes, and behavior patterns

4—Explaining that responsible environmental decision making involves scientific and sociological research, consideration of value systems, investigation and evaluation of alternative, and long-term global perspectives

5—Demonstrating a knowledge that environmental issues should be an international concern

**F. Social Studies\***

(G) Geography: Physical and Cultural Systems: Students develop a spatial understanding of the Earth's surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.

**Benchmark B: Places and Regions**

1—Determining how social, cultural, and economic processes shape the features of places

2—Explaining and evaluating the importance of places and regions to cultural identity

**Benchmark C: Physical and Human Systems**

1—Determining the economic, political, and social factors that contribute to human migration and settlement and evaluating their impact on physical and human systems

2—Describing and evaluating spatial distribution of economic systems and how they affect regions

3—Analyzing how cooperation, conflict, and self-interests impact social, political, and economic entities on Earth

**Benchmark D: Environment and Society**

1—Evaluating the ways in which technology has expanded the human capability to modify the physical environment

2—Examining the challenges placed on human systems by the physical environment and formulating strategies to deal with these challenges

3—Evaluating policies and programs related to the use of natural resources

(C) Civics: Citizenship and Government: Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world while learning about the rights and responsibilities of citizenship.

**Benchmark A: Structure and Purposes of Government**

1—Analyzing the necessity and purposes of policies and government

2—Comparing and evaluating the essential characteristics of various systems of government and identifying historical and contemporary examples of each

3—Explaining and evaluating issues related to the distribution of powers and responsibilities within the federal system

4—Explaining the organization and functions of local, state, and national governments and evaluating their relationships

5—Evaluating the role and importance of law in the American political system

\*This list reflects Social Studies Standards/Benchmarks referenced in the Marketing Education Content Standards only. For a complete list of Social Studies Content Standards see Bulletin 1964.

6—Examining the major responsibilities of the national government for domestic and foreign policy

7—Explain how government is financed through taxation

**Benchmark B: Foundations of the American Political System**

1—Evaluating issues related to the differences between American ideals and the realities of American social and political life

2—Analyzing the historical and contemporary roles of associations and groups in local, state, and national politics

**Benchmark C: International Relationships**

1—Analyzing how the world is organized politically and evaluating how the interaction of political entities, such as nation-states and international organizations, affects the United States

2—Analyzing the major foreign policy positions of the United States and evaluating their consequences

3—Evaluating the impact of American ideas and actions on the world and analyzing the effects of significant international developments of the United States

Benchmark D: Roles of the Citizen

- 1—Evaluating and defending positions on issues regarding the personal, political, and economic rights of citizens
- 2—Evaluating and defending positions regarding the personal and civic responsibilities of citizens in American constitutional democracy
- 3—Explaining and evaluating the various forms of political participation that citizens can use to monitor and shape the formation and implementation of public policy
- 4—Analyzing and evaluating the importance of political leadership, public service, and a knowledgeable citizenry to American constitutional democracy

(D) Economics: Interdependence and Decision Making: Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.

Benchmark A: Fundamental Economic Concepts

- 1—Analyzing the impact of the scarcity of productive resources and examining the choices and opportunity costs that result
- 2—Analyzing the roles that production, distribution, and consumption play in economic decisions
- 3—Applying the skills and knowledge necessary in making decisions about career options
- 4—Comparing and evaluating basic economic systems
- 5—Explaining the basic features of market structures and exchanges
- 6—Analyzing the roles of economic institutions, such as corporations and labor unions, that compose economic systems
- 7—Analyzing the roles of money and banking in an economic system
- 8—Applying economic concepts to understand and evaluate historical and contemporary issues

Benchmark B: Individuals, Households, Businesses, and Governments

- 1—Identifying factors that cause changes in supply and demand
- 2—Analyzing how supply and demand, price, incentives, and profit influence production and distribution in a competitive market system
- 3—Analyzing the impact of governmental taxation, spending, and regulation on different groups in a market economy
- 4—Analyzing the causes and consequences of worldwide economic interdependence
- 5—Evaluating the effects of domestic policies on international trade
- 6—Analyzing Louisiana's role in the world economy

Benchmark C: The Economy as a Whole

- 1—Explaining the meanings of economic indicators such as Gross Domestic Product, per capita GDP, real GDP, CPI, and unemployment rate
- 2—Explaining how interest rates, investments, and inflation/deflation impact the economy
- 3—Analyzing unemployment and income distribution in a market economy
- 4—Explaining the basic concepts of United States fiscal policy and monetary policy and describing their effects on the economy

(H) History: Time, Continuity, and Change: Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

- 1—Analyzing cause/effect relationships
- 2—Analyzing developments and issues in contemporary American society

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## Chapter 9. SCANS Skills

### §901. Background

A. The Secretary's Commission on Achieving Necessary Skills (SCANS) was established in February 1990 to examine the demands of the workplace and to determine whether the current and future work force is capable of meeting those demands. Commission members included 31 representatives from the nation's schools, businesses, unions and government. The Commission issued its first report, *What Work Requires of Schools*, in June, 1991. This report told educators and employers what students and workers need to know and be able to do in order to succeed in the workplace. This kind of information is especially vital today, when more than half of our young people leave school without the basic skills required to find and hold a good job.

B. Specifically, the Commission was directed to advise the Secretary of Labor on the type and level of skills required to enter employment. In carrying out this charge, the commission was asked to:

- 1. define the skills needed for employment;
- 2. propose acceptable levels in those skills;
- 3. suggest effective ways to access proficiency; and
- 4. develop a strategy to disseminate the findings to the Nation's schools, businesses and homes.

C. The commission identified two types of skills: competencies and foundations. *Competencies* are the skills necessary for success in the workplace and are organized into five areas. *Foundations* are skills and qualities that underlie the competencies. The competencies and foundations are generic, most of them are required for most



jobs. The SCANS competencies and foundations are identified and defined on the following pages.

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### §903. Competencies

#### A. Resources

1. **Allocates Times:** Selects relevant, goal-related activities; ranks them in order of importance; allocates time to activities; and understands, prepares and follows schedules. Competent performance in allocating time includes properly identifying tasks to be completed; ranking tasks in order of importance; developing and following an effective, workable schedule based on accurate estimates of such things as importance of tasks, time to complete tasks, time available for completion and task deadlines; avoiding wasting time; and accurately evaluating and adjusting a schedule.

2. **Allocates Money:** Uses or prepares budgets, including making cost and revenue forecasts, keeps detailed records to track budget performance; and makes appropriate adjustments. Competent performance in allocating money includes accurately preparing and using a budget according to a consistent and orderly accounting method accurately calculating future budgetary needs based on project cost and revenues; accurately tracking the extent to which actual costs and revenues differ from the estimated budget; and taking appropriate and effective action.

3. **Allocates Material and Facility Resources:** Acquires, stores and distributes materials, supplies, parts, equipment, space or final products in order to make the best use of them. Competent performance in allocating material and facility resources includes carefully planning the step involved in the acquisition, storage and distribution of resources; safely and efficiently acquiring, transporting or storing them; maintaining them in good condition; and distributing them to the end user.

4. **Allocates Human Resources:** Assesses knowledge skills and distributes work accordingly, evaluates performance and provides feedback. Competent performance in allocating human resources includes accurately assessing peoples' knowledge, skill, abilities and potential; identifying present and future workload; making effective matches between individual talents and workload; and actively monitoring performance and providing feedback.

#### B. Information

1. **Acquire and Evaluates Information:** Identifies need for data, obtains them from existing sources, or creates them and evaluates their relevance and accuracy. Competently perform the task of acquiring data and evaluating its appropriateness; and determine when new information must be created.

2. **Organizes and Maintains Information:** Organizes, processes and maintains written or computerized records and other forms of information in a systematic fashion. Competently performing the tasks of organizing and maintaining information includes understanding and organizing information from computer, visual, oral and physical sources in readily accessible formats, such as computerized data bases, spreadsheets, microfiche, video disks, paper files, etc.; when necessary, transforming data into different formats in order to organize them by the application of various methods such as sorting, classifying or more formal methods.

3. **Interprets and Communicates Information:** Selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial or multi-media methods. Competently performing the tasks of communicating and interpreting information to others includes determining information to be communicated; identifying the best methods to present information (e.g., overheads, handouts); if necessary, converting to desired format and conveying information to others through a variety of means including oral presentation, written communication, etc.

4. **Uses Computers to Process Information:** Employs computers to acquire, organize, analyze and communicate information. Competently using computers to process information includes entering, modifying, retrieving, storing and verifying data and other information; choosing format for display (e.g., line graphs, bar graphs, tables, pie charts, narrative); and ensuring the accurate conversion of information into the chosen format.

#### C. Interpersonal

1. **Participates as a Member of a Team:** Works cooperatively with others and contributes to group with ideas, suggestions and effort. Demonstrating competence in participating as a member of a team includes doing one's own share of tasks necessary to complete a project; encouraging team members by listening and responding appropriately to their contributions; building in individual team members' strengths; resolving differences for accomplishing goals; and responsibly challenging existing procedures, policies or authorities.

2. **Teaches Others:** Helps others learn. Demonstrating competence in teaching others includes helping others to apply related concepts and theories to tasks through coaching or other means; identifying training needs; conveying job information to allow others to see its applicability and relevance to tasks; and assessing performance and providing constructive feedback/reinforcement.

3. **Serves Clients/Customers:** Works and communicates with clients and customers to satisfy their expectations. Demonstrating competence in serving clients and customers includes actively listening to customers to avoid misunderstandings and identifying needs; communicating in a positive manner especially when

handling complaints or conflict; and efficiently obtaining additional resources to satisfy client needs.

4. Exercises Leadership: Communicates thoughts, feelings and ideas to justify a position; encourages, persuades, convinces or otherwise motivates an individual or groups, including responsibly challenging existing procedures, policies, or authority. Demonstrating competence in exercising leadership includes making positive use of the rules/values followed by others; justifying a position logically and appropriately; establishing credibility through competence and integrity; and taking minority viewpoints into consideration.

5. Negotiates to Arrive at a Decision: Works toward an agreement that may involve exchanging specific resources or resolving divergent interests. Demonstrating competence in negotiating to arrive at a decision involves researching opposition and the history of the conflict; setting realistic and attainable goals; presenting facts and arguments; listening to and resolving conflicts; adjusting quickly to new fact/ideas; proposing and examining possible options; and making reasonable compromises.

6. Works with Cultural Diversity: Works well with men and woman and with a variety of ethnic, social, or educational backgrounds. Demonstrating competence in working with cultural diversity involves understanding one's own culture and those of others and understanding how they differ; respecting the rights of others while helping them make cultural adjustments where necessary; basing impression on individual performance, not on stereotypes; and understanding concerns of members of other ethnic and gender groups.

#### D. Systems

1. Understands Systems: Knows how social, organizational and technological systems work and operates effectively within them. Demonstrating competence in understanding systems involves knowing how a system's structures relate to goals; responding to the demands of the system/organization; knowing the right people to ask for information and where to get resources; and functioning within the formal and informal codes of the social/organizational system.

2. Monitors and Corrects Performance: Distinguishes trends, predicts impact of actions on system operations, diagnoses deviations in the function of a system/organization and takes necessary action to correct performance. Demonstrating competence in monitoring and correcting performance includes identifying trends and gathering needed information about how the system is intended to function; detecting deviations from system; and making changes to the system to rectify system functioning and to ensure quality of product.

3. Improves and Designs System: Makes suggestions to modify existing systems to improve products or services and develops new or alternative systems. Demonstrating competence in improving or designing systems involves making suggestions for improving the functioning of the

system/organization; recommending alternative system designs based on relevant feedback; and responsibly challenging the status quo to benefit the larger system.

#### E. Technology

1. Selects Technology: Judges which set of procedures, tools or machines, including computers and their programs, will produce the desired results. Demonstrating competence in selecting technology includes determining desired outcomes and applicable constraints; visualizing the necessary methods and applicable technology; evaluating specifications; and judging which machine or tool will produce the desired results.

2. Applies Technology to Task: Understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems. Demonstrating competence in knowing how to apply technology to task; it includes understanding how different parts of machines interact and how machines interact with broader production systems; on occasion installing machines including computers; setting up machines or systems of machines efficiently to get desired results; accurately interpreting machine output; and detecting errors from program output.

3. Maintains and Troubleshoots Technology: Prevents, identifies or solves problems in machines, computers and other technologies. Demonstrating competence in maintaining and troubleshooting technology includes identifying, understanding and performing routine preventative maintenance and service on technology; detecting more serious problems; generating workable solutions to correct deviations; and recognizing when to get additional help.

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### §905. Foundation Skills

#### A. Basic Skills

1. Reading: Locates, understands and interprets written information in prose and documents: including manuals, graphs, and schedules: to perform tasks; learns from text by determining the main idea or essential message; identifies relevant details, facts and specifications; infers or locates the meaning of unknown or technical vocabulary; judges the accuracy, appropriateness, style and plausibility of reports, proposals or theories of other writers.

2. Writing: Communicates thoughts, ideas, information and messages in writing; records information completely and accurately; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow-charts; uses language, style, organization and format appropriate to the subject matter, purpose and audience; includes supporting documentation and attends to level of detail; and checks, edits and revises for correct

information, appropriate emphasis, form, grammar, spelling and punctuation.

3. Arithmetic: Performs basic computations; uses basic numerical concepts such as whole numbers and percentages in practical situations; makes reasonable estimates of arithmetic results without a calculator; and uses tables, graphs, diagrams and charts to obtain or convey quantitative information.

4. Mathematics: Performs computational skills needed in maintaining records, estimating results, using spreadsheets or applying statistical process.

5. Listening: Receives, attends to, interprets and responds to oral messages and other cues such as body language in ways that are appropriate to the purpose: for example, to comprehend, to learn, to evaluate critically, to appreciate, or to support the speaker.

6. Speaking: Organizes ideas and communicates oral messages appropriate to listeners and situations: participates in conversation, discussion and group presentations; selects an appropriate medium for conveying a message; uses oral language and other cues such as body language appropriate in style, tone and level of complexity to the audience and the occasion; speaks clearly and communicates a message; understands and responds to listener feedback; and asks questions when needed.

#### B. Thinking Skills

1. Creative Thinking: Uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities.

2. Decision Making: Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.

3. Problem Solving: Recognizes that a problem exists (i.e., there is a discrepancy between what is and what should be); identifies possible reasons for the discrepancy; devises and implements a plan of action to resolve it; evaluates and monitors progress; and revises plan as indicated by findings.

4. Seeing Things in the Mind's Eye: Organizes and processes symbols, pictures, graphs, objects or other information: for example, sees a building from a blueprint; a system's operation from schematics; the flow of work activities from narrative descriptions; or the taste of food from reading a recipe.

5. Knowing How to Learn: Uses efficient learning techniques to acquire and apply new knowledge and skills.

6. Reasoning: Discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem.

#### C. Personal Qualities

1. Responsibility: Exerts a high level of effort and perseverance toward goal attainment; works hard to become excellent at doing tasks by setting high standards, paying attention to details, working well and displaying a high level of concentration even when assigned an unpleasant task; and displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks.

2. Self-Esteem: Believes in own self-worth and maintains a positive view of self.

3. Social: Demonstrates understanding, friendliness, adaptability, empathy and politeness in new and on-going group settings; asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.

4. Self-Management: Assesses own knowledge, skills and abilities accurately; sets well-defined and realistic personal goals; monitors progress toward goal attainment and motivates self through goal achievement; exhibits self-control and responds to feedback unemotionally and non-defensively; and is a "self-starter."

5. Integrity/Honesty: Chooses ethical courses of action.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) and R.S. 17:10.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2700 (December 2003).