

Florida Department of Education
Curriculum Framework

Program Title: Sport, Recreation and Entertainment Marketing
Program Type: Career Preparatory
Career Cluster: Marketing, Sales & Service

Secondary – Career Preparatory

Program Number	8827400
CIP Number	0252191005
Grade Level	9-12
Standard Length	4 credits
Teacher Certification	Refer to the <u>Program Structure</u> section.
CTSO	DECA, FBLA-PBL
SOC Codes (all applicable)	27-2099 – Entertainers and Performers, Sports and Related Workers, all Other 11-2021 – Marketing Managers
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the sport, recreation and entertainment marketing and sales industry; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of sport, recreation and entertainment marketing occupations.

The content includes, but is not limited to, employability skills; selling techniques; public relations and publicity; event planning and execution; and licensing, sponsorship, and endorsements.

Program Structure

*NOTE: Sport, Recreation, and Entertainment Internship (8827440) is eligible for Gold Seal;
Marketing Cooperative Education-OJT (8800410) is NOT eligible for Gold Seal.*

This program is a planned sequence of instruction totaling 4 credits.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement	
8827110	Marketing Essentials	ADVR PROM 7G BUS ED 1 MKTG 1 MKTG MGMT 7G RETAILING @7 7G TC COOP ED @7	1 credit	27-2099	2	PA	
-OR-	-OR-						
8827410	Sport, Recreation, and Entertainment Essentials		1 credit			2	
8827120	Marketing Applications		1 credit		2	PA	
-OR-	-OR-						
8827420	Sport, Recreation, and Entertainment Applications	ADVR PROM 7 G BUS ED 1 MKTG 1 MKTG MGMT 7G RETAILING @7 7G	1 credit		2	PA	
8827430	Sport, Recreation, and Entertainment Marketing Management		1 credit	11-2021	3		
8827440	Sport, Recreation, and Entertainment Internship		1 credit			2	
-OR-	-OR-						
8800410	Marketing Cooperative Education - OJT		1 credit		2		

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

Marketing Essentials

- 01.0 Demonstrate human relations skills necessary for success in marketing occupations.
- 02.0 Demonstrate proficiency in applying communication and technology skills.
- 03.0 Demonstrate proficiency in applying math skills unique to marketing.
- 04.0 Identify economic principles in business.
- 05.0 Identify marketing and business fundamentals.
- 06.0 Identify effective selling techniques and procedures.

Sport, Recreation, and Entertainment Essentials

- 07.0 Demonstrate human relations skills necessary for success in sport, recreation, and entertainment marketing occupations.
- 08.0 Demonstrate proficiency in applying communication and technology skills.
- 09.0 Demonstrate proficiency in applying math skills unique to sport, recreation, and entertainment marketing.
- 10.0 Identify economic principles in business.
- 11.0 Identify marketing and business fundamentals.
- 12.0 Identify effective selling techniques and procedures.
- 13.0 Discuss the history of sport, recreation, and entertainment marketing.
- 14.0 Discuss sport, recreation, and entertainment marketing as an industry.

Marketing Applications

- 15.0 Select a marketing industry for career planning.
- 16.0 Demonstrate applications of channel management (distribution) to the selected marketing industry.
- 17.0 Explain the concepts of financing to the selected marketing industry.
- 18.0 Demonstrate product/service planning to the selected marketing industry.
- 19.0 Demonstrate marketing-information management to the selected marketing industry.
- 20.0 Demonstrate pricing applications for the selected marketing industry.
- 21.0 Demonstrate promotion applications for the selected marketing industry.
- 22.0 Demonstrate purchasing applications to the selected marketing industry.
- 23.0 Demonstrate applications of safety and risk management to the selected marketing industry.
- 24.0 Demonstrate selling techniques within the selected marketing industry.
- 25.0 Demonstrate an understanding of entrepreneurship.
- 26.0 Identify the uses of technology in marketing.

Sport, Recreation, and Entertainment Applications

- 27.0 Select a sport, recreation, and entertainment marketing industry for career planning.
- 28.0 Demonstrate applications of channel management (distribution) to the sport, recreation, and entertainment marketing industry.
- 29.0 Explain the concepts of financing to the selected sport, recreation, and entertainment marketing industry.
- 30.0 Demonstrate product/service planning to the sport, recreation, and entertainment marketing industry.
- 31.0 Demonstrate marketing information management to the sport, recreation, and entertainment marketing industry.
- 32.0 Demonstrate pricing applications for the sport, recreation, and entertainment marketing industry.
- 33.0 Demonstrate promotion applications for the sport, recreation, and entertainment marketing industry.
- 34.0 Demonstrate purchasing applications for the sport, recreation, and entertainment marketing industry.
- 35.0 Demonstrate applications of safety and risk-management for the sport, recreation, and entertainment marketing industry.
- 36.0 Demonstrate selling techniques within the sport, recreation, and entertainment marketing industry.
- 37.0 Demonstrate an understanding of entrepreneurship
- 38.0 Identify the use of technology in sport, recreation, and entertainment marketing.
- 39.0 Explain and discuss licensing, sponsorships, and endorsements in sport, recreation, and entertainment marketing.
- 40.0 Demonstrate an understanding of the impact of the media on sport, recreation, and entertainment marketing.
- 41.0 Discuss the importance of public relations and publicity to sport, recreation, and entertainment marketing.

Sport, Recreation, and Entertainment Marketing Management

- 42.0 Apply economic principles of business in sport, recreation, and entertainment marketing industries.
- 43.0 Explain the various business structures of the sport, recreation and entertainment marketing industries.
- 44.0 Describe legal and ethical aspects within the sport, recreation, and entertainment marketing industry.
- 45.0 Explain the roles of agents, personal managers and labor unions within the sport, recreation and entertainment marketing industries.
- 46.0 Design, plan, execute, and evaluate an event.
- 47.0 Develop a career plan within the sport, recreation, and entertainment marketing industry.

Sport, Recreation, and Entertainment Marketing Internship

- 48.0 Perform designated job skills as they pertain to the internship.
- 49.0 Display professional work habits.
- 50.0 Demonstrate ethical behavior.

Marketing Cooperative Education OJT

- 51.0 Perform designated job skills.
- 52.0 Demonstrate work ethics.

Florida Department of Education
Student Performance Standards

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

Course Description:

Marketing Essentials blends theory and practice to facilitate immediate implementation and impact. Students will learn to develop strategic marketing with sales and customer plans. A review of the marketing environment is used to help develop the segmentation, targeting and market positioning strategy for implementation along with the marketing mix (product, price, place and promotion). The goal is the identification and delivery of organizational competitive advantage and customer satisfaction – key to long-term revenue growth, profitability and success.

CTE Standards and Benchmarks	
01.0	Demonstrate human relations skills necessary for success in marketing occupations – the student will be able to:
01.01	Demonstrate the ability to collaborate effectively with team members or partnerships, leadership, with peers and with customers from diverse socio-cultural and socio-economic backgrounds, genders, disabilities and ages.
01.02	Demonstrate interpersonal skills (e.g. courtesy, loyalty, being a team player, adaptability, empathy, etc.).
01.03	Demonstrate personality traits important to business (e.g. interest, enthusiasm, honesty, responsibility, flexibility, integrity, credibility, reliability, and perseverance, etc.).
01.04	Demonstrate the ability to use creative problem solving, decision-making, and critical thinking strategies.
01.05	Demonstrate self-management, initiative, multitasking, team management techniques and organizational skills. (Optionally, demonstrate the ability to utilize team management software.)
01.06	Explain the concepts of self-knowledge, self-esteem, and self-image.
01.07	Demonstrate professional behavior, etiquette and acceptance of feedback.
01.08	Demonstrate respect for the opinions, cultural diversity, customs, and individual differences of others.
01.09	Set personal and career goals and develop a plan of action to achieve those goals, including searching and optionally, applying for jobs.
01.10	Develop and demonstrate the human relations skills needed for successful entry and progress in the occupation selected by the student as a career objective.
02.0	Demonstrate proficiency in applying communication and technology skills – the student will be able to:
02.01	Identify and apply effective workplace communication skills (i.e. verbal, nonverbal, written and electronic).

CTE Standards and Benchmarks

02.02	Demonstrate the ability to communicate effectively amongst all stakeholders (e.g. customers/clients, co-workers, supervisors, vendors, etc.) using appropriate grammar and terminology.
02.03	Discuss the importance of developing networking skills to expand business contacts and optionally, how to utilize various online networking platforms.
02.04	Prepare and deliver a business-related presentation.
02.05	Demonstrate active listening strategies that improve understanding and performance.
02.06	Describe positive customer relations, including conflict and dispute resolution.
02.07	Interpret business policies to customers/clients.
02.08	Discuss the importance of providing clear directions, descriptions, and explanations.
02.09	Demonstrate the ability to locate, understand and interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams and electronic media resources.
02.10	Identify and explain how electronic media, technological advances and application software programs continue to shape the field of marketing and increase business productivity.
03.0	Demonstrate proficiency in applying math skills unique to marketing – the student will be able to:
03.01	Perform addition, subtraction, multiplication, division, ratios, and percentage problems as related to the marketing industry.
03.02	Apply problem-solving techniques to sales-related transactions (cash, checks, debit cards, credit cards, discounts, layaway, credit on delivery (COD), returns, gift certificates, invoices, and automatic fee withdrawals).
03.03	Interpret quantitative information from tables, charts, and graphs as related to the workplace.
03.04	Demonstrate the ability to make change correctly.
03.05	Calculate tax, gratuity, commission and miscellaneous charges.
03.06	Demonstrate the ability to collect, organize, and interpret data.
03.07	Understand the importance of stock turnover and stock-to-sales ratio in the industry.
03.08	Apply standard industry formulas to determine markup and markdown on merchandise.
03.09	Understand the difference between income (credit) and expense (debit). (Optional)
04.0	Identify economic principles in business – the student will be able to:
04.01	Explain the concepts of economics and determine economic activities and the types of economic indicators used to measure the economy.

CTE Standards and Benchmarks

04.02	Explain the concept of economic goods and services.
04.03	Explain the concept of economic resources and the scarcity of resources.
04.04	Explain the concept of utility (i.e. form, place, time, possession and information).
04.05	Understand the concept of "supply and demand".
04.06	Understand the differences between major types of economic systems.
04.07	Explain the relationship between government and business.
04.08	Explain the concept of free enterprise and business ownership.
04.09	Explain the concept of price and its role in profit motive.
04.10	Explain the concept of risk.
04.11	Explain the concept of competition and recognize the government regulations monitoring competition, including monopolies.
04.12	Understand the concept of productivity and the factors of production needed to produce goods and services.
04.13	Identify components of the Gross National Product (GNP) and the Gross Domestic Product (GDP).
05.0	Identify marketing and business fundamentals – the student will be able to:
05.01	Define marketing and its benefits.
05.02	Explain the purpose and scope of marketing in a free enterprise system.
05.03	Identify and explain each marketing function.
05.04	Explain how each component of the marketing mix contributes to marketing.
05.05	Compare and contrast consumer and industrial markets.
05.06	Understand the relationship of marketing to business and the economy (i.e. SWOT analysis – strength, weakness, opportunity and threat).
05.07	Describe how marketers use consumer research and knowledge of the market to sell products.
05.08	Discuss major fields of business activity (e.g. manufacturing, wholesaling, retailing, services, cottage industries, urban street sales, e-Commerce, etc.).
05.09	Explain marketing strategies and marketing concepts.

CTE Standards and Benchmarks

05.10	Differentiate between mass marketing and market segmentation.
05.11	Explain the importance and techniques of offering the right merchandising blend.
05.12	Explain the nature and evolution of channel management (distribution).
05.13	Explain the elements that allow development of a marketing plan (e.g. research, advertising, public relations, direct and indirect marketing, promotions, merchandising, branding, feedback, revision, channel management, etc.).
05.14	Explain the “4 P’s” of marketing: price, place, promotion, and product.
05.15	Define and analyze a target market as it applies to product development, promotion and channel management (distribution).
05.16	Discuss the roles e-Commerce and social networking play in the marketing of goods and services.
05.17	Understand network marketing (multilevel marketing) and how it differs from a pyramid scheme. (Optional)
05.18	Identify the role of federal regulatory agencies [i.e. Food and Drug Administration (FDA), Consumer Product Safety Commission (CPSC), Environmental Protection Agency (EPA), Securities and Exchange Commission (SEC), Federal Trade Commission (FTC), Occupational Safety and Health Administration (OSHA)].
05.19	Identify the advantages and disadvantages of different types of business ownership (e.g. Private Corporation, Sole Proprietorship, Partnership, Limited Liability Corporation (LLC), Shareholder Corporation, etc.).
06.0	Identify effective selling techniques and procedures – the student will be able to:
06.01	Explain the purpose, principles, and importance of selling and how it relates to the marketing concept.
06.02	Identify qualities of a professional sales associate and the responsibilities of sales management.
06.03	Identify an effective sales presentation for a target market (e.g. steps of a sale, consumer buying motives, approaches through greeting, merchandise and service, proper time to approach a customer to open sale, feature-benefit analysis, building and closing the sale, suggestion and substitution selling, etc.).
06.04	Understand different customer types and how customers make buying decisions.
06.05	Discuss the importance of meeting specialized sales needs and describe legal and ethical sales issues.
06.06	Describe the importance of analyzing sales trends and the use of current technologies.
06.07	Analyze the use of websites, social media, email, and customer loyalty programs to establish and maintain a customer database.

Florida Department of Education
Student Performance Standards

Course Title: Sport, Recreation, and Entertainment Essentials
Course Number: 8827410
Course Credit: 1

Course Description:

The purpose of this course is to develop the competencies essential to sport, recreation, and entertainment marketing. These competencies include employability, human relations, communication, math, and economic skills. The fundamentals of sport, recreation, and entertainment marketing and selling are also included.

CTE Standards and Benchmarks	
07.0	Understand human relations skills necessary for success in sport, recreation, and entertainment marketing occupations – the student will be able to:
07.01	Demonstrate the ability to collaborate effectively with team members or partnerships, leadership, and with peers from diverse socio-cultural and socio-economic backgrounds, genders, disabilities and ages.
07.02	Demonstrate interpersonal skills (e.g. courtesy, loyalty, being a team player, adaptability, empathy, etc.).
07.03	Demonstrate personality traits important to business (e.g. interest, enthusiasm, honesty, responsibility, flexibility, integrity, credibility, reliability, perseverance, etc.).
07.04	Demonstrate the ability to use creative problem solving, decision-making, and critical thinking strategies.
07.05	Demonstrate self-management, initiative, multitasking, team management techniques and organizational skills. (Optionally, demonstrate the ability to utilize team management software.)
07.06	Explain the concepts of self-knowledge, self-esteem, and self-image.
07.07	Demonstrate professional behavior, etiquette and acceptance of feedback.
07.08	Demonstrate respect for the opinions, cultural diversity, customs, and individual differences of others.
07.09	Set personal and career goals and develop a plan of action to achieve those goals and optionally, searching and applying for jobs.
07.10	Develop and demonstrate the human relations skills needed for successful entry and progress in the occupation selected by the student as a career objective.
08.0	Demonstrate proficiency in applying communication and technology skills – the student will be able to:
08.01	Identify and apply effective workplace communication skills (i.e. verbal, nonverbal, written and electronic).

CTE Standards and Benchmarks

08.02	Demonstrate the ability to communicate effectively amongst all stakeholders (e.g. customers/clients, co-workers, supervisors, vendors, etc.) using appropriate grammar and terminology.
08.03	Discuss the importance of developing networking skills to expand business contacts and optionally, how to utilize various online networking platforms.
08.04	Prepare and deliver a business-related presentation.
08.05	Demonstrate active listening strategies that improve understanding and performance.
08.06	Describe positive customer relations, including conflict and dispute resolution.
08.07	Interpret business policies to customers/clients.
08.08	Discuss the importance of providing clear directions, descriptions, and explanations.
08.09	Demonstrate the ability to locate, understand and interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams and electronic media resources.
08.10	Identify and explain how electronic media, technological advances and application software programs continue to shape the field of marketing and increase business productivity.
09.0	Demonstrate proficiency in applying math skills unique to sport, recreation, and entertainment marketing – the student will be able to:
09.01	Perform addition, subtraction, multiplication, division, ratios, and percentage problems as related to the marketing industry.
09.02	Understand problem-solving techniques to sales-related transactions (i.e. cash, checks, debit cards, credit cards, discounts, layaway, Credit on Delivery (COD), returns, gift certificates, invoices and automatic fee withdrawals).
09.03	Interpret quantitative information from tables, charts, and graphs as related to the workplace.
09.04	Calculate tax, gratuity, commission, miscellaneous charges and handling money.
09.05	Demonstrate the ability to collect, organize and interpret data.
09.06	Understand the importance of stock turnover and stock-to-sales ratio in the industry.
09.07	Apply standard industry formulas to determine markup and markdown on merchandise.
09.08	Understand the difference between income (credit) and expense (debit). (Optional)
10.0	Identify economic principles in business – the student will be able to:
10.01	Explain the concepts of economics and determine economic activities and the types of economic indicators used to measure the economy.
10.02	Explain the concept of economic goods and services.

CTE Standards and Benchmarks

10.03	Explain the concept of economic resources and the scarcity of resources.
10.04	Explain the concept of utility (i.e. form, place, time, possession and information).
10.05	Understand the concept of "supply and demand".
10.06	Understand the differences between major types of economic systems.
10.07	Explain the relationship between government and business.
10.08	Explain the concept of free enterprise and business ownership.
10.09	Explain the concept of price and its role in profit motive.
10.10	Explain the concept of risk.
10.11	Explain the concept of competition and recognize the government regulations monitoring competition, including monopolies.
10.12	Understand the concept of productivity and the factors of production needed to produce goods and services.
10.13	Identify components of the Gross National Product (GNP) and the Gross Domestic Product (GDP).
11.0	Identify marketing and business fundamentals – the student will be able to:
11.01	Define marketing and its benefits.
11.02	Explain the purpose and scope of marketing in a free enterprise system.
11.03	Identify and explain each marketing function.
11.04	Explain how each component of the marketing mix contributes to marketing.
11.05	Compare and contrast consumer and industrial markets.
11.06	Understand the relationship of marketing to business and the economy (i.e. SWOT analysis – strength, weakness, opportunity and threat).
11.07	Describe how marketers use consumer research and knowledge of the market to sell products.
11.08	Discuss major fields of business activity (e.g. manufacturing, wholesaling, retailing, services, cottage industries, urban street sales, e-Commerce, etc.).
11.09	Explain marketing strategies and marketing concepts.
11.10	Differentiate between mass marketing and market segmentation.

CTE Standards and Benchmarks

11.11	Explain the importance and techniques of offering the right merchandising blend.
11.12	Explain the nature and evolution of channel management (distribution).
11.13	Explain the elements that allow development of a marketing plan (e.g. research, advertising, public relations, direct and indirect marketing, promotions, merchandising, branding, feedback, revision, channel management, etc.).
11.14	Explain the “4 P’s” of marketing: price, place, promotion, and product.
11.15	Define and analyze a target market as it applies to product development, promotion and channel management (distribution).
11.16	Discuss the roles e-Commerce and social networking play in the marketing of goods and services.
11.17	Understand network marketing (multilevel marketing) and how it differs from a pyramid scheme. (Optional)
11.18	Identify the role of federal regulatory agencies [i.e. Food and Drug Administration (FDA), Consumer Product Safety Commission (CPSC), Environmental Protection Agency (EPA), Securities and Exchange Commission (SEC), Federal Trade Commission (FTC), Occupational Safety and Health Administration (OSHA)].
11.19	Identify the advantages and disadvantages of different types of business ownership (e.g. Private Corporation, Sole Proprietorship, Partnership, Limited Liability Corporation (LLC), Shareholder Corporation, etc.).
12.0	Identify effective selling techniques and procedures – the student will be able to:
12.01	Explain the purpose, principles, and importance of selling and how it relates to the marketing concept.
12.02	Identify qualities of a professional sales associate and the responsibilities of sales management.
12.03	Identify an effective sales presentation for a target market (e.g. steps of a sale, consumer buying motives, approaches through greeting, merchandise and service, proper time to approach a customer to open sale, feature-benefit analysis, building and closing the sale, suggestion and substitution selling, etc.).
12.04	Understand different customer types and how customers make buying decisions.
12.05	Discuss the importance of meeting specialized sales needs and describe legal and ethical sales issues.
12.06	Describe the importance of analyzing sales trends and the use of current technologies.
13.0	Discuss the history of sport, recreation, and entertainment marketing – the student will be able to:
13.01	Describe the theories of the origin of sport, recreation, and entertainment industries.
13.02	Describe the influences of historical events on American and global sports, recreation, and entertainment.
13.03	Understand economic, demographic, social, and political influences on sports, recreation, and entertainment.
13.04	Discuss the stages and length of the sport, recreation, and entertainment cycle.

CTE Standards and Benchmarks

13.05 Discuss impact of technology on the sport, recreation, and entertainment industry.

13.06 Discuss the influence of electronic media on the sport, recreation, and entertainment industry.

13.07 Discuss the growth and trends in sport, recreation, and entertainment marketing.

14.0 Discuss sport, recreation, and entertainment marketing as an industry – the student will be able to:

14.01 Define sport, recreation, and entertainment marketing.

14.02 Identify relationship between:

- Fans/Audience
- Team/Players/Event/Property
- Corporate partners/Sponsors of a sport, recreation, and/or entertainment event.

14.03 Discuss the role of marketing as it applies to sports, recreation, and entertainment.

14.04 Describe products, events, promotions, facilities, and services that enhance the sport, recreation, and entertainment industry.

14.05 Recognize how climate and geographic location affect the marketplace in the sport, recreation, and entertainment industry.

14.06 Express an awareness of how minorities and cultural mores and values impact the sport, recreation, and entertainment marketplace.

14.07 Relate how perception of the consumer plays an important role in the sport, recreation, and entertainment marketplace.

14.08 Explain the motives of the sport, recreation, and entertainment consumer (e.g. achievement, affiliation, health and fitness, fun entertainment, etc.).

14.09 Research, prepare, and present an overview of career opportunities within the sport, recreation, and entertainment industry.

Florida Department of Education
Student Performance Standards

Course Title: Marketing Applications
Course Number: 8827120
Course Credit: 1

Course Description:

This course is designed to provide students with an in-depth study of marketing in a free enterprise society and includes advertising, promotion, product development and branding, selling and marketing research. This course also includes the uses of technology and electronic media in marketing, purchasing, retail positioning strategies, and e-Commerce marketing.

CTE Standards and Benchmarks	
15.0	Select a marketing industry for career planning – the student will be able to:
15.01	Identify current employment opportunities in marketing-related fields.
15.02	Identify sources of information for career planning.
15.03	Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the career field.
15.04	Explain the duties, responsibilities, required skills and knowledge for a particular career in the marketing industry.
15.05	Identify the advantages and disadvantages of a particular career in marketing.
15.06	Complete self-assessments and an analysis of lifestyle goals and career aspirations.
15.07	Develop an individualized education and career plan related to a major marketing field, including the development of a resume.
15.08	Write a job description for a selected marketing occupation.
16.0	Demonstrate applications of channel management (distribution) for the selected marketing industry – the student will be able to:
16.01	Explain the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.
16.02	Explain the concepts of physical channel management (distribution) and transportation systems related to the industry.
16.03	Develop appropriate plans utilizing channel management for the specific industry.
16.04	Explain the relationship between customer service and distribution.

CTE Standards and Benchmarks

16.05	Explain network marketing (multilevel marketing) and how it differs from a pyramid scheme.
17.0	Explain the concepts of financing for the selected marketing industry – the student will be able to:
17.01	Explain the financial concepts used in making business decisions.
17.02	Explain the concept of financial administration.
17.03	Explain the difference between income (credit) and expense (debit).
17.04	Identify various types of credit policies and procedures.
17.05	Explain the purposes and importance of credit.
17.06	Identify the positive and negative impacts of using credit in marketing situations and understand the regulations affecting credit. (Optional)
17.07	Compare and contrast the use of different credit applications, types of credit accounts, and the differences between debit and credit cards.
17.08	Analyze industry concepts of price, profit, competition, and productivity.
18.0	Demonstrate /service planning for the selected marketing industry – the student will be able to:
18.01	Explain the steps involved in decision-making (e.g. assessment, planning, implementation design, evaluation, etc.).
18.02	Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
18.03	Explain product and service quality as applicable to grades and industry standards.
18.04	Discuss product-liability risks.
18.05	Explain warranties and guarantees.
18.06	Develop a product/service plan.
18.07	Describe factors used by marketers to position products/business.
18.08	Identify the stages and impact of product life cycle.
19.0	Demonstrate marketing information management for the selected marketing industry – the student will be able to:
19.01	Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
19.02	Explain the process of marketing information management.

CTE Standards and Benchmarks

19.03	Explain the nature and scope of marketing operations.
19.04	Demonstrate knowledge of inventory control systems and shipping and receiving procedures.
19.05	Identify procedures for the use of marketing information management to gather and manage information.
20.0	Demonstrate pricing applications for the selected marketing industry – the student will be able to:
20.01	Explain concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.
20.02	Explain pricing objectives, policies, and strategies.
20.03	Explain price-marking techniques.
20.04	Explain procedures for changing prices.
20.05	Demonstrate decision-making skills required for determining pricing relative to the competition.
20.06	Demonstrate problem-solving skills required when considering profit and price.
21.0	Demonstrate promotion applications for the selected marketing industry – the student will be able to:
21.01	Explain the concepts and strategies needed to communicate information about products, services, branding, and/or ideas to achieve a desired outcome.
21.02	Identify types of promotion used in the industry.
21.03	Discuss the importance of advertising media and the role of digital and social media in advertising.
21.04	Explain the purposes and elements of advertising and display.
21.05	Use advertising guidelines and/or regulations to design appropriate media sample ads (e.g. print, radio, television, electronic media, etc.).
21.06	Use design principles to prepare such merchandise/service displays (e.g. windows, endcaps, kiosks, point of sale activity, etc.).
21.07	Write a promotional message to appeal to a target market.
21.08	Develop a sales promotion plan for a marketing organization.
21.09	Demonstrate public relations techniques as used in the marketing industry.
21.10	Evaluate effective website designs.
22.0	Demonstrate purchasing applications for the selected marketing industry – the student will be able to:

CTE Standards and Benchmarks

22.01 Explain different types of purchasing situations.

22.02 Demonstrate techniques used to obtain the best terms when negotiating a purchase.

23.0 Demonstrate applications of safety and risk management for the selected marketing industry – the student will be able to:

23.01 Explain the nature and scope of risk management.

23.02 Identify various types of business risks.

23.03 Describe ways businesses can manage risks, including purchasing insurance.

24.0 Demonstrate selling techniques within the selected marketing industry – the student will be able to:

24.01 Explain the purpose and goal of the selling function and how it relates to the marketing concept.

24.02 Explain the steps in a sale and how to handle objections.

24.03 Create a sales presentation using presentation/media software.

25.0 Demonstrate an understanding of entrepreneurship – the student will be able to:

25.01 Define entrepreneurship.

25.02 Identify, explain, compare and contrast the different types of business ownership (e.g. sole-proprietorship, partnership, corporation, franchise, licensing, etc.).

25.03 Discuss the role of the entrepreneur/ small business in the domestic and global economy.

25.04 Discuss entrepreneurship as a career choice (e.g. characteristics, aptitudes, skills necessary to be a successful entrepreneur, etc.).

25.05 Discuss the four parts of a business (i.e. production, finance, marketing and customer service).

25.06 Analyze current entrepreneurial trends in the marketplace.

25.07 Discuss the importance of ethics and social responsibility in business.

25.08 Identify the strategies and methods for generating a business plan.

25.09 Identify the types and sources of government regulations and taxation that may affect a business.

25.10 Describe the advantages and risks of entrepreneurship.

26.0 Identify the uses of technology in marketing – the student will be able to:

CTE Standards and Benchmarks

26.01 Explain the importance and uses of technology within the realm of marketing.

26.02 Utilize application software (e.g. word processing, spreadsheets, presentation/media software, etc.) to create career/industry-related materials.

26.03 Identify technology appropriate for marketing functions and practices related to a selected marketing career field.

26.04 Select and use a variety of electronic media (e.g. the Internet, information services, and desktop-publishing software programs) to create, revise, and verify information.

Florida Department of Education
Student Performance Standards

Course Title: Sport, Recreation, and Entertainment Applications
Course Number: 8827420
Course Credit: 1

Course Description:

This course is designed to provide students with an in-depth study of sport, recreation, and entertainment marketing in a free enterprise society and provide the knowledge, skills, and attitudes required for employment in a wide variety of sport, recreation, and entertainment marketing occupations.

CTE Standards and Benchmarks	
27.0	Select a sport, recreation, and entertainment marketing industry for career planning – the student will be able to:
27.01	Identify current employment opportunities in the sport, recreation, and entertainment marketing field.
27.02	Identify sources of information for career planning including electronic media.
27.03	Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the sport, recreation, and entertainment marketing field.
27.04	Explain duties and responsibilities, needed skills, and knowledge for a particular sport, recreation, and entertainment marketing career.
27.05	Identify advantages and disadvantages of a particular sport, recreation, and entertainment marketing career.
27.06	Complete self-assessments and analysis of life-style goals and career aspirations.
27.07	Develop an individualized education and career plan related to a major sport, recreation, and entertainment marketing field, including the development of a resume.
27.08	Write a job description for a selected sport, recreation, and entertainment marketing occupation.
28.0	Demonstrate applications of channel management (distribution) to the sport, recreation, and entertainment marketing industry – the student will be able to:
28.01	Explain the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.
28.02	Explain the concepts of physical channel management (distribution) and transportation systems related to the industry.
28.03	Develop appropriate plans utilizing channel management for the specific industry.
28.04	Explain the relationship between customer service and distribution.

CTE Standards and Benchmarks

28.05	Explain network marketing (multilevel marketing) and how it differs from a pyramid scheme.
29.0	Explain the concepts of financing to the selected sport, recreation, and entertainment marketing industry – the student will be able to:
29.01	Explain financial concepts used in making sport, recreation, and entertainment marketing decisions.
29.02	Explain concept of financial administration.
29.03	Explain difference between income (credit) and expense (debit).
29.04	Identify various types of credit policies and procedures.
29.05	Explain purposes and importance of credit.
29.06	Identify the positive and negative impacts of using credit in sport, recreation, and entertainment marketing situations.
29.07	Compare and contrast the use of different credit applications.
29.08	Discuss industry concepts of price, profit, competition, and productivity.
29.09	Identify and explain the components of a budget for a sport, recreation, and entertainment program.
30.0	Demonstrate product/service planning to the sport, recreation, and entertainment marketing industry – the student will be able to:
30.01	Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to sport, recreation, and entertainment marketing opportunities.
30.02	Explain the steps involved in decision-making (e.g. market research, assessment, planning, implementation design, evaluation, etc.).
30.03	Explain importance of customer satisfaction to the sport, recreation, and entertainment industry.
30.04	Explain importance of product and service technology as it relates to customer satisfaction.
30.05	Explain the effect of current and emergent technology on life-roles, life-styles, careers, and sport, recreation, and entertainment marketing occupations.
30.06	Explain product and service quality as applicable grades and industry standards.
30.07	Discuss product-liability risks.
30.08	Explain warranties and guarantees.
30.09	Develop a product/service plan.
30.10	Describe factors used by marketers to position products/business.

CTE Standards and Benchmarks

30.11	Identify stages of and discuss impact of product life cycle.
30.12	Explain importance of concessions on sport, recreation, and entertainment industry.
31.0	Demonstrate marketing information management to the sport, recreation, and entertainment marketing industry – the student will be able to:
31.01	Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
31.02	Explain the process of marketing information management.
31.03	Explain the nature and scope of marketing operations.
31.04	Demonstrate knowledge of inventory control systems and shipping and receiving procedures.
31.05	Identify procedures for the use of marketing information management to gather and manage information.
32.0	Demonstrate pricing applications for the sport, recreation, and entertainment marketing industry – the student will be able to:
32.01	Explain concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.
32.02	Explain pricing objectives, policies, and strategies.
32.03	Explain price-marking techniques.
32.04	Explain procedures for changing prices.
32.05	Demonstrate decision-making skills required for determining pricing relative to the competition.
32.06	Demonstrate problem-solving skills required when considering profit and price.
33.0	Demonstrate promotion applications for the sport, recreation, and entertainment marketing industry – the student will be able to:
33.01	Explain the concepts and strategies needed to communicate information about products, services, signage, virtual advertising, branding, and/or ideas to achieve a desired outcome.
33.02	Identify types of promotion used in the sport, recreation, and entertainment industry.
33.03	Discuss importance of advertising media and branding.
33.04	Explain purposes and elements of advertising and display as related to the sport, recreation, and entertainment marketing industry.
33.05	Explain how trademarks/logos are used to create awareness/branding of an organization in the sport, recreation, and entertainment industry.
33.06	Use advertising guidelines and/or regulations to design appropriate media sample ads (e.g. print, radio, television, electronic media, etc.).

CTE Standards and Benchmarks

33.07	Use design principles to prepare such merchandise/service displays (e.g. windows, endcaps, kiosks, point of sale activity, etc.).
33.08	Create an example of a non-personal sales technique such as use of magnets, buttons, T-shirts, or point-of-sale signs.
33.09	Write a promotional message to appeal to a target market.
33.10	Develop a sales promotion plan for a sport, recreation, and entertainment marketing organization.
33.11	Demonstrate public relations techniques as used in the sport, recreation, and entertainment marketing industry.
33.12	Evaluate effective website designs.
34.0	Demonstrate purchasing applications for the sport, recreation, and entertainment marketing industry– the student will be able to:
34.01	Explain relationship between stock/inventory turnover and purchasing.
34.02	Explain different types of purchasing situations.
34.03	Evaluate merchandise or services using industry standards or company assessments.
35.0	Demonstrate applications of safety and risk-management for the sport, recreation, and entertainment marketing industry – the student will be able to:
35.01	Explain the nature and scope of risk management.
35.02	Identify various types of business risks.
35.03	Describe ways businesses can manage risks, including purchasing insurance.
36.0	Demonstrate selling techniques within the sport, recreation, and entertainment marketing industry – the student will be able to:
36.01	Explain the purpose and goal of the selling function and how it relates to the marketing concept.
36.02	Explain the steps in a sale and how to handle objections.
36.03	Create a sales presentation using presentation/media software.
37.0	Demonstrate an understanding of entrepreneurship – the student will be able to:
37.01	Define entrepreneurship.
37.02	Identify, explain, compare and contrast the different types of business ownership (e.g. sole-proprietorship, partnership, corporation, franchise, licensing, etc.).
37.03	Discuss the role of the entrepreneur/ small business in the domestic and global economy.

CTE Standards and Benchmarks

37.04	Discuss entrepreneurship as a career choice (e.g. characteristics, aptitudes, skills necessary to be a successful entrepreneur, etc.).
37.05	Discuss the four parts of a business (i.e. production, finance, marketing and customer service).
37.06	Analyze current entrepreneurial trends in the marketplace.
37.07	Discuss the importance of ethics and social responsibility in business.
37.08	Identify the strategies and methods for generating a business plan.
37.09	Identify the types and sources of government regulations and taxation that may affect a business.
37.10	Describe the advantages and risks of entrepreneurship.
38.0	Identify the use of technology in sport, recreation, and entertainment marketing – the student will be able to:
38.01	Explain the importance and uses of technology within the realm of marketing.
38.02	Utilize application software (e.g. word processing, spreadsheets, presentation/media software, etc.) to create career/industry-related materials.
38.03	Identify technology appropriate for marketing functions and practices related to a selected marketing career field.
38.04	Select and use a variety of technology (e.g. electronic media, information services, desktop-publishing software programs, etc.) to create, revise and verify marketing media.
39.0	Explain and discuss licensing, sponsorships, and endorsements in sport, recreation, and entertainment marketing – the student will be able to:
39.01	Explain the licensing process for marketing in various industries
39.02	Define and describe copyright and trademark laws.
39.03	Differentiate between licensing, sponsorship, and endorsements.
39.04	Explain how the sport, recreation, and entertainment industry utilizes branding (trademarks/logos) in licensing, sponsorships, and endorsements.
39.05	Define exclusivity as a part of licensing.
39.06	Describe sponsorship criteria and research methods of obtaining event sponsorships or private support.
39.07	Evaluate use of sporting events as a venue for promotional licensing.
39.08	Explain impact of entertainment figures and endorsements on sport, recreation, and/or entertainment marketing.
39.09	Explain importance of on-site merchandising to the sport, recreation, and entertainment industry.

CTE Standards and Benchmarks

39.10	Discuss the impact ambush marketing has on the sponsorship and licensing aspect of the sport, recreation, and entertainment industry.
40.0	Demonstrate an understanding of the impact of the media on sport, recreation, and entertainment marketing – the student will be able to:
40.01	Research the impact of the media on sport, recreation, and entertainment marketing.
40.02	Identify the different media that have increased the popularity of sport, recreation, and entertainment venues.
40.03	Examine and explain the conflict between the media’s ownership of sport businesses as it relates to the bias/unbiased reporting of the news.
40.04	Explain the concepts of rights and fees the media pays to sport, recreation, and entertainment businesses.
40.05	Investigate the pirating issues as relates to the media and the sport, recreation, and entertainment industry.
41.0	Discuss the importance of public relations and publicity to sport, recreation, and entertainment marketing – the student will be able to:
41.01	Define and explain the differences between public relations and publicity.
41.02	Compare and contrast internal and external public relations.
41.03	Develop a media/press release and public service announcement for a sport, recreation, and/or entertainment event.
41.04	Illustrate how a company builds goodwill, a business image, and public awareness through involvement with a sport, recreation, and/or entertainment event.

Florida Department of Education
Student Performance Standards

Course Title: Sport, Recreation, and Entertainment Marketing Management
Course Number: 8827430
Course Credit: 1

Course Description:

This course provides instruction for career sustaining level employment in the sport, recreation and entertainment marketing and sales industry. The content includes applied skills related to the sport, recreation and entertainment marketing functions and industries including employment skills required for success in sport, recreation and entertainment and career planning as related to the sport, recreation and entertainment industry.

CTE Standards and Benchmarks	
42.0	Apply economic principles of business in sport, recreation, and entertainment marketing industries – the student will be able to:
42.01	Examine role of the profit motive in the marketing of sports, recreation, and entertainment.
42.02	Explain role of sport, recreation, and entertainment marketing in the free enterprise system.
42.03	Apply economic concepts in sport, recreation, and entertainment marketing industries (e.g. pricing, distribution, risk, productivity, competition, cycles, etc.).
42.04	Analyze economic impact of sport, recreation, and entertainment programs on local, state, national, and international economies.
42.05	Describe revenue sources for financing sport, recreation, and entertainment projects.
42.06	Examine ancillary sources of revenue for sport, recreation, and entertainment events (e.g. concessions, merchandise, sponsorship, tickets, programs, etc.).
42.07	Explain the interdependence between: <ul style="list-style-type: none"> • Fans/Audience • Team/Players/Event/Property • Corporate Partners/Sponsors of a successful sport, recreation, and/or entertainment event.
43.0	Explain the various business structures of the sport, recreation and entertainment marketing industries – the student will be able to:
43.01	Evaluate advantages and disadvantages of operating as a profit or not-for-profit organization.
43.02	Assess role of e-commerce in sport, recreation, and/or entertainment marketing.
43.03	Explain the difference between domestic and international trade in terms of sport, recreation and entertainment marketing.

CTE Standards and Benchmarks

44.0	Describe legal and ethical aspects within the sport, recreation, and entertainment marketing industry – the student will be able to:
44.01	Explain the terms liability and contract.
44.02	Describe basic sport, recreation, and entertainment contracts.
44.03	Describe the impact of the Americans with Disabilities Act (ADA) on sport, recreation, and entertainment events and facilities.
44.04	Identify professional ethical issues related to sport, recreation, and entertainment marketing.
44.05	Examine social responsibility and its relation to sport, recreation, and entertainment marketing.
45.0	Explain the roles of agents, personal managers and labor unions within the sport, recreation and entertainment marketing industries – the student will be able to:
45.01	Explain differences between an agent and a personal manager.
45.02	Explain financial compensation options for agents.
45.03	Identify the factors involved in selecting an agent and a personal manager.
45.04	Identify and examine the role of unions in sport, recreation, and entertainment marketing industries.
46.0	Design, plan, execute, and evaluate a project (event) – the student will be able to:
46.01	Review concepts related to event planning (e.g. location, budget, public relations, risk management, etc.).
46.02	Define event marketing and explain its objectives.
46.03	Determine sponsorship opportunities to meet the needs of the organization, the event, and the customers.
46.04	Identify and analyze value and feasibility of a sport, recreation, and/or entertainment event to a community.
46.05	Create a work plan that identifies necessary human and financial resources.
46.06	Formulate a budget for an event.
46.07	Prepare a promotional plan for an event (e.g. personal, selling, advertising, publicity, sales promotion, etc.).
46.08	Create an operational timeline of a sport, recreation, and/or entertainment event.
46.09	Select indicators to measure success or failure rate of a sport, recreation, and/or entertainment event.
46.10	Evaluate possible outcomes to determine if event should be retained, modified, and/or eliminated.

CTE Standards and Benchmarks

46.11	Develop follow-up activities to recognize/thank participants.
47.0	Develop a career plan within the sport, recreation, and entertainment marketing industry – the student will be able to:
47.01	Investigate sport, recreation, and entertainment marketing career opportunities at the internship, entry, mid-management, and upper-management levels.
47.02	Describe education and training needed for a variety of sport, recreation, and entertainment marketing jobs.
47.03	Identify barriers to employment and strategies to overcome them.
47.04	Identify ways to keep up with new developments in the field of sport, recreation, and entertainment marketing.
47.05	Identify training and educational requirements, needed skills and abilities, and steps for reaching career goals within the sport, recreation and entertainment marketing industry.
47.06	Define specific technology applications (e.g. electronic media, video conferencing, electronic portfolios, etc.) that assist students in developing a career plan in sport, recreation and entertainment marketing industry.
47.07	Define competencies required for career sustaining and mid-level management positions in the sport, recreation, and entertainment marketing industry.

Florida Department of Education
Student Performance Standards

Course Title: Sport, Recreation, and Entertainment Internship
Course Number: 8827440
Course Credit: 1

Course Description:

The Sport, Recreation, and Entertainment Internship course provides students with authentic learning experiences in which they demonstrate human relations, technical, communication, and career development skills through entry level employment in the sport, recreation and entertainment marketing and sales industry. Through hands-on project management, major tasks outlined in a training plan, mentors supervise student learning in specific skill attainment and professional development. Students earn high school credit and financial compensation.

CTE Standards and Benchmarks	
48.0	Perform designated job skills as they pertain to the internship – the student will be able to:
48.01	Apply literacy skills in technical reading, computing and calculating.
48.02	Perform tasks as outlined in the individualized job performance skills plan.
48.03	Maintain relevant employment documents.
48.04	Sustain mentoring relationships in the workplace.
48.05	Communicate in business settings by listening, writing, speaking and presenting with professional demeanor.
48.06	Collaborate, communicate and interact utilizing technology.
48.07	Offer alternative suggestions or solutions rather than simply rejecting others ideas.
48.08	Contribute to team efforts by fulfilling responsibilities and valuing diversity.
48.09	Explore networking opportunities through professional associations.
48.10	Exercise proper judgment in decision making.
48.11	Adapt to changing organizational environments with flexibility.
48.12	Build a career portfolio reflecting experiences and skills gained during the internship.
49.0	Display professional work habits – the student will be able to:

CTE Standards and Benchmarks

49.01 Report as expected, on time, appropriately dressed and groomed and ready to work.

49.02 Create a positive professional image through proper introductions, eye contact, and a firm handshake.

49.03 Model acceptable work habits and conduct in the workplace as defined by company policy.

49.04 Complete and follow through on tasks and take initiative as warranted.

49.05 Respond to internal and external customers' needs and concerns.

49.06 Practice business and social sensitivity etiquette in all forms of marketing (e.g. face to face interaction, on the telephone, social media, etc.).

49.07 Build bridges between conflicting attitudes and ways of thinking.

50.0 Demonstrate ethical behavior – the student will be able to:

50.01 Align current business activities observed in the internship to professional standards within the industry.

50.02 Show empathy, respect and support for others.

50.03 Value confidentiality and privacy.

50.04 Recognize inappropriate sexual and cultural behaviors.

Florida Department of Education
Student Performance Standards

Course Title: Marketing Cooperative Education OJT
Course Number: 8800410
Course Credit: 1

Course Description:

This course provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the sport, recreation and entertainment marketing and sales industry; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of sport, recreation and entertainment marketing occupations.

CTE Standards and Benchmarks	
51.0	Perform designated job skills – the student will be able to:
51.01	Perform tasks as outlined in the training plan.
51.02	Demonstrate job performance skills.
51.03	Demonstrate safety procedures on the job.
51.04	Maintain appropriate records.
51.05	Attain an acceptable level of productivity.
51.06	Demonstrate appropriate dress and grooming habits.
52.0	Demonstrate work ethics – the student will be able to:
52.01	Follow directions.
52.02	Demonstrate good human relations skills on the job.
52.03	Demonstrate good work habits.
52.04	Demonstrate acceptable business ethics.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Academic Alignment

Secondary Career and Technical Education courses are pending alignment to the B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards for English Language Arts (ELA) and Mathematics that were adopted by the State Board of Education in February 2020. Academic alignment is an ongoing, collaborative effort of professional educators that provide clear expectations for progression year-to-year through course alignment. This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Special Notes

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student. Access MyCareerShines by visiting: www.mycareershines.org.

Career and Technical Student Organization (CTSO)

DECA and FBLA-PBL (Future Business Leaders of America-Phi Beta Lambda) are the intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular course or a modified course. If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml>