

URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE

SUBJECT:	Vocational Education	
COURSE TITLE:	Marketing Education Internship	
GRADE LEVEL:	Grade 12	Elective:
PREREQUISITES:	Principles of Marketing	2 Credit / 1 Year

COURSE DESCRIPTION:

The Marketing Education Internship is a cooperative arrangement between student, school, and employer. The goal of the internship is for students to receive work supervised work experience and evaluation by professionals in the work force. Students will apply what they learn in class to their work-site. Students will work 120 hours to receive the DMACC Credit for Supervised Practical Experience. **Marketing Education corresponds with ADM265 and ADM937 (4 DMACC credits) in the DMACC course guide.**

CONTENT STANDARDS AND BENCHMARKS:

In order that our students may achieve the maximum benefit from their talents and abilities, the students of Marketing Education/Internship should be able to . . .

- I. Demonstrate comprehension, computation, and applied technology skills.
 - A. Recognize how communication and technology in the workplace will develop a person's individual effectiveness.
 - B. Explain how marketing information systems assist in finding solutions for businesses.
 - C. Discuss the concept of product planning in the production of and sale of products.

- II. Develop communication, employability, and life-management skills.
 - A. Understand how self-assessment leads to a successful career and personal life.
 - B. Describe how career exploration can affect future career choices.
 - C. Recognize and demonstrate the necessary skills to obtain desirable employment.
 - D. Demonstrate an understanding of skills and legal issues affecting the workplace.
 - E. Demonstrate knowledge of general independent living skills.
 - F. Demonstrate an understanding of the selling process.
 - G. Describe the various aspects of distribution.
 - H. Describe the importance of entrepreneurship to the U.S. economy.
 - I. Develop a plan of action in the planning of career.

URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE



SUBJECT:	Vocational Education	
COURSE TITLE:	Marketing Education/Internship	
GRADE LEVEL:	Grade 12	Elective:
PREREQUISITES:	None	4 Credit / 1 Year

COURSE DESCRIPTION:

The Marketing Education Program is a cooperative arrangement between student, school, and employer. The main goals of the program are to provide planned and supervised instruction in a combined school and job site setting and prepare them for continuing education, including on-the-job training, vocational, two-year, and four-year educational opportunities. Marketing Education students will study a variety of subjects which will include: self-assessment, exploring careers, finding a job, joining the workforce, professional development, life skills, and lifelong learning. Classroom opportunities include entry-level requirements for succeeding and progressing on the job and application of classroom learning to an internship in a chosen career area. Students of all interests are invited to join the program to obtain an understanding of their possible future career area.

CONTENT STANDARDS AND BENCHMARKS WITH INDICATORS FOR MARKETING EDUCATION/INTERNSHIP:

Standard I. Demonstrate comprehension, computation, and applied technology skills. Students in Marketing Education/Internship should be able to . . .

- A. Recognize how communication and technology in the workplace will develop a person’s individual effectiveness.

- Indicators: **Explain how teamwork benefits both team members and businesses.**
 Define total quality management and explain its effect on workers.
Discuss the characteristics of effective leaders and supervisors.
Describe the importance of effective speaking and listening skills in the workplace.
Explain the importance of writing and reading skills in customer relations.
Make appropriate decisions using the seven steps in the decision-making process.
Identify and clarify problems using the six basic steps in the problem-solving process.
Explain how technological advancements transform the workplace.
Explain how businesses use the Internet and various programs such as databases, spreadsheets, and desktop publishing.
Identify strategies and techniques to use time effectively.



B. Explain how marketing information systems assist in finding solutions for businesses.

Indicators: Discuss the importance of marketing research in planning and implementing marketing strategies.
Explain the function of a marketing information system.
Describe four important areas of marketing research.
Describe the five steps in conduction marketing research.
Write research instruments.

C. Discuss the concept of product planning in the production of and sale of products.

Indicators: Explain how businesses plan what products to produce and sell and how they position and manage these products.
Identify key product mix strategies.
Explain the nature and scope of branding in product planning.
Explain the importance of warranties and credit to product planning.

Standard II. Develop communication, employability, and life-management skills.
Students in Marketing Education/Internship should be able to . . .

A. Understand how self-assessment leads to a successful career and personal life.

Indicators: **Explain how a job differs from a career.**
Understand how your career plans will be shaped by your skills and abilities, as well as the job outlook.
Analyze how the workplace is affected by forces changing technology and the global economy.
Follow the seven steps in the decision-making process and explain how these steps are helpful in choosing a career.
Identify your values, interests, aptitudes, personal preferences, and abilities and describe how they affect your career choices.
Identify and match your personality and learning styles to career choices.

B. Describe how career exploration can affect future career choices.

Indicators: Research careers using traditional resources, the Internet, and informal strategies.
Understand the characteristics of a career profile.
Define entrepreneurship and explain its advantages & disadvantages.
Describe basic forms of business ownership.
Evaluate various career possibilities.
Develop an individual career plan and set intermediate career goals.
Identify the education and training you will need to reach your career goals.



- C. Recognize and demonstrate the necessary skills to obtain desirable employment.
 Indicators: Create and maintain a career network and contact list.
 Use the Internet and other resources to search for career opportunities.
 Prepare written materials necessary for job-hunting, including applications, resumes, and cover letters.
 Identify methods of preparing for interviews.
 Anticipate and answer typical and tough interview questions.
 Apply procedures for following up on an interview.
- D. Demonstrate an understanding of skills and legal issues affecting the workplace.
 Indicators: **Explain benefits that employers offer workers.**
Discuss the significance of employee performance reviews.
Identify and develop the skills that employers look for in employees.
Explain why ethics are important to employers.
Understand how a positive attitude, high self-esteem, and enthusiasm lead to success on the job.
Describe how to assert yourself at work.
Handle criticism, workplace pressure, and gossip professionally.
Identify rules and procedures for maintaining a safe workplace.
Identify workplace conservation and environmental practices and policies.
Identify how laws and labor unions affect the workplace.
Describe discrimination in the workplace and identify actions to take against it.
Recognize sexual harassment and identify actions to take against it.
Identify types of civil law cases and explain how they get resolved.
Identify and evaluate legal services that can help you solve problems.
- E. Demonstrate knowledge of general independent living skills
 Indicators: Define a free-enterprise system and identify producers and consumers.
 Describe the marketplace and explain why prices go up and down.
 Explain three factors to consider when measuring the economy's health.
 Describe common types of fraud, and identify ways to protect yourself as a consumer.
Identify the steps involved in planning a budget.
Identify personal changes that might affect your finances.



**Explain the characteristics of different savings plans.
Select, use, and manage a checking account.**

Describe different types of credit.
Explain the advantages and disadvantages of using credit.
Define common insurance terms.
List some ways to lower insurance costs.
Describe the basic types of health, auto, and life insurance coverage.
Explain the importance of owning home insurance.
Describe the tax system and the obligations it imposes on you.
Complete a federal tax return.
Identify Social Security benefits and state social insurance benefits.

**Identify ways to prepare yourself for the future.
Describe actions and behaviors that lead to promotions.
Explain why workers may want to change jobs, and describe strategies for seeking a new job or career.**

Describe steps to take if you lose your job.
Identify some family-friendly employment practices.

F. Demonstrate an understanding of the selling process.

Indicators: Use the eight steps of the sales process on the job.
Explain the techniques that are applicable to both retail and industrial selling.
Evaluate sales as a profession for career-planning purposes.
Perform the functions of a cashier in a retail sales setting.

G. Describe the various aspects of distribution.

Indicators: Diagram the channels of distribution for consumer and industrial products.
Explain the nature and scope of physical distribution.
Distinguish purchasing agents and buyers.
Describe the buying process.
Trace the stock-handling process from receiving and checking to ongoing inventory management.
Discuss the impact of technology on inventory systems.
Calculate the major entries in a merchandise plan.
Figure stock turnover rates.

H. Describe the importance of entrepreneurship to the U.S. economy.

Indicators: Identify the risks, rewards, advantages, and disadvantages of entrepreneurship.
Explain the scope of small business in the U.S. economy.
Identify business risks and tell how businesses handle them.



- I. Develop a plan of action in the planning of career.
Indicators: Discuss the importance of marketing careers to the U.S. economy.
Describe current employment records.
Describe the twelve marketing occupational areas.
Develop a plan to reach career goals.

NEW DMACC COURSE COMPETENCIES

J. Develop a professional image.

- Indicators: Demonstrate physical poise.
Identify an office's professional dress code.
Apply principles of clothing care.
Analyze present business wardrobe.*

K. Apply principles of health management.

- Indicators: Practice personal hygiene and cleanliness.
Apply principles of good nutrition.
List the benefits of exercise.
Evaluate the consequences of the use of tobacco, alcohol, & drugs.*

L. Recognize the value of professional organizations.

- Indicators: Observe activities and work procedures of business professionals.
Utilize professional journals and resources.
Identify professional organizations in program major.*

M. Apply principles of business etiquette.

- Indicators: Define telephone etiquette.
Practice restaurant etiquette.
Explain how to make introductions.
Display a "you" attitude in business communication.*

N. Illustrate strategies in dealing effectively with diverse cultures.

- Indicators: Identify the value of individual differences.
Explain the impact of employers' attitudes toward different cultures.*

O. Assess work environment strengths/weaknesses.

- Indicators: List jobs where work performance is good.
List jobs where work performance is weak.
Identify reasons for strong and weak job performances.
Describe areas of weak performances that can be improved.
List steps to improve areas of weak job performance.
Use available resources to strengthen areas of weak job performance.*

No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

