WISCONSIN STANDARDS FOR

Marketing, Management, and Entrepreneurship

Table of Contents

Foreword

In Spring 2024, I formally adopted the Wisconsin Standards for Marketing, Management, and Entrepreneurship. This revised set of academic standards provides a foundational framework that identifies what students should know and be able to do in Marketing, Management, and Entrepreneurship.

The standards are a result of a concerted effort led by Wisconsin educators and partners who shared their expertise in Marketing, Management, and Entrepreneurship and teaching from kindergarten through higher education. The public and the Wisconsin Legislature provided feedback for the writing committee to consider throughout Wisconsin's academic standards review and revision process.

Marketing, Management, and Entrepreneurship is an essential part of a comprehensive PK-12 education for all students and gives Wisconsin students a way to understand and empower themselves and their worlds. The knowledge, skills, and habits of mind gained through Marketing, Management, and Entrepreneurship education in Wisconsin schools support the Wisconsin Department of Public Instruction's vision of engaged learners creating a better Wisconsin together. Wisconsin's 2024 standards for Marketing, Management, and Entrepreneurship also result in the following:

- Wisconsin students develop deep understandings as curious and capable learners, so they may experience joy and confidence in themselves.

- Wisconsin's students will develop as mathematicians through both mathematical practices and content.

- Wisconsin's students will be flexible users of mathematics as they use mathematics to understand the world and question and critique the world using mathematical justifications.

- Wisconsin's students will have expanded professional opportunities in a wide variety of careers.

The Wisconsin Department of Public Instruction will continue to build on this work to support implementation of the standards with resources for the field. I am excited to share the Wisconsin Standards for Marketing, Management, and Entrepreneurship, which aims to build skills, knowledge, and engagement opportunities for all Wisconsin students.

Jill K. Underly, Ph.D., State Superintendent

Acknowledgements

Aaron Hagar
Wisconsin Economic Development Corporation (WEDC)

Antonio Molina Rivas
Madison Area Technical College

John Zimmerman
School District of Janesville

Mischell Fryar
School District of Rhinelander

Haley Hesselberg
School District of Holmen

Ross Toellner
Howard-Suamico School District

Department of Public Instruction, Academic Standards

Dr. Nicole Horsley, Director, Literacy and Mathematics, and Director for Academic Standards
Meri Annin, Visual Communications Lead Designer, Education Information Services

Department of Public Instruction Leaders

Duy Nguyen, Assistant State Superintendent, Division for Academic Excellence
Dr. John Johnson, Deputy State Superintendent, Office of the State Superintendent
Tom McCarthy, Associate Deputy State Superintendent, Office of the State Superintendent

Section I

Wisconsin's Approach to Academic Standards

Purpose of the Document

The purpose of this document is to improve Marketing, Management, and Entrepreneurship education for students and for communities. The Wisconsin Department of Public Instruction (DPI) has developed standards to assist Wisconsin educators and community members in understanding, developing, and implementing course offerings and curriculum in school districts across Wisconsin.

This publication provides a vision for student success and follows *The Guiding Principles for Teaching and Learning (2011)*. In brief, the principles are:

1. Every student has the right to learn.

2. Instruction must be rigorous and relevant.

3. Purposeful assessment drives instruction and affects learning.

4. Learning is a collaborative responsibility.

5. Students bring strengths and experiences to learning.

6. Responsive environments engage learners.

Program leaders will find these standards valuable for making decisions about:

- Program structure and integration

- Curriculum redesign

- Staffing and staff development

- Scheduling and student grouping

- Facility organization

- Learning spaces and materials development

- Resource allocation and accountability

- Collaborative work with other units of the school, district, and community

What Are Academic Standards?

Wisconsin Academic Standards specify what students should know and be able to do. They serve as goals for teaching and learning. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time. In Wisconsin, all state standards serve as a model. Locally elected school boards adopt academic standards in each subject area to best serve their local communities. We must ensure that all children have equal access to high-quality educational programs. Clear statements about what students must know and be able to do are essential in making sure our schools offer opportunities to get the knowledge and skills necessary for success beyond the classroom.

Adopting these standards is voluntary. Districts may use the academic standards as guides for developing local grade-by-grade-level curriculum. Implementing standards may require some school districts to upgrade school and district curricula. This may result in changes in instructional methods and materials, local assessments, and professional development opportunities for the teaching and administrative staff.

What is the Difference Between Academic Standards and Curriculum?

Standards are statements about what students should know and be able to do, what they might be asked to do to give evidence of learning, and how well they should be expected to know or do it. Curriculum is the program devised by local school districts used to prepare students to meet standards. It consists of activities and lessons at each grade level, instructional materials, and various instructional techniques. In short, standards define what is to be learned at certain points in time, and from a broad perspective, what performances will be accepted as evidence that the learning has occurred. Curriculum specifies the details of the day-to-day schooling at the local level.

Developing the Academic Standards

DPI has a transparent and comprehensive process for reviewing and revising academic standards. The process begins with a notice of intent to review an academic area with a public comment period. The State Superintendent's Academic Standards Review Council examines those comments and may recommend revision or development of standards in that academic area. The state superintendent authorizes whether or not to pursue a revision or development process. Following this, a state writing committee is formed to work on those standards for all grade levels. That draft is then made available for open review to get feedback from the public, key stakeholders, educators, and the Legislature with further review by the State Superintendent's Academic Standards Review Council. The state superintendent then determines adoption of the standards.

Aligning for Student Success
To build and sustain schools that support every student in achieving success, educators must work together with caregivers, community members, and business partners to connect the most promising practices in the most meaningful contexts. The release of the *Wisconsin Standards for Marketing, Management, and Entrepreneurship* provides a set of important academic standards for school districts to implement. This is connected to a larger vision of engaged learners creating a better Wisconsin together. Academic standards work together with other critical principles and efforts to educate every child to be an engaged learner capable of creating a better Wisconsin together. Here, the vision and Guiding Principles form the foundation for building a supportive process for teaching and learning rigorous and relevant content. The following sections articulate this integrated approach to increasing student success in Wisconsin schools and communities.

Relating the Academic Standards to All Students

Academic standards should allow ALL students to engage, access, and be assessed in ways that fit their strengths, needs, and interests. This applies to students with individualized education plans (IEPs), English learners, and gifted and talented pupils, consistent with all other students. Academic standards serve as a foundation for individualized programming decisions for all students.

Academic standards serve as a valuable basis for establishing concrete, meaningful goals for each student's developmental progress and demonstration of proficiency. Students with IEPs must be provided specially designed instruction that meets their individual needs. It is expected that each individual student with an IEP will require unique services and supports matched to their strengths and needs in order to close achievement gaps in grade-level standards. Alternate standards are only available for students with the most significant cognitive disabilities.

Gifted and talented students may achieve well beyond the academic standards and move into advanced grade levels or into advanced coursework.

Our Vision: Engaged Learners Creating a Better Wisconsin Together
We are committed to ensuring every child graduates from high school academically prepared and socially and emotionally competent. A successful Wisconsin student is proficient in academic content and can apply their knowledge through skills such as critical thinking, communication, collaboration, and creativity. The successful student will also possess critical habits such as perseverance, responsibility, adaptability, and leadership. This vision for every child as an engaged learner guides our beliefs and approaches to education and to creating a better Wisconsin together.

Guided by Principles

All educational initiatives are guided and impacted by important and often unstated attitudes or principles for teaching and learning. _The Guiding Principles for Teaching and Learning (2011)._ were drawn from research and provide the touchstone for practices that truly affect the vision of "Engaged learners creating a better Wisconsin together." When made transparent, these principles inform what happens in the classroom, direct the implementation and evaluation of programs, and most importantly, remind us of our own beliefs and expectations for students.

Engaging Learners Through Career Readiness

When educators connect their students' learning to future career opportunities, they begin to engage students in a very personal and powerful way. In addition to career readiness as a strategy to engage learners, it is also a conduit through which every student in Wisconsin, including students with an IEP, can graduate from high school with the knowledge, skills, and abilities needed to be successful in their chosen career pathway. Regardless of the postsecondary path that a graduate pursues immediately after their K-12 education, we believe in preparing all students to be lifelong learners and acknowledge that one's education and career path are inextricably linked.

The Wisconsin Career Readiness Standards (WCRS) provide the framework for educators to integrate career-readiness skills across all disciplines and at every grade level from K-12. Because people begin to develop interests and biases at an early age, it is important to start integrating WCRS in the elementary grades. By middle school, students may have already developed beliefs about their abilities related to careers. In addition, they may have formed stereotypes about which careers are appropriate for a particular gender, race, or socioeconomic background. Exposing students to careers and helping them develop skills related to careers when they are young is one way to keep students' minds open to all possibilities.

Implementing the Wisconsin Career Readiness Standards may look different for every teacher, every program, every course, and potentially every unit or lesson. These standards were designed to be naturally and intentionally integrated into other content standards.

Ensuring a Process for Student Success

For Wisconsin schools and districts, implementing the _Framework for Equitable Multi-Level Systems of Supports (2017)_ means providing equitable services, practices, and resources to every learner based upon responsiveness to effective instruction and intervention. In this system, high-quality instruction, strategic use of data, and collaboration interact within a continuum of supports to facilitate learner success. Schools provide varying types of supports with differing levels of intensity to proactively

and responsibly adjust to the needs of the whole child. These include the knowledge, skills, and habits learners need for success beyond high school, including developmental, academic, behavioral, social, and emotional skills.

Connecting to Content: Wisconsin Academic Standards
Within this vision for increased student success, rigorous, internationally benchmarked academic standards provide the content for high-quality curriculum and instruction and for a strategic assessment system aligned to those standards. With the adoption of the standards, Wisconsin has the tools to design curriculum, instruction, and assessments to maximize student learning. The standards articulate what we teach so that educators can focus on how instruction can best meet the needs of each student. When implemented within an equitable multilevel system of supports, the standards can help to ensure that every child will graduate prepared for college and career.
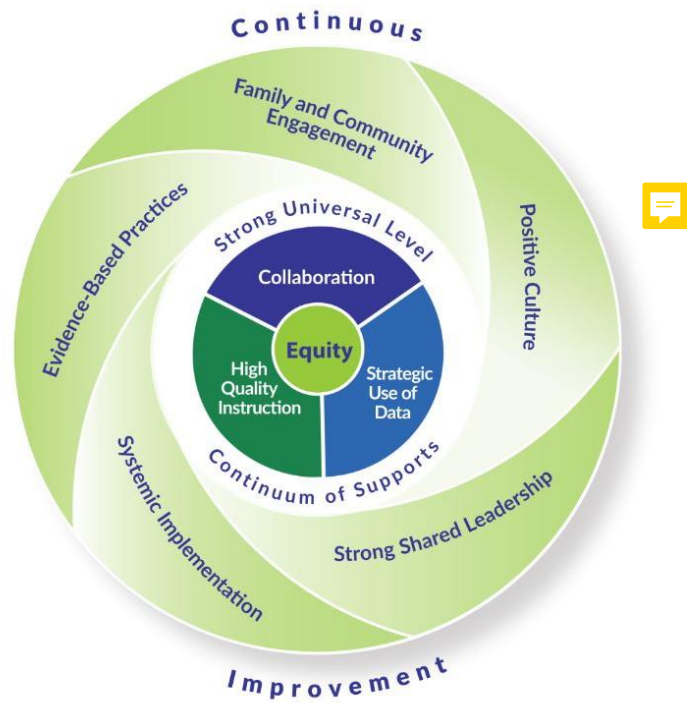
Wisconsin Standards for Marketing, Management, and Entrepreneurship

Marketing, Management, and Entrepreneurship is a Part of Career and Technical Education

The standards outlined in this document provide an important foundation to prepare individuals for a wide range of careers in Marketing, Management, and Entrepreneurship (MME). MME is part of a larger system referred to as career and technical education (CTE). CTE in Wisconsin is both a collection of educational programs or disciplines as well as a system of preparing students for college, career, community, and life. CTE programs are delivered primarily through six specific disciplines. These include:

- Agriculture, Food, and Natural Resources

- Business and Information Technology

- Family and Consumer Sciences

- Health Science

- Marketing, Management, and Entrepreneurship

- Technology and Engineering

A National Vision for CTE
The National Association of State Directors of Career and Technical Education has developed a bold vision for CTE titled "Without Limits: A Shared Vision for the Future of Career Technical Education" (CTE Without Limits). This vision lays out a cohesive, flexible, and responsive career preparation ecosystem designed to close equity gaps in educational outcomes and workforce readiness, and leverage CTE as a catalyst for ensuring each learner can succeed in the career of their choice. Wisconsin supports the five interconnected and equally critical principles:

- Each learner engages in a cohesive, flexible, and responsive career preparation ecosystem.

- Each learner feels welcome in, is supported by, and has the means to succeed in the career preparation ecosystem.

- Each learner skillfully navigates their own career journey.

- Each learner's skills are counted, valued, and portable.

- Each learner can access CTE without borders. In other words, as learners become increasingly mobile and not place-based, and as more learning and work happens remotely, geographic barriers that limit access and opportunities for learners, particularly those in rural communities, need to be removed.

Wisconsin's Vision for Career and Technical Education
The Wisconsin vision for CTE is shaped by Wisconsin practitioners, experts, and the business community, and is informed by work at the national level and in other states. The overarching goal of Wisconsin's vision for CTE is for students to see themselves as confident doers and learners in a career pathway, supporting the department's vision to be engaged learners fully prepared to create a better Wisconsin together.

Building a Foundation of Career Readiness

As noted in Section I, the Wisconsin Career Readiness Standards (WCRS) capture the knowledge, skills, and abilities that students need to be successful in their chosen career pathway and will lead to workplace success. Because CTE prepares all students for their future career, education, and ultimately life success, the WCRS are a natural fit for any CTE course. Educators will find many of the WCRS embedded in the MME standards. Here is an example of what WCRS looks like in MME:

Wisconsin Career Readiness Standards	Wisconsin Standards for Marketing, Management, and Entrepreneurship
Career Ready (CAR) **WCRS.CAR.3.A:** Discuss and evaluate career area(s) of interest based on labor market information such as long-term projections of total annual job openings, salary ranges, and costs of postsecondary education and training.	**Digital Marketing (DMKT)** **MME.DMKT.2.A.a.1:** Describe traits and skills needed for success in digital marketing careers and the career outlook based upon labor market information.

Learning Ready (LRN)	Entrepreneurship (ENT)
WCRS.LRN.3.C: Understand entrepreneurial processes, basic business functions, and how entrepreneurship applies to various industries.	**MME.ENT.2.A:** Employ entrepreneurial discovery strategies to generate feasible ideas for business ventures.
Life Ready (LIF)	**Retail Management (RMGT)**
WCRS.LIF.3.B: Describe connections between local and global issues and their impact on communities around the world.	**MME.RMGT.3.A.a.2:** Adapt communication to the cultural and social differences among clients in a retail setting.

CTE in the Elementary Grades

Another way to build the foundation for career readiness is to expose students to career and technical education in the elementary grades. We encourage elementary educators to intentionally weave appropriate CTE standards into subject areas such as math, science, social studies, and English. Educators will be able to learn more about how to implement the Wisconsin Career Readiness and other CTE standards in elementary grades in a future publication, "Wisconsin's Guide to K-5 Career Readiness."

Marketing, Management, and Entrepreneurship (MME) has a presence at the elementary grade levels, especially related to entrepreneurship. Entrepreneurship education is more than teaching students how to become independent business owners. It is about creating and nurturing a learning environment that promotes entrepreneurial traits and behaviors, such as becoming creative and independent thinkers, assuming responsibility, and valuing diversity. Entrepreneurship is taught and reinforced from the prekindergarten classroom through high school in all subject areas within the school curriculum. Learning entrepreneurship in the elementary grades puts students at the center of the learning process and asks them to make decisions, solve problems, take risks, deal with ambiguity, and be creative and responsible. Additional traits and behaviors that elementary students acquire from entrepreneurship education include honesty, integrity, ethical work habits, goal-setting, and teamwork.

Delivering CTE Through Career Pathways

Through CTE, learners not only gain awareness of various careers, but also have opportunities to engage in deeper exploration and preparation through a career pathway. Each pathway—whether health science, agriculture, business, construction, or engineering, to name a few—includes elements of career and technical education that help students develop the knowledge and skills to be successful in the career of their choice.

While there is a national career cluster and pathway framework that serves to organize occupations into 16 clusters and 79 pathways, the term "career pathways" used throughout this document refers to an education and workforce development system approach that enables students to embark on a plan that outlines the education and training opportunities that will help them move toward a career goal.

Elements of CTE that create a career pathway include:

- A sequence of CTE courses that build from introductory to more advanced levels

- Work-based learning experiences

- Career and technical student organizations (CTSOs)

- Dual enrollment or college credit opportunities

- Industry-recognized credentials

Wisconsin schools use the above elements as a framework to engage with stakeholders to provide rich and authentic opportunities and experiences that help students gain knowledge and skills that go beyond the classroom experience.

While schools may independently build their own career pathways, Wisconsin's Regional Career Pathway (RCP) approach makes the process easier for individual school districts by vetting some of the career pathway components on a regional basis and tailoring pathways to address regional employment needs. Wisconsin's regional career pathway network covers seven

Regional Career Pathway Partners

- Youth Apprenticeship Consortiums
- Academic and Career Planning Coordinators
- Chambers of Commerce
- Special Education Transition Coordinators
- Cooperative Educational Service Agencies (CESAs)
- Regional Workforce Development Organizations
- CTE Coordinators and Teachers
- Regional Economic Development Organizations
- Employers
- K-12 School Districts
- Institutions of Higher Education
- Industry Associations

regions—each with its own advisory group of local employers, educational organizations, and economic and workforce development interests.

Partnerships that bring business and educational organizations together are an effective way to ensure that students are gaining practical and up-to-date knowledge and skills necessary to get a jump-start on a career in their regional industries. Leading employers share direct input on the latest tools, practices, and processes in an industry, while K-12 schools and other educational organizations offer the professional expertise to engage and teach young learners using standards within this document.

Career Pathway Elements

A sequence of CTE courses that build from introductory to more advanced levels
Academic standards define what students should know and be able to do in an area of study. In career and technical education, standards are integrated with technical skill development based on industry standards. A coordinated sequence of two or more academic courses incorporating challenging state standards builds student knowledge, technical skills, and employability skills. The MME standards are designed to allow educators to build courses from introductory level content to advanced skills. The MME standards were developed with reference to the National Business Administration Standards.

The sequencing of courses in MME fit several different career clusters, most specifically related to:

| Arts, Audio/Video Technology, and Communications | Business, Management, and Administration | Finance | Hospitality & Tourism | Marketing, Sales, and Service | Science, Technology, Engineering, and Math |
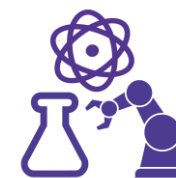
Work-Based Learning

Work-based learning (WBL) opportunities are employer-connected experiences that allow K-12 students to participate in career awareness, career exploration, and career development. Academic standards serve as the foundation of WBL and allow students to apply knowledge and technical skills to real-world projects and problems alongside professionals. Having students participate in work-based learning is a priority in Wisconsin and is reflected on DPI's School Report Cards and federal (Perkins V) accountability reports. Participation in work-based learning is only calculated if the program meets the following criteria:

1. Involves sustained interactions, either paid or unpaid, with industry or community professionals

   ○ Sustained = minimum of 90 hours, which can be rotated among employers or positions. The employer is engaged throughout the experience. It can take place in one semester, an entire year, the summer, or even a six-week period.

   ○ Interactions must be more than just observing and include direct communication and involvement with industry or community professionals.

2. Takes place in real workplace settings (as practicable) or simulated environments at an educational institution.

3. Fosters in-depth, firsthand engagement with the tasks required in a given career.

4. Aligns with a course (generally speaking should be a minimum of one semester). It is highly encouraged to provide

credit for the work-based learning experience as well as credit for the school-based course.

5. Must include a training agreement between the student, employer/business, and school that defines the roles and responsibilities of the student, the employer, and the school.

6. Business and education partners work together to evaluate and supervise the experiences, which must be documented with training or learning plans and evaluation forms.

There are numerous work-based learning programs designed to support student mastery of competencies and also count towards accountability measures. These programs are all outlined in the *Wisconsin Guide to Implementing Career-Based Learning Experiences*.

In MME, career-based learning can take many forms including:

- School-based enterprise (SBE)

- Student entrepreneurial experience (SEE)

- Internship or local co-op

- State-Certified Employability Skills Co-Op

- State-Certified Occupational Program Co-Op

- Youth Apprenticeship — Apprenticeships may be in Marketing or Hospitality and Tourism

Career and Technical Student Organizations
Career and technical student organizations (CTSOs) develop citizenship, technical, leadership, and teamwork skills essential for students who are preparing for the workforce and further education. They enhance students' civic awareness and provide opportunities for developing social competencies and a wholesome attitude about living and working.

Wisconsin has six state and nationally recognized CTSOs that are intracurricular. In other words, they connect directly to the classroom through curriculum, activities, and community resources. All CTSOs include leadership development and competitive events where students demonstrate technical and leadership skills. CTSOs prepare young people to become productive citizens and leaders in their communities and their careers. This is done through school activities along with regional, state, and national

leadership conferences and competitions. Students grow and develop through these events and receive recognition for the work they have done and the skills they have developed. CTSOs provide an exceptional extension of CTE instruction. Wisconsin's

Wisconsin DECA is affiliated at the local, state, and international levels. It is an integral component of the high school marketing education program, which also includes classroom instruction and work-based learning. Wisconsin DECA's mission: "Prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality, and management in high schools and colleges around the globe." DECA enhances preparation for college and careers by providing intracurricular programs that integrate into classroom instruction, applying learning in the context of business, connecting to business and the community, and promoting competition. DECA student members leverage their DECA experiences to become academically prepared, community-oriented, professionally responsible, and experienced leaders.

Wisconsin DECA has mentored students for almost 60 years. Wisconsin DECA was chartered in 1962, and the first state conference was held in 1965. Students build skills through DECA competitions, conferences, and leadership opportunities directly aligned to the standards for Marketing, Management, and Entrepreneurship. DECA offers experiences for middle school, high school, and collegiate members, allowing for growth and exploration to partner with classroom experiences. For more information on DECA, please visit the Wisconsin DECA website at www.wideca.org.

Industry-Recognized Credentials
Industry-recognized credentials (IRCs) are certifications, credentials, or licenses that are vetted by employers and recognize skill attainment needed for recruitment, screening, hiring, retention, advancement, or to mitigate workforce shortages. Earning industry credentials while in high school helps students prove their competence and improve their employment prospects, sometimes immediately after graduation. CTE courses are designed to improve career-based learning, and many IRCs fit perfectly into the curriculum and can be added to the student's resume following certification.

Dual Enrollment and College Credit Opportunities

Dual enrollment includes a variety of programs through which high school students are enrolled simultaneously in both high school and college to earn credit through each. A dual enrollment course can take place at the high school, at a college or university, or through an online or distance course. Local school districts partner with higher education partners to provide training for instructors to offer these courses, or avenues for students to participate in courses on campus or online. Successful completion of the coursework by a student will not only gain them a grade toward high school graduation, but also transferable credits for their postsecondary education.

Discipline Standards Structure

The Wisconsin Standards for Marketing, Management, and Entrepreneurship follow a specific structure:

Standards Formatting

- **Discipline:** CTE program area

- **Strand:** Instructional topic within the discipline

- **Standard:** Broad statement that tells what students are expected to know or be able to do

- **Learning Priority:** Breaks down the broad statement into manageable learning pieces

- **Performance Indicator by Learning Progression:** Measurable degree to which a standard has been developed or met

Standard Coding

Standard areas for Marketing, Management, and Entrepreneurship in this code structure include:

- Digital Marketing (DMKT)
- Economics (ECON)
- Entrepreneurship (ENT)
- Marketing and Business Exploration (EXP)

- Principles of Marketing/Marketing I (MKT)
- Management/Marketing II (MGT)
- Retail Management (RMGT)
- Sports and Entertainment Marketing (SEM)

Key to Standards Coding

MME. EXP. 2. A. i. 1

- MME. → **Discipline**
- EXP. → **Strand**
- 2. → **Standard**
- A. → **Learning Priority**
- i. → **Learning Progression**
- 1 → **Performance Indicator**

Sample of Standards Table

Standard: MME.EXP.2: Economics
Students will analyze how an economy functions and how resources are allocated in society.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.EXP.2.A: Describe how productive resources are limited, and people must make choices in how they are used.	MME.EXP.2.A.b.1: Define "economic wants."	MME.EXP.2.A.i.1: Identify economic choices students make.	MME.EXP.2.A.a.1: Analyze economic choices that have both present and future consequences.
MME.EXP.2.B: Differentiate the methods that are used to allocate resources.	MME.EXP.2.B.b.1: Explain why no individual method of distributing goods and services can satisfy all wants and needs.	MME.EXP.2.B.i.1: Differentiate between how resources are allocated in traditional, command, market, and mixed economies.	MME.EXP.2.B.a.1: Examine the following economic questions that all economies must address: What goods and services will be produced? How will they be produced? Who will consume them?

Performance Indicator by Learning Progression

The 2024 Wisconsin Standards for Career and Technical Education (CTE) mark a shift in how progress is recognized in a CTE subject area. The new standards describe three levels of proficiency or mastery of industry expectations: beginning, intermediate, and advanced. This contrasts with the 2013 CTE standards, which focused on performance indicators by three grade bands: PK-5, 6-8, and 9-12.

Given the wide range of delivery models used, CTE does not lend itself to grade bands. In other words, CTE programming may be nonexistent or robust at the elementary or middle school levels. A beginning course, for example, may be offered in any grade. The 2024 CTE standards, more appropriately, shift from looking at knowledge and skills acquired by the end of certain grade levels to the increasing mastery a student acquires as they pursue their desired career pathway, regardless of the grade the student begins on that path. Here then are the three levels in more detail:

- Beginning: Developing awareness

- Intermediate: Building foundational knowledge and skills

- Advanced: Implementing specific knowledge and skills

Standard: MME.EXP.2: Economics
Students will analyze how an economy functions and how resources are allocated in society.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.EXP.2.A: Describe how productive resources are limited, and people must make choices in how they are used.	MME.EXP.2.A.b.1: Define "economic wants."	MME.EXP.2.A.i.1: Identify economic choices students make.	MME.EXP.2.A.a.1: Analyze economic choices that have both present and future consequences.
MME.EXP.2.B: Differentiate the methods that are used to allocate resources.	MME.EXP.2.B.b.1: Explain why no individual method of distributing goods and services can satisfy all wants and needs.	MME.EXP.2.B.i.1: Differentiate between how resources are allocated in traditional, command, market, and mixed economies.	MME.EXP.2.B.a.1: Examine the following economic questions that all economies must address: What goods and services will be produced? How will they be produced? Who will consume them?

The standards were designed to be flexible based on the unique needs of each Marketing, Management, and Entrepreneurship program. Courses are meant to be aligned to the standards through the scaffolding of student learning and level of mastery desired. Each learning priority has one or more performance indicators by learning progression, reflecting a sequential flow of learning and a continuum from beginning to advanced. Course design may consist of the full continuum or may begin and end with any learning progression level. Furthermore, the performance indicator descriptors may cross over or overlap each other from one level to the next. For example, the beginning level may include some foundational knowledge and skill-building connected to the intermediate level versus solely focusing on developing awareness.

In addition, within each strand, three levels of performance indicators have been identified for each learning priority. Performance indicators progress across the table from beginning to intermediate to advanced. Similar to standards-based grading practices, the knowledge, skills, and mastery levels increase from beginning to advanced across each learning priority. While the ultimate goal is to demonstrate the knowledge and skills at the advanced level, program structure and levels of student mastery may require marketing instructors to utilize a combination of all three levels of performance indicators within a strand.

Note also that some topics, such as the marketing mix and promotion, were covered within one strand of the 2013 MME Standards. The 2024 standards have been updated to include core marketing concepts embedded within each strand. For example, the marketing mix will be covered within the majority of strands with performance indicators created specifically for that strand.

More aligned to postsecondary curriculum than past standards, the 2024 CTE standards provide programs an opportunity to help students build content knowledge, explore careers pathways, and plan for postsecondary options. They also align with industry requirements, ensuring they meet current needs, yet are flexible enough to absorb inevitable changes in industry processes and the economy as a whole.

Discipline: Marketing, Management, and Entrepreneurship

Strand: Marketing and Business Exploration (EXP)

Standard: MME.EXP.1: Marketing Mix
Students will review, utilize, and/or develop the four areas of the marketing mix as they relate to the given industry.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	**Intermediate (i)**	**Advanced (a)**
MME.EXP.1.A: Product – Generate product ideas to contribute to ongoing business success.	**MME.EXP.1.A.b.1:** Define a "product" or "service."	**MME.EXP.1.A.i.1:** Identify product opportunities.	**MME.EXP.1.A.a.1:** Identify methods/techniques to generate a product idea.
	MME.EXP.1.A.b.2: Discuss new product ideas.	**MME.EXP.1.A.i.2:** Generate product ideas.	**MME.EXP.1.A.a.2:** Construct a new product idea.
MME.EXP.1.B: Price – Describe the role of pricing in marketing, and identify the factors that influence a product's price.	**MME.EXP.1.B.b.1:** Define "price."	**MME.EXP.1.B.i.1:** Calculate cost with a list of provided expenses.	**MME.EXP.1.B.a.1:** Interpret price data to maximize profitability.
	MME.EXP.1.B.b.2: Define "ethics."	**MME.EXP.1.B.i.2:** Describe the role of business ethics in pricing.	**MME.EXP.1.B.a.2:** Differentiate between ethical and unethical business behavior situations.
MME.EXP.1.C: Place – Determine how businesses identify and make channel management/distribution strategy decisions to transport products to the final consumer.	**MME.EXP.1.C.b.1:** List the many ways that products get from producer to consumer.	**MME.EXP.1.C.i.1:** Illustrate how a product/service gets to the consumer.	**MME.EXP.1.C.a.1:** Select and evaluate channels of distribution.
	MME.EXP.1.C.b.2: Identify how products and services get shipped.	**MME.EXP.1.C.i.2:** Choose the best ways to ship different products and services.	**MME.EXP.1.C.a.1:** Analyze and determine the best method of receiving products for the school-based enterprise or other business venture.

	MME.EXP.1.C.b.3: Explain the nature of channels of distribution.	MME.EXP.1.C.i.3: Describe the movement of people, ideas, and products throughout the world.	MME.EXP.1.C.a.3: Describe ethical and legal considerations in channel management.
MME.EXP.1.D: Promotion – Describe the concepts and strategies needed to communicate information about products to achieve a desired outcome.	MME.EXP.1.D.b.1: Define "promotion."	MME.EXP.1.D.i.1: Explain types of promotion.	MME.EXP.1.D.a.1: Assess results of promotional efforts.
	MME.EXP.1.D.b.2: Identify the components of the promotional mix.	MME.EXP.1.D.i.2: Demonstrate the selection of items within the promotional mix.	MME.EXP.1.D.a.2: Coordinate activities in the promotional mix.

Standard: MME.EXP.2: Economics
Students will analyze how an economy functions and how resources are allocated in society.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.EXP.2.A: Describe how productive resources are limited, and people must make choices in how they are used.	MME.EXP.2.A.b.1: Define "economic wants."	MME.EXP.2.A.i.1: Identify economic choices students make.	MME.EXP.2.A.a.1: Analyze economic choices that have both present and future consequences.
MME.EXP.2.B: Differentiate the methods that are used to allocate resources.	MME.EXP.2.B.b.1: Explain why no individual method of distributing goods and services can satisfy all wants and needs.	MME.EXP.2.B.i.1: Differentiate between how resources are allocated in traditional, command, market, and mixed economies.	MME.EXP.2.B.a.1: Examine the following economic questions that all economies must address: What goods and services will be produced? How will they be produced? Who will consume them?
	MME.EXP.2.B.b.2: Recognize that goods and services are distributed using various methods.	MME.EXP.2.B.i.2: Analyze how scarcity requires the use of a distribution method.	MME.EXP.2.B.a.2: Evaluate the effectiveness of allocating resources in different economic systems:

			traditional, command, market, and mixed economies.
MME.EXP.2.C: Analyze the role of government, especially the United States, in economic systems.	**MME.EXP.2.C.b.1:** Describe how governments provide various kinds of public goods and services in a market economy.	**MME.EXP.2.C.i.1:** Compare local, state, and federal tax receipts and expenditures.	**MME.EXP.2.C.a.1:** Assess the impact of government expenditures on society.
MME.EXP.2.D: Analyze the role of economic institutions and how they help individuals and groups accomplish their goals.	**MME.EXP.2.D.b.1:** Identify how people contribute to the productive resources of land, labor, capital, and entrepreneurship.	**MME.EXP.2.D.i.1:** Compare the various types of economic institutions that exist in a market economy.	**MME.EXP.2.D.a.1:** Assess and analyze the historic events that influenced the creation of our current banking system.
	MME.EXP.2.D.b.2: Differentiate how saving and spending affect the economy differently.	**MME.EXP.2.D.i.2:** Examine the role of profit and how it is related to risk and uncertainty.	**MME.EXP.2.D.a.2:** Assess the advantages and disadvantages that result when an organization incorporates and issues stocks.
MME.EXP.2.E: Analyze an individual's earning power.	**MME.EXP.2.E.b.1:** Describe how people earn income by exchanging their productive resources for either wages or salaries.	**MME.EXP.2.E.i.1:** Examine how workers' income is impacted by the demand for goods and services.	**MME.EXP.2.E.a.1:** Assess how the economy, the gross domestic product (GDP), technology, governmental policies, and discrimination can affect personal income.
MME.EXP.2.F: Evaluate how money influences our economy and economic decision-making.	**MME.EXP.2.F.b.1:** Define how resources are used to make goods and services.	**MME.EXP.2.F.i.1:** Evaluate the basic money supply in our economy.	**MME.EXP.2.F.a.1:** Evaluate borrowing behaviors in relation to changes in interest rates.
	MME.EXP.2.F.b.2: Define "interest rate."	**MME.EXP.2.F.i.2:** Describe the role of interest rates.	**MME.EXP.2.F.a.2:** Evaluate borrowing behaviors in relation to changes in interest rates.

Standard: MME.EXP.3: Entrepreneurship
Students will describe the concepts and processes associated with successful entrepreneurial performance.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	**Intermediate (i)**	**Advanced (a)**
MME.EXP.3.A: Describe the role and function of entrepreneurship.	**MME.EXP.3.A.b.1:** Define the concept of "entrepreneurship."	**MME.EXP.3.A.i.1:** Describe the goals of entrepreneurship.	**MME.EXP.3.A.a.1:** Assess the impact of entrepreneurship on the economy.
	MME.EXP.3.A.b.2: Identify successful entrepreneurs from the past.	**MME.EXP.3.A.i.2:** Research the impact of past entrepreneurs on our economy.	**MME.EXP.3.A.a.2:** Predict and describe the impact of current entrepreneurial success on the future.
	MME.EXP.3.A.b.3: Summarize the need for management within a business.	**MME.EXP.3.A.i.3:** Explain the primary responsibilities of an entrepreneur, employee, and manager.	**MME.EXP.3.A.a.3:** Differentiate between an entrepreneur and an employee or manager.
	MME.EXP.3.A.b.4: Explain skills needed for entrepreneurial success.	**MME.EXP.3.A.i.4:** Describe desirable entrepreneurial personality traits and skills.	**MME.EXP.3.A.a.4:** Evaluate the skills and characteristics that successful entrepreneurs have.
	MME.EXP.3.A.b.5: Describe the impact of a trend.	**MME.EXP.3.A.i.5:** Summarize environmental and technological trends in entrepreneurship.	**MME.EXP.3.A.a.5:** Research the correlation between trends and entrepreneurial success.
	MME.EXP.3.A.b.6: Identify entrepreneurs in the economy.	**MME.EXP.3.A.i.6:** Examine career opportunities in entrepreneurship.	**MME.EXP.3.A.a.6:** Conduct a self-assessment to determine entrepreneurial potential.
MME.EXP.3.B: Analyze the impact of different types of business ownership.	**MME.EXP.3.B.b.1:** Define the types of business ownership.	**MME.EXP.3.B.i.1:** Compare and contrast the types of business ownership.	**MME.EXP.3.B.a.1:** Research different companies, and evaluate the form of business ownership.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.EXP.4.A: Comprehend operations role and function in business to value its contribution to a company.	**MME.EXP.4.A.b.1:** Explain the basic components of business operations.	**MME.EXP.4.A.i.1:** Describe the business operation components of a local business.	**MME.EXP.4.A.a.1:** Illustrate the functions of management in business.
	MME.EXP.4.A.b.2: Describe how to determine what is right or wrong.	**MME.EXP.4.A.i.2:** Describe the importance of ethics in operations.	**MME.EXP.4.A.a.2:** Analyze the impact of a case study involving ethics and operations.
MME.EXP.4.B: Prepare registers/terminals for sales operations.	**MME.EXP.4.B.b.1:** Identify different denominations of money.	**MME.EXP.4.B.i.1:** Explain the use of cash drawers in business.	**MME.EXP.4.B.a.1:** Prepare cash drawers/banks.
	MME.EXP.4.B.b.2: Identify different types of cash registers and their functions.	**MME.EXP.4.B.i.2:** Demonstrate the basic functions of a cash register.	**MME.EXP.4.B.a.2:** Open/close register/terminal.

Standard: MME.EXP.5: Management
Students will distinguish the tools, techniques, and systems that businesses use in management.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.EXP.5.A: Describe the role and function of management.	**MME.EXP.5.A.b.1:** Discuss the nature of management.	**MME.EXP.5.A.i.1:** Explain management roles.	**MME.EXP.5.A.a.1:** Reflect on the different management styles.
	MME.EXP.5.A.b.2: Define the term "delegate."	**MME.EXP.5.A.i.2:** Explain effective delegation.	**MME.EXP.5.A.a.2:** Delegate work to others.

	MME.EXP.5.A.b.3: Define "collaboration."	MME.EXP.5.A.i.3: Explain effective collaboration.	MME.EXP.5.A.a.3: Demonstrate/manage collaborative efforts.
	MME.EXP.5.A.b.4: Define "ethics in management."	MME.EXP.5.A.i.4: Demonstrate the use of ethics in management.	MME.EXP.5.A.a.4: Role-play scenarios using ethics in management decision-making.

Standard: MME.EXP.6: Financial Analysis
Students will understand tools, strategies, and systems to maintain, monitor, control, and plan the use of financial resources.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.EXP.6.A: Describe the fundamental principles of money as a medium of financial exchange.	MME.EXP.6.A.b.1: State the value of money.	MME.EXP.6.A.i.1: Describe the functions of money.	MME.EXP.6.A.a.1: Discuss the importance of using money in operating a business.
	MME.EXP.6.A.b.2: Define "credit."	MME.EXP.6.A.i.2: Describe the wise use of credit.	MME.EXP.6.A.a.2: Discuss the wise use of business credit.
	MME.EXP.6.A.b.3: Define "income."	MME.EXP.6.A.i.3: Explain sources of income.	MME.EXP.6.A.a.3: Examine sources of income.
MME.EXP.6.B: Describe the nature and scope of accounting in marketing.	MME.EXP.6.B.b.1: Define the concept of accounting.	MME.EXP.6.B.i.1: Identify why businesses need to use accounting.	MME.EXP.6.B.a.1: Rationalize the legal considerations for accounting.
	MME.EXP.6.B.b.2: Define "ethics in business."	MME.EXP.6.B.i.2: Discuss the role of ethics in accounting.	MME.EXP.6.B.a.2: Role-play case studies involving ethics and accounting.

	MME.EXP.6.C.b.1: Define "income."	MME.EXP.6.C.i.1: Explain the nature of an income statement.	MME.EXP.6.C.a.1: Prepare income statements.
MME.EXP.6.C: Implement accounting procedures to track money flow and to determine financial status.	**MME.EXP.6.C.b.2:** Define the use of balance sheets.	**MME.EXP.6.C.i.2:** Explain the nature of balance sheets.	**MME.EXP.6.C.a.2:** Prepare balance sheets.
	MME.EXP.6.C.b.3: Differentiate between income and expenses.	**MME.EXP.6.C.i.3:** Explain the nature of cash flow statements.	**MME.EXP.6.C.a.3:** Prepare cash flow statements.
MME.EXP.6.D: Manage financial resources to ensure marketing and business success.	**MME.EXP.6.D.b.1:** Define the purpose of a budget.	**MME.EXP.6.D.i.1:** Identify elements of a marketing budget.	**MME.EXP.6.D.a.1:** Develop a budget for a school-based enterprise or other business venture.
	MME.EXP.6.D.b.2: Define "cost" and "benefit."	**MME.EXP.6.D.i.2:** Describe the need for a cost/benefit analysis sheet in business.	**MME.EXP.6.D.a.2:** Conduct a cost/benefit analysis with the product mix in a school-based enterprise or another business venture.

Strand: Economics (ECON)

Standard: MME.ECON.1: Resource Allocation

Students will evaluate economic decision-making frameworks that determine how resources are allocated in society.

	Performance Indicators (By Learning Progression)		
Learning Priority	**Beginning (b)**	**Intermediate (i)**	**Advanced (a)**
MME.ECON.1.A: Describe how productive resources are limited, and people must make choices in how they are used.	**MME.ECON.1.A.b.1:** List economic wants.	**MME.ECON.1.A.i.1:** Demonstrate economic decision-making.	**MME.ECON.1.A.a.1:** Evaluate an economic growth strategy that stimulates a sluggish economy.

	MME.ECON.1.A.b.2: Discuss new product ideas.	MME.ECON.1.A.i.2: Generate product ideas.	MME.ECON.1.A.a.2: Construct a new product idea.
MME.ECON.1.B: Use effective decision-making processes to compare the costs and benefits of alternatives.	**MME.ECON.1.B.b.1:** Describe the choices that people make that require them to give up something in order to receive something else.	**MME.ECON.1.B.i.1:** Examine how a cost is something people give up when they receive something in exchange.	**MME.ECON.1.B.a.1:** Measure the opportunity costs for solving various societal problems while still achieving economic goals.
	MME.ECON.1.B.b.2: Identify the benefits that satisfy people's wants.	**MME.ECON.1.B.i.2:** Determine the best consumption level of a particular product.	**MME.ECON.1.B.a.2:** Assess how marginal utility affects both consumers and producers.
MME.ECON.1.C: Differentiate between the methods that are used to allocate resources.	**MME.ECON.1.C.b.1:** Explain why no individual method of distributing goods and services can satisfy all wants and needs.	**MME.ECON.1.C.i.1:** Differentiate between how resources are allocated in traditional, command, market, and mixed economies.	**MME.ECON.1.C.a.1:** Evaluate the effectiveness of allocating resources in different economic systems: traditional, command, market, and mixed economies.
	MME.ECON.1.C.b.2: Recognize that goods and services are distributed using various methods.	**MME.ECON.1.C.i.2:** Analyze how scarcity requires the use of a distribution method.	**MME.ECON.1.C.a.2:** Compare the costs and benefits of different allocation methods.
	MME.ECON.1.C.b.3: Discuss how people must either work individually or collectively to determine how resources are allocated.	**MME.ECON.1.C.i.3:** Examine an economy to identify what goods and services will be produced based on available resources.	**MME.ECON.1.C.a.3:** Differentiate methods to produce goods in a society to determine the most efficient method based on resources, and identify who will consume them.

Standard: MME.ECON.2: Fiscal and Monetary Policy

Students will analyze risks that contribute to market failures and how an economy is affected by fiscal and monetary policy.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	**Intermediate (i)**	**Advanced (a)**
MME.ECON.2.A: Analyze the various macroeconomic measures of economic activity.	**MME.ECON.2.A.b.1:** Describe inflation and deflation.	**MME.ECON.2.A.i.1:** Evaluate how inflation and deflation affect purchasing power.	**MME.ECON.2.A.a.1:** Evaluate the advantages and disadvantages of inflation and deflation.
	MME.ECON.2.A.b.2: Illustrate how inflation reduces the value of money.	**MME.ECON.2.A.i.2:** Analyze the relationship between purchasing power and inflation.	**MME.ECON.2.A.a.2:** Measure how the Consumer Price Index (CPI) affects purchasing power.
	MME.ECON.2.A.b.3: Analyze how changes in disposable income can affect an economy.	**MME.ECON.2.A.i.3:** Evaluate the various stages of the business cycle: recovery, expansion, trough, and peak.	**MME.ECON.2.A.a.3:** Calculate the real interest rate, and demonstrate the change in purchasing power.
MME.ECON.2.B: Describe how the economy can fluctuate based on spending and production decisions at the microeconomic and macroeconomic levels.	**MME.ECON.2.B.b.1:** Define "standard of living."	**MME.ECON.2.B.i.1:** Analyze the effects of the gross domestic product (GDP).	**MME.ECON.2.B.a.1:** Compare and contrast potential GDP to real GDP.
	MME.ECON.2.B.b.2: Identify the relationship of production levels (goods and services) to the standard of living.	**MME.ECON.2.B.i.2:** Calculate the per capita GDP of a given country.	**MME.ECON.2.B.a.2:** Compare the GDPs of various nations to their standards of living.
	MME.ECON.2.B.b.3: List productive resources.	**MME.ECON.2.B.i.3:** Examine roles and resources available of	**MME.ECON.2.B.a.3:** Assess the interrelated roles of households, businesses, and

		households, businesses, and the government.	the government in an economy.
MME.ECON.2.C: Examine how unemployment imposes costs on individuals and the overall economy.	**MME.ECON.2.C.b.1:** Compare and contrast employment and unemployment.	**MME.ECON.2.C.i.1:** Evaluate the effects of unemployment on an economy.	**MME.ECON.2.C.a.1:** Compare and contrast the various types of unemployment: frictional, structural, cyclical, and seasonal.
	MME.ECON.2.C.b.2: List reasons why a person may not be currently employed.	**MME.ECON.2.C.i.2:** Analyze the demographics of a labor force.	**MME.ECON.2.C.a.2:** Compare unemployment rates based on multiple demographics: age, gender, race, and education levels.
	MME.ECON.2.C.b.3: Explain the purpose of unemployment.	**MME.ECON.2.C.i.3:** Describe how unemployment affects our purchasing power.	**MME.ECON.2.C.a.3:** Explain why the national unemployment rate differs from other estimates of actual unemployment.
MME.ECON.2.D: Analyze the factors that stimulate economic growth and adjust the standard of living.	**MME.ECON.2.D.b.1:** Discuss how physical capital, such as tools and machinery, can help workers improve their productivity.	**MME.ECON.2.D.i.1:** Measure productivity in terms of input and output.	**MME.ECON.2.D.a.1:** Measure the opportunity costs and economic risks involved in investing in new physical or human capital.
	MME.ECON.2.D.b.2: Evaluate how technological change leads to new and improved goods and services.	**MME.ECON.2.D.i.2:** Summarize how economic growth impacts poverty and the standard of living.	**MME.ECON.2.D.a.2:** Appraise economic growth and identify the factors that cause it.
MME.ECON.2.E: Analyze the role of government, especially the United States, in economic systems.	**MME.ECON.2.E.b.1:** Describe how governments provide various kinds of public goods and services in a market economy.	**MME.ECON.2.E.i.1:** Explain how individuals pay for public goods and services through taxes and fees.	**MME.ECON.2.E.a.1:** Examine the distribution of public goods and services to the related funding sources.

	MME.ECON.2.E.b.2: Compare local, state, and federal tax receipts and expenditures.	**MME.ECON.2.E.i.2:** Inventory the various payments that constitute the majority of federal, state, and local government spending.	**MME.ECON.2.E.a.2:** Assess the impact of government expenditures on society.
	MME.ECON.2.E.b.3: Distinguish how local, state, and federal government regulations impact business, society, and individuals in a society.	**MME.ECON.2.E.i.3:** Evaluate progressive, regressive, and proportional taxes, and list their effect on specific income groups.	**MME.ECON.2.E.a.3:** Interpret the various fiscal policies that the federal government uses to regulate the economy.
	MME.ECON.2.E.b.4: Define "federal budget deficit" and a "budget surplus."	**MME.ECON.2.E.i.4:** Summarize how stabilizers, such as unemployment compensation, welfare benefits, Social Security subsidies, and tax rates, affect economies in transition.	**MME.ECON.2.E.a.4:** Evaluate how the national debt affects the economy and the effects of short- and long-term spending.
MME.ECON.2.F: Evaluate how society allocates resources through public policy and taxation.	**MME.ECON.2.F.b.1:** Identify when the federal government's annual budget is balanced.	**MME.ECON.2.F.i.1:** Analyze the actions of the federal government when it runs a budget deficit and surplus.	**MME.ECON.2.F.a.1:** Measure the effects of increasing/ decreasing federal spending and reducing/increasing taxes.
	MME.ECON.2.F.b.2: Evaluate why price controls are sometimes advocated by special-interest groups.	**MME.ECON.2.F.i.2:** Contrast the benefits and costs of political decisions.	**MME.ECON.2.F.a.2:** Assess government decisions based on long-term and short-term decisions.
MME.ECON.2.G: Evaluate how the Federal Reserve System's monetary policies influence the employment, output, and price levels in our economy.	**MME.ECON.2.G.b.1:** Identify that the Federal Reserve is the central banking system of the United States.	**MME.ECON.2.G.i.1:** Examine the history of banking in the United States and explain how monetary and fiscal policies evolved.	**MME.ECON.2.G.a.1:** Use examples to compare and assess how the Federal Reserve System uses monetary policies to regulate the economy.

Standard: MME.ECON.3: Economic Institutions

Students will assess the role that money plays in our society.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	**Intermediate (i)**	**Advanced (a)**
MME.ECON.3.A: Analyze the role of economic institutions and how they help individuals and groups accomplish their goals.	**MME.ECON.3.A.b.1:** Identify how people contribute to the productive resources of land, labor, capital, and entrepreneurship.	**MME.ECON.3.A.i.1:** Compare the various types of economic institutions that exist in a market economy and how they contribute to the entrepreneurial development of small businesses.	**MME.ECON.3.A.a.1:** Assess and analyze the historic events that influenced the creation of our current banking system.
	MME.ECON.3.A.b.2: Differentiate how saving and spending affect the economy differently.	**MME.ECON.3.A.i.2:** Examine the role of profit and how it is related to risk and uncertainty.	**MME.ECON.3.A.a.2:** Assess the advantages and disadvantages that result when an organization incorporates and issues stocks.
	MME.ECON.3.A.b.3: Explain the role of a central bank to a country's market.	**MME.ECON.3.A.i.3:** Analyze how labor unions represent workers.	**MME.ECON.3.A.a.3:** Distinguish between the various types of nonprofit organizations.
MME.ECON.3.B: Evaluate how money influences our economy and economic decision-making.	**MME.ECON.3.B.b.1:** Discuss forms of currency used in economic systems: fiat money, commodity money, representative money, and decentralized money.	**MME.ECON.3.B.i.1:** Evaluate the basic money supply in our economy.	**MME.ECON.3.B.a.1:** Assess how the money supply in an economy is influenced when banks make loans and when the loans are paid off.
	MME.ECON.3.B.b.2: Explain the historical progression of the current currency system.	**MME.ECON.3.B.i.2:** Analyze how money is used as a "store of value."	**MME.ECON.3.B.a.2:** Evaluate the benefits and limitations of each country

			having a unique currency system.
	MME.ECON.3.B.b.3: Evaluate how resources are used to make goods and services.	**MME.ECON.3.B.i.3:** Describe the role of interest rates, including how rates are affected by the forces of supply and demand.	**MME.ECON.3.B.a.3:** Evaluate borrowing behaviors in relation to changes in interest rates.
MME.ECON.3.C: Analyze an individual's earning power.	**MME.ECON.3.C.b.1:** State how human labor is a resource that is used to produce goods and services.	**MME.ECON.3.C.i.1:** Identify the value of productive workers to employers and the benefits generated by being a productive employee.	**MME.ECON.3.C.a.1:** Analyze how supply and demand for workers impact the salary.
	MME.ECON.3.C.b.2: Describe how people earn income by exchanging their productive resources for either wages or salaries.	**MME.ECON.3.C.i.2:** Define the "price of labor" and measure how a wage or salary is the price of labor.	**MME.ECON.3.C.a.2:** Examine how workers' income is impacted by the demand for goods and services.
	MME.ECON.3.C.b.3: Identify different direct compensation methods: hourly, salary, commission, bonuses, benefits, stock, equity, nonmonetary.	**MME.ECON.3.C.i.3:** Support the rationale for employers paying hourly wages or salaries to workers.	**MME.ECON.3.C.a.3:** Assess how the economy, the GDP, technology, governmental policies, and discrimination can affect personal income.

Standard: MME.ECON.4: Economic Pricing

Students will apply concepts and strategies used in determining and adjusting prices to maximize return and meet customers' perceptions of value that are associated with global supply/demand factors.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.ECON.4.A: Describe the role of pricing in marketing.	**MME.ECON.4.A.b.1:** Define "price."	**MME.ECON.4.A.i.1:** Explain reasons why the price is important in marketing.	**MME.ECON.4.A.a.1:** Explain the nature and scope of the pricing function.
	MME.ECON.4.A.b.2: Discuss personal ethical and unethical behavior.	**MME.ECON.4.A.i.2:** Differentiate between ethical and unethical business behavior situations.	**MME.ECON.4.A.a.2:** Describe the role of business ethics in pricing.
	MME.ECON.4.A.b.3: Explain the use of technology in the pricing function.	**MME.ECON.4.A.i.3:** Use technology (i.e. Excel, POS, etc.) with the price function.	**MME.ECON.4.A.a.3:** Explain factors affecting pricing decisions.
	MME.ECON.4.A.b.4: Discuss methods that may be used to ensure price fairness.	**MME.ECON.4.A.i.4:** Discuss/explain how the government affects pricing decisions.	**MME.ECON.4.A.a.4:** Explain legal considerations for pricing.
MME.ECON.4.B: Assess pricing strategies to identify needed changes and to improve profitability.	**MME.ECON.4.B.b.1:** Explain what the cost is.	**MME.ECON.4.B.i.1:** Define and classify variable and fixed costs.	**MME.ECON.4.B.a.1:** Establish pricing objectives.
	MME.ECON.4.B.b.2: Describe profit.	**MME.ECON.4.B.i.2:** Describe options for pricing policies and strategies.	**MME.ECON.4.B.a.2:** Select and analyze pricing policies and strategies.

	MME.ECON.4.B.b.3: Identify and describe environmental seasons.	MME.ECON.4.B.i.3: Differentiate between cost, demand, and competition.	MME.ECON.4.B.a.3: Select an approach for setting a base price: cost, demand, competition.
	MME.ECON.4.B.b.4: Explain retail/marketing seasons.	MME.ECON.4.B.i.4: Develop seasonal pricing strategies.	MME.ECON.4.B.a.4: Adjust and interpret price data to maximize profitability.
	MME.ECON.4.B.b.5: Assess changes in price structure.	MME.ECON.4.B.i.5: Evaluate pricing decisions.	MME.ECON.4.B.a.5: Analyze variances to planned pricing.
MME.ECON.4.C: Apply pricing strategies to determine optimal prices.	MME.ECON.4.C.b.1: Calculate cost with a list of provided expenses.	MME.ECON.4.C.i.1: Determine the cost of the product: breakeven, return on investment (ROI), and markup.	MME.ECON.4.C.a.1: Calculate base price: cost, demand, and competition.
	MME.ECON.4.C.b.2: Add and subtract numbers to calculate break-even points.	MME.ECON.4.C.i.2: Discuss the importance of calculating break-even points.	MME.ECON.4.C.a.2: Analyze the product cost calculations: break-even, ROI, and markup.
	MME.ECON.4.C.b.3: Add and subtract numbers to calculate discounts and allowances.	MME.ECON.4.C.i.3: Calculate sales discounts.	MME.ECON.4.C.a.3: Calculate the break-even point.
	MME.ECON.4.C.b.4: Graph changes in price.	MME.ECON.4.C.i.4: Calculate changes in prices.	MME.ECON.4.C.a.4: Determine discounts and allowances that can be used to adjust base prices.
MME.ECON.4.D: Differentiate between buyers and sellers.	MME.ECON.4.D.b.1: Demonstrate the process in which the equilibrium price of a good or service equals demand.	MME.ECON.4.D.i.1: Illustrate how market prices are set.	MME.ECON.4.D.a.1: Interpret how the changes in supply or demand often cause buyers and sellers to adjust their purchase and sales decisions based on relative price.

	MME.ECON.4.D.b.2: Explain how prices are used to allocate resources.	**MME.ECON.4.D.i.2:** Examine how markets are interrelated and changes in the price of one good or service can lead to changes in the price of other goods and services.	**MME.ECON.4.D.a.2:** Discuss factors contributing to the demand for a product.
	MME.ECON.4.D.b.3: Define the price of a good or service while differentiating substitutes for commonly used products.	**MME.ECON.4.D.i.3:** Demonstrate how an increase or a decrease in the price of a good or service affects the quantity that producers are willing to make.	**MME.ECON.4.D.a.3:** Illustrate shortages and surpluses, and discuss the effects of each.
	MME.ECON.4.D.b.4: Illustrate the law of demand, i.e., When prices are high, people buy less of a product.	**MME.ECON.4.D.i.4:** Discuss when consumers look for substitutes.	**MME.ECON.4.D.a.4:** Interpret supply and demand curves.
MME.ECON.4.E: Evaluate how competition between buyers and sellers influences both the quantity produced and the price of a good or service.	**MME.ECON.4.E.b.1:** Define "competition" in a market economy.	**MME.ECON.4.E.i.1:** Evaluate how competition levels are determined.	**MME.ECON.4.E.a.1:** Assess the effect of the introduction of new products and production methods on the competition.
	MME.ECON.4.E.b.2: Discuss the effect of competition on products and prices.	**MME.ECON.4.E.i.2:** Examine how competition for similar products impacts buyers and sellers.	**MME.ECON.4.E.a.2:** Explain why collusion impacts the market's equilibrium and influences the level of competition.
MME.ECON.4.F: Interpret how specialization allows goods and services to be produced, which impacts both production and consumption.	**MME.ECON.4.F.b.1:** Identify how economic specialization occurs when people concentrate their productive efforts on fewer goods and services than they actually use.	**MME.ECON.4.F.i.1:** Describe how the specialization of labor influences the interdependence between producers and consumers.	**MME.ECON.4.F.a.1:** Compare factors that prompt international trade, such as the availability of productive resources and differences in relative prices.

	MME.ECON.4.F.b.2: Recognize when people specialize and divide labor tasks, and how this impacts productivity, costs, and money.	**MME.ECON.4.F.i.2:** Measure labor productivity as output per worker.	**MME.ECON.4.F.a.2:** Assess how specialization facilitates international trade and interdependence between nations.
	MME.ECON.4.F.b.3: Evaluate how economic conditions and policies in one country can affect another country because of international economic interdependence.	**MME.ECON.4.F.i.3:** Analyze the impact of specialization/ division of labor on productivity.	**MME.ECON.4.F.a.3:** Measure the effect that transaction costs have on international trade.
MME.ECON.4.G: Analyze cost/profit relationships to guide business decision-making.	**MME.ECON.4.G.b.1:** Define "productivity."	**MME.ECON.4.G.i.1:** Measure levels for individual worker productivity and company productivity.	**MME.ECON.4.G.a.1:** Hypothesis levels for industry/sector productivity, business sector productivity, and national productivity.
	MME.ECON.4.G.b.2: Define the "law of diminishing returns."	**MME.ECON.4.G.i.2:** Identify and monitor production factors to identify the point of optimization.	**MME.ECON.4.G.a.2:** Modularize production activities calibrating analytical data to identify specific bottlenecks and where resources are needed to achieve production targets.
	MME.ECON.4.G.b.3: Define "economies of scale."	**MME.ECON.4.G.i.3:** Explore economies of scale from external perspectives: government tax, subsidies, transportation network, or labor pool.	**MME.ECON.4.G.a.3:** Explore economies of scale from internal perspectives: technical, purchasing, or financial.
MME.ECON.4.H: Determine global trade's impact on business decision-making.	**MME.ECON.4.H.b.1:** Describe the importance of global trade.	**MME.ECON.4.H.i.1:** Discuss the impact of cultural and social environments on global trade.	**MME.ECON.4.H.a.1:** Describe the determinants of exchange rates and their

			effects on the domestic economy.
	MME.ECON.4.H.b.2: Explain the nature of global trade.	**MME.ECON.4.H.i.2:** Identify how varying labor standards influence global trade.	**MME.ECON.4.H.a.2:** Describe the effects of foreign fiscal and monetary policies on the domestic economy.
	MME.ECON.4.H.b.3: Explain the impact of geography on world trade.	**MME.ECON.4.H.i.3:** Describe the impact of the political environment on world trade.	**MME.ECON.4.H.a.3:** Explain the impact of major trade alliances on business activities.
	MME.ECON.4.H.b.4: Describe the impact of a country's history on world trade.	**MME.ECON.4.H.i.4:** Explain the impact of a country's economic development on world trade.	**MME.ECON.4.H.a.4:** Discuss the impact of bribery and foreign monetary payments on business.
	MME.ECON.4.H.b.5: Identify requirements for international business travel: passport, visa, proof of citizenship, immunizations, and sponsorship letters.	**MME.ECON.4.H.i.5:** Describe the impact of electronic communication tools—Internet, video- and computer-conferencing, webcasts, email—on global business activities.	**MME.ECON.4.H.a.5:** Discuss the potential impact of emerging economies on business activities.

Standard: MME.ECON.5: Economic Operations

Students will correlate the inverse or linear relationships of market structures, business models, and government regulation that impact a company's expenses, including the cost of goods sold.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.ECON.5.A: Identify how different market structures and business models impact business decision-making in a global environment.	**MME.ECON.5.A.b.1:** Define a "market."	**MME.ECON.5.A.i.1:** Compare and contrast various market structures: perfect competition, monopoly, competitive oligopoly, and collusive oligopoly.	**MME.ECON.5.A.a.1:** Conduct case reviews of historic anti-trust legislation, and identify the impact on current business practices.
	MME.ECON.5.A.b.2: Differentiate current business models—retail, subscription, fee-for-service, franchise, leasing, and bundling—to determine if revenue will be generated through a product or service.	**MME.ECON.5.A.i.2:** Evaluate the impact of a disruptive business model and how innovation may influence current business models.	**MME.ECON.5.A.a.2:** Develop a marketing strategy based upon the business model to increase revenue for the product or service.
MME.ECON.5.B: Explain commerce laws and regulations that impact business operations.	**MME.ECON.5.B.b.1:** Discuss why there are trading rules and regulations.	**MME.ECON.5.B.i.1:** Explain the nature of trade regulations.	**MME.ECON.5.B.a.1:** Evaluate the impact of trade regulations on a company's marketing plan.
	MME.ECON.5.B.b.2: Identify businesses that utilize different business structures: sole proprietorship, partnership, profit corporation, nonprofit corporation, and limited liability company.	**MME.ECON.5.B.i.2:** Differentiate by business structure the benefits and risks for legal ownership, taxes, and liability.	**MME.ECON.5.B.a.2:** Analyze a business plan, and recommend a business structure based on multiple factors.

MME.ECON.5.C: Analyze supply-chain procurement to obtain business materials and services.	**MME.ECON.5.C.b.1:** Discuss where a company can purchase their goods and services.	**MME.ECON.5.C.i.1:** Discuss the impact of vendor competition on purchasing.	**MME.ECON.5.C.a.1:** Explain the impact of the purchasing process on productivity.
	MME.ECON.5.C.b.2: Explain how ethics and purchasing are related.	**MME.ECON.5.C.i.2:** Discuss the nature of purchasing methods.	**MME.ECON.5.C.a.2:** Discuss the importance of utilizing ethical purchasing methods.
MME.ECON.5.D: Implement expense-control strategies to enhance a business's financial well-being.	**MME.ECON.5.D.b.1:** List operating costs.	**MME.ECON.5.D.i.1:** Explain the nature of overhead/operating costs.	**MME.ECON.5.D.a.1:** Conduct a break-even analysis.
	MME.ECON.5.D.b.2: Explain the employee's role in expense control.	**MME.ECON.5.D.i.2:** Propose internal controls to limit the overuse of supplies with oversight of other accessible assets.	**MME.ECON.5.D.a.2:** Use budgets to control operations.
	MME.ECON.5.D.b.3: Define "supply-chain efficiency."	**MME.ECON.5.D.i.3:** Identify supply chain factors that enhance efficiency.	**MME.ECON.5.D.a.3:** Identify supply-chain factors that enhance effectiveness and responsiveness.

Strand: Principles of Marketing/Marketing I (MKT)

Standard: MME.MKT.1: Marketing Mix			
Students will review, utilize, and develop the four areas of the marketing mix as they relate to a given industry.			
Learning Priority	**Performance Indicators (By Learning Progression)**		
	Beginning (b)	**Intermediate (i)**	**Advanced (a)**
MME.MKT.1.A: Product – Generate product ideas to contribute to ongoing business success.	**MME.MKT.1.A.b.1:** Differentiate between goods and services.	**MME.MKT.1.A.i.1:** Identify why different customers purchase products.	**MME.MKT.1.A.a.1:** Apply the methods and techniques used to generate feasible product ideas, and develop a product for the given target audience.
	MME.MKT.1.A.b.2: Differentiate between customers and consumers.	**MME.MKT.1.A.i.2:** Determine how different products and services meet the needs of consumers.	**MME.MKT.1.A.a.2:** Identify the features and benefits of products.
MME.MKT.1.B: Price – Describe the role of pricing in marketing and identify the factors that influence a product's price.	**MME.MKT.1.B.b.1:** Examine the difference between price and value.	**MME.MKT.1.B.i.1:** Identify forms of price.	**MME.MKT.1.B.a.1:** Set pricing objectives.
	MME.MKT.1.B.b.2: Identify factors affecting pricing decisions.	**MME.MKT.1.B.i.2:** Explain how cost and expenses, supply and demand, consumer perception, and competition affect pricing decisions.	**MME.MKT.1.B.a.2:** Evaluate factors affecting pricing decisions—cost and expenses, and competition—to determine how market prices are set.

MME.MKT.1.C: Place – Determine how businesses identify and make channel management/distribution strategy decisions to transport products to the final consumer.	**MME.MKT.1.C.b.1:** Identify channel members.	**MME.MKT.1.C.i.1:** Explain the role of each channel member.	**MME.MKT.1.C.a.1:** Diagram the channel of distribution for a given product.
	MME.MKT.1.C.b.2: Compare and contrast direct and indirect channels of distribution.	**MME.MKT.1.C.i.2:** Provide an example of direct and indirect channels of distribution.	**MME.MKT.1.C.a.2:** Select the appropriate channel of distribution for a product.
	MME.MKT.1.C.b.3: List the forms of transportation available to channel members.	**MME.MKT.1.C.i.3:** Analyze the advantages and disadvantages of each form of transportation.	**MME.MKT.1.C.a.3:** Identify the ways that products are transported through the channel of distribution.
MME.MKT.1.D: Promotion – Describe the concepts and strategies needed to communicate information about products to achieve a desired outcome.	**MME.MKT.1.D.b.1:** List the elements of the promotional mix.	**MME.MKT.1.D.i.1:** Differentiate between the elements of the promotional mix.	**MME.MKT.1.D.a.1:** Employ promotional mix strategies and develop promotional activities for a promotional plan to maximize return on promotional efforts. Measure and evaluate the results of promotional plan efforts.

Standard: MME.MKT.2: Marketing Functions/Market Planning

Students will analyze target marketing concepts and strategies utilized to select and determine an audience for a product or business.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	**Intermediate (i)**	**Advanced (a)**
MME.MKT.2.A: Employ marketing information to develop a marketing plan.	**MME.MKT.2.A.b.1:** Review the concept of market and market identification.	**MME.MKT.2.A.i.1:** Summarize the importance of target marketing, and identify the market for a product or business.	**MME.MKT.2.A.a.1:** Identify the bases for segmenting a consumer market: demographics, psychographics, geographics, and behavioral factors.
MME.MKT.2.B: Apply marketing information to determine and meet customer needs.	**MME.MKT.2.B.b.1:** Explain the need for marketing data in market selection.	**MME.MKT.2.B.i.1:** Analyze the data from a market analysis to determine an appropriate target market for a product or business.	**MME.MKT.2.B.a.1:** Develop a customer/client profile for a product or business using demographics, psychographics, geographics, and behavioral factors.

Standard: MME.MKT.3: Marketing Functions/Marketing Information Management

Students will describe the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.MKT.3.A: Describe the nature and scope of marketing information management.	**MME.MKT.3.A.b.1:** Determine the need for marketing information.	**MME.MKT.3.A.i.1:** Identify reasons for conducting marketing research.	**MME.MKT.3.A.a.1:** Gather and analyze marketing data to make business decisions.
MME.MKT.3.B: Describe the nature and scope of marketing research and evaluate its appropriateness for the research problem or issue.	**MME.MKT.3.B.b.1:** List and describe the steps in the marketing research process.	**MME.MKT.3.B.i.1:** Determine the marketing problem.	**MME.MKT.3.B.a.1:** Identify methods of marketing research that can be used to help solve the marketing problem.
	MME.MKT.3.B.b.2: Differentiate between primary and secondary data.	**MME.MKT.3.B.i.2:** Identify sources of primary and secondary marketing-research data.	**MME.MKT.3.B.a.2:** Describe types of primary and secondary data collection methods, and evaluate their appropriateness for researching a problem or issue.
MME.MKT.3.C: Design and apply a marketing research study to ensure the appropriateness of data collection efforts.	**MME.MKT.3.C.b.1:** Identify components of a survey instrument.	**MME.MKT.3.C.i.1:** Using appropriate primary or secondary data collection methods, design and employ a marketing research study to guide business decisions using current and emerging data collection technologies.	**MME.MKT.3.C.a.1:** Interpret research results by applying data-mining methods graphically—tables, charts, graphs, etc.—to acquire pertinent information for business decision-making.

Standard: MME.MKT.4: Marketing Functions/Product Service Management

Students will analyze the concepts and processes needed to obtain, develop, maintain, and improve a product mix in response to market opportunities and plan product or business management activities to facilitate product development.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	**Intermediate (i)**	**Advanced (a)**
MME.MKT.4.A: Describe the nature and scope of product/service management.	**MME.MKT.4.A.b.1:** Identify the four stages of the product life cycle through the use of a diagram.	**MME.MKT.4.A.i.1:** Evaluate the stages that a product goes through in its life and how a product's/service's life is measured.	**MME.MKT.4.A.a.1:** Develop a product life cycle analysis for a given product.
MME.MKT.4.B: Generate product ideas to contribute to ongoing business.	**MME.MKT.4.B.b.1:** Identify methods and techniques used to generate product ideas.	**MME.MKT.4.B.i.1:** Construct a new product idea.	**MME.MKT.4.B.a.1:** Develop a new-product launch plan.
MME.MKT.4.C: Employ product-mix strategies to meet customer expectations.	**MME.MKT.4.C.b.1:** Define "product mix," and identify product mix components: lines, items, width/breadth, and depth.	**MME.MKT.4.C.i.1:** Evaluate product-mix strategies, and analyze product needs and opportunities for a business.	**MME.MKT.4.C.a.1:** Plan product-mix activities and determine product(s) to provide to a target market. Evaluate its effectiveness in facilitating economic exchanges with customers.
MME.MKT.4.D: Position a company to acquire the desired business image.	**MME.MKT.4.D.b.1:** Explain the nature and scope of product branding.	**MME.MKT.4.D.i.1:** Examine how a business's or product's brand is positioned relative to other competitors in the market.	**MME.MKT.4.D.a.1:** Develop strategies to position the company's or product's desired image and develop a positioning concept/statement for a new product idea.

	MME.MKT.4.D.b.2: List components of a company's or product's competitive advantage.	MME.MKT.4.D.i.2: Create a perceptual map by conducting market research and identifying key attributes that consumers perceive as important when making a purchasing decision.	MME.MKT.4.D.a.2: Plot the company or product on a perceptual map, and identify gaps and clusters to help differentiate a business or product from the competition.
MME.MKT.4.E: Assess product packaging to improve its function and to improve its brand recognition.	MME.MKT.4.E.b.1: Determine how a product's package aids the selling process.	MME.MKT.4.E.i.1: Compare and contrast the functions of packaging.	MME.MKT.4.E.a.1: Design product packaging that aids the selling process by improving function and creating brand recognition.

Standard: MME.MKT.5: Marketing Functions/Pricing

Students will apply concepts and strategies used in determining, calculating, and adjusting prices to maximize return and meet customers' perceptions of value.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.MKT.5.A: Describe pricing strategies to determine optimal prices.	MME.MKT.5.A.b.1: Identify pricing strategies used by businesses.	MME.MKT.5.A.i.1: Locate examples of pricing strategies used to determine optimal prices.	MME.MKT.5.A.a.1: Develop pricing strategies for a product.
	MME.MKT.5.A.b.2: Explain how consumer perceptions influence pricing.	MME.MKT.5.A.i.2: Compare and contrast how the elasticity of demand may be influenced by personal choice.	MME.MKT.5.A.a.2: Provide examples of inelastic and elastic demand.
MME.MKT.5.B: Apply pricing strategies to determine optimal prices.	MME.MKT.5.B.b.1: Explain pricing terms for products and services: cost, price, markup, expenses, and profit.	MME.MKT.5.B.i.1: Differentiate between cost, price, markup, expenses, and profit.	MME.MKT.5.B.a.1: Calculate cost, price, markup, expenses, and profit.

	MME.MKT.5.B.b.2: Identify all costs associated with developing and producing products.	MME.MKT.5.B.i.2: Discuss and calculate the break-even point and return-on-investment (ROI) and their importance in earning a profit.	MME.MKT.5.B.a.2: Analyze and calculate changes in base price using pricing calculations or equations for a product or service.
	MME.MKT.5.B.b.3: Define "equilibrium price/point," "surplus" or "shortage," and "profit."	MME.MKT.5.B.i.3: Calculate equilibrium price/point, surplus or shortage, and profit.	MME.MKT.5.B.a.3: Utilize equilibrium price/point, surplus or shortage, and profit calculations to make pricing decisions.

Standard: MME.MKT.6: Marketing Functions/Financing

Students will understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.MKT.6.A: Analyze financial needs and goals to determine financial requirements for marketing activities.	MME.MKT.6.A.b.1: Explain the purposes and importance of credit.	MME.MKT.6.A.i.1: Describe methods of securing financing.	MME.MKT.6.A.a.1: Secure finances.
	MME.MKT.6.A.b.2: Research the cost of marketing activities: advertising, promotions, and events.	MME.MKT.6.A.i.2: Set financial goals by analyzing variable marketing related expenses.	MME.MKT.6.A.a.2: Recommend marketing resources within a business based on financial goals and budget.
MME.MKT.6.B: Understand the fundamental principles of money needed to make financial exchanges.	MME.MKT.6.B.b.1: Explain the forms of financial exchange.	MME.MKT.6.B.i.1: Evaluate the advantages and disadvantages of various forms	MME.MKT.6.B.a.1: Determine types of payment accepted by businesses.

	of payment accepted by a business.	

Standard: MME.MKT.7: Marketing Functions/Channel Management (Distribution)

Students will evaluate the role of channel management/distribution in business and illustrate how products and services are transported to the ultimate consumer.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.MKT.7.A: Evaluate the role of distribution in business.	**MME.MKT.7.A.b.1:** Explain issues and trends in distribution.	**MME.MKT.7.A.i.1:** Explain the use of technology in the distribution process and how it can be used to minimize costs.	**MME.MKT.7.A.a.1:** Recommend appropriate distribution strategies to minimize costs.
MME.MKT.7.B: Explain warehousing procedures to store merchandise until it is needed.	**MME.MKT.7.B.b.1:** Explain storage considerations.	**MME.MKT.7.B.i.1:** Analyze storage and warehousing options for a business or product.	**MME.MKT.7.B.a.1:** Implement the most effective storage and warehousing options for a business or product.
MME.MKT.7.C: Evaluate transportation processes to move products through the supply chain.	**MME.MKT.7.C.b.1:** Explain the shipping process.	**MME.MKT.7.C.i.1:** Evaluate the forms of transportation available to a business or product.	**MME.MKT.7.C.a.1:** Select the most appropriate method of transportation for a given business or product.
MME.MKT.7.D: Explain inventory-control methods to minimize costs and to meet customer demand.	**MME.MKT.7.D.b.1:** Explain the importance of maintaining proper inventory levels.	**MME.MKT.7.D.i.1:** Compare and contrast the various methods of conducting inventory: physical versus perpetual inventory.	**MME.MKT.7.D.a.1:** Track and calculate inventory to determine if and why shrinkage is occurring.

Standard: MME.MKT.8: Marketing Functions/Promotion

Students will describe the concepts and strategies needed to communicate information about the company, product(s), and idea(s) to achieve a desired outcome.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.MKT.8.A: Describe promotional channels used to communicate with targeted audiences.	**MME.MKT.8.A.b.1:** Identify promotional channels used to reach targeted audiences: advertising, public relations (PR), direct marketing, sales promotion, personal selling, content marketing, influencer marketing, event marketing, word-of-mouth marketing, etc.	**MME.MKT.8.A.i.1:** Identify methods for evaluating the effectiveness of various forms of promotion.	**MME.MKT.8.A.a.1:** Develop effective promotions for a marketing campaign for a product or business.
MME.MKT.8.B: Develop and execute an advertising campaign to achieve marketing objectives.	**MME.MKT.8.B.b.1:** Determine advertising campaign objectives.	**MME.MKT.8.B.i.1:** Compare and contrast various forms of advertising.	**MME.MKT.8.B.a.1:** Select appropriate advertising medium(s) to reach the desired target audience.
	MME.MKT.8.B.b.2: Describe elements of good advertising design.	**MME.MKT.8.B.i.2:** Identify promotional messages that appeal to targeted audiences.	**MME.MKT.8.B.a.2:** Develop advertisements, and plan a media calendar to implement a campaign.
MME.MKT.8.C: Explain the use of public relations activities to communicate with targeted audiences.	**MME.MKT.8.C.b.1:** Identify examples of public relations activities.	**MME.MKT.8.C.i.1:** Explain how public relations activities create goodwill with stakeholders.	**MME.MKT.8.C.a.1:** Develop public relations activities to create goodwill with stakeholders.
MME.MKT.8.D: Employ sales-promotion activities to inform or remind customers about a business or product.	**MME.MKT.8.D.b.1:** Identify examples of sales promotions.	**MME.MKT.8.D.i.1:** Explain how sales promotions can be used to persuade customers to make a purchasing decision.	**MME.MKT.8.D.a.1:** Create sales promotions that will effectively reach a business's or product's target audience.

	MME.MKT.8.E.b.1: Explain the selling process.	MME.MKT.8.E.i.1: Determine how salespeople can use effective customer service to support the needs of the customer when making a purchasing decision.	MME.MKT.8.E.a.1: Demonstrate effective customer service to support the needs of the customer.
MME.MKT.8.E: Explain how personal selling can be used within the promotional mix to support a customer's buying decision.			

Standard: MME.MKT.9: Marketing Functions/Selling

Students will describe the techniques and strategies used to foster positive, ongoing relationships with customers.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.MKT.9.A: Foster positive relationships with customers to enhance company image and build sales.	MME.MKT.9.A.b.1: Describe positive customer relations.	MME.MKT.9.A.i.1: Examine the relationship between customer service and sales.	MME.MKT.9.A.a.1: Demonstrate a customer-service mindset, and evaluate the impact of positive customer relations management in a sales activity.
MME.MKT.9.B: Perform presales activities to facilitate sales presentations.	MME.MKT.9.B.b.1: Acquire product knowledge and information for use in selling.	MME.MKT.9.B.i.1: Prospect for customers, and qualify customers/clients for a product or business.	MME.MKT.9.B.a.1: Conduct presales research: customer's markets/products, customer's competitors, and competitors' offerings.
MME.MKT.9.C: Approach a potential customer/client utilizing identified approach methods during a sales presentation.	MME.MKT.9.C.b.1: Discuss methods of greeting customers to gain their attention, and then direct the	MME.MKT.9.C.i.1: Determine and utilize approach methods in a sales activity.	MME.MKT.9.C.a.1: Evaluate the effectiveness of approach methods in a sales situation.

	customer toward merchandise available for sale.		
MME.MKT.9.D: Utilize the concepts and actions needed to determine client wants and needs, and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities in a sales presentation.	**MME.MKT.9.D.b.1:** Assess why a customer would make a purchase by determining the customer's buying motives and assessing the product or business needs of the customer.	**MME.MKT.9.D.i.1:** Develop and ask open-ended questions to qualify potential customers and gain an understanding of the customer's wants and needs.	**MME.MKT.9.D.a.1:** Use effective listening skills to gain an understanding of customers' product needs in order to determine the product(s) to share during the presenting stage of the selling process.
MME.MKT.9.E: Utilize the concepts and actions needed to determine client wants and needs, and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities in a sales presentation.	**MME.MKT.9.E.b.1:** Explain the difference between a product feature and a benefit.	**MME.MKT.9.E.i.1:** Gain an understanding and provide examples of product features and benefits to be used in a sales presentation.	**MME.MKT.9.E.a.1:** Present and demonstrate the product to a potential customer/client focusing on the features and benefits that are most relevant to the customer's specific needs.
MME.MKT.9.F: Handle customer/client complaints and objections or questions using identified methods.	**MME.MKT.9.F.b.1:** Determine the difference between a customer/client excuse and an objection.	**MME.MKT.9.F.i.1:** List possible solutions on how to handle difficult customers and identify methods of overcoming customer/client objections and questions.	**MME.MKT.9.F.a.1:** Convert customer/client objections into selling points, and resolve conflicts with/for customers to encourage a sale and repeat business.
MME.MKT.9.G: Close the sale by asking the customer/client to make a purchase or commit to the next steps.	**MME.MKT.9.G.b.1:** Identify customer/client buying signals—body language, verbal affirmations, questions about the purchase process, etc.—to determine if the customer/client is ready to make a purchase.	**MME.MKT.9.G.i.1:** Explain the specialized methods of effectively closing the sale to gain an agreement from the customer/client to make a purchase.	**MME.MKT.9.G.a.1:** Obtain positive agreement from the customer/client to make a purchase.

MME.MKT.9.H: Increase the value of the sale and improve customer satisfaction by suggestion selling additional products or services that may be of interest to the customer.	MME.MKT.9.H.b.1: Understand the customer's needs and preferences, and determine the usefulness and importance of suggestion selling in increasing sales.	MME.MKT.9.H.i.1: Identify additional/complimentary products that can be added to the purchase.	MME.MKT.9.H.a.1: Demonstrate suggestion selling by offering the customer/client additional relevant products during a sales situation.
MME.MKT.9.I: Conduct post-sales follow-up activities to foster ongoing relationships with customers.	MME.MKT.9.I.b.1: Determine the methods used to improve customers and to obtain customer/client feedback to improve customer service.	MME.MKT.9.I.i.1: Plan follow-up strategies for use in selling, and provide post-sales service to customers/clients during a sales situation.	MME.MKT.9.I.a.1: Conduct self-assessment of sales performance.

Strand: Retail Management (RMGT)

Standard: MME.RMGT.1: Marketing Mix

Students will review, utilize, and/or develop the four areas of the marketing mix as they relate to the retail industry.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.RMGT.1.A: Product – Generate product ideas to contribute to ongoing business success.	MME.RMGT.1.A.b.1: Identify products to satisfy customer desires.	MME.RMGT.1.A.i.1: Explain the product mix of a business.	MME.RMGT.1.A.a.1: Develop and implement a product mix for a retail operation.
	MME.RMGT.1.A.b.2: Define product "features" and "benefits."	MME.RMGT.1.A.i.2: Acquire product information on a product's features and benefits.	MME.RMGT.1.A.a.2: Demonstrate the features and benefits of a product in a retail setting.

MME.RMGT.1.B: Price – Describe the role of pricing in marketing, and identify the factors that influence a product's price.	**MME.RMGT.1.B.b.1:** Explain the nature and scope of the pricing function in a retail setting.	**MME.RMGT.1.B.i.1:** Calculate break-even point and markup for a product.	**MME.RMGT.1.B.a.1:** Set prices based on break-even point and markup calculations.
	MME.RMGT.1.B.b.2: Explain factors affecting pricing decisions.	**MME.RMGT.1.B.i.2:** Establish pricing objectives.	**MME.RMGT.1.B.a.2:** Evaluate pricing decisions and adjust according to organizational objectives.
	MME.RMGT.1.B.b.3: List pricing strategies and pricing policies utilized in a retail setting.	**MME.RMGT.1.B.i.3:** Identify the advantages and disadvantages of pricing strategies.	**MME.RMGT.1.B.a.3:** Determine and implement the most effective pricing policies and strategies for a retail setting.
MME.RMGT.1.C: Place – Determine how businesses identify and make channel management/distribution strategy decisions to transport products to the final consumer.	**MME.RMGT.1.C.b.1:** Identify supply-chain activities.	**MME.RMGT.1.C.i.1:** Explain supply-chain activities.	**MME.RMGT.1.C.a.1:** Implement supply-chain management in a retail setting.
	MME.RMGT.1.C.b.2: Explain the nature and scope of channel management.	**MME.RMGT.1.C.i.2:** Describe the relationship between channel management and customer service.	**MME.RMGT.1.C.a.2:** Coordinate distribution with other marketing activities.
MME.RMGT.1.D: Promotion – Describe the concepts and strategies needed to communicate information about products to achieve a desired outcome.	**MME.RMGT.1.D.b.1:** List the elements of the promotional mix.	**MME.RMGT.1.D.i.1:** Provide examples for each component of the promotional mix.	**MME.RMGT.1.D.a.1:** Coordinate the promotional mix for a retailer.
	MME.RMGT.1.D.b.2: Identify types of social media strategies used to obtain customers in a retail setting.	**MME.RMGT.1.D.i.2:** Explain social media methods used to obtain customers in the retail industry.	**MME.RMGT.1.D.a.2:** Analyze the effectiveness of social media strategies for a retail operation.
	MME.RMGT.1.D.b.3: Explain the importance a retailer's involvement in community activities.	**MME.RMGT.1.D.i.3:** Develop a public relations plan to achieve marketing objectives.	**MME.RMGT.1.D.a.3:** Coordinate public relations efforts and report the impact on a retailer's connection to the target audience.

	MME.RMGT.1.D.b.4: Explain the purpose of a promotional plan and its main components.	MME.RMGT.1.D.i.4: Develop a promotion plan for a retailer.	MME.RMGT.1.D.a.4: Implement a promotional plan for a retailer such as a school-based enterprise or another business venture.
	MME.RMGT.1.D.b.5: Explain the use of visual merchandising in a retail setting.	MME.RMGT.1.D.i.5: Create displays that utilize elements of light, color, sound, or motion to attract attention.	MME.RMGT.1.D.a.5: Design visual merchandising in a retail setting.

Standard: MME.RMGT.2: Market Planning

Students will analyze target marketing concepts and strategies utilized to select and determine an audience for a product, service, or business.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.RMGT.2.A: Apply marketing information to determine and meet customer needs.	MME.RMGT.2.A.b.1: Analyze market data to determine and meet customer needs.	MME.RMGT.2.A.i.1: Determine and evaluate market needs and opportunities.	MME.RMGT.2.A.a.1: Determine customer demand for merchandise.
	MME.RMGT.2.A.b.2: Identify market segments.	MME.RMGT.2.A.i.2: Develop customer/client profiles: demographics, geographics, psychographics, behavioral, etc.	MME.RMGT.2.A.a.2: Select the target market.
MME.RMGT.2.B: Analyze market data to determine and meet customer needs.	MME.RMGT.2.B.b.1: Review an example of a market analysis: market size, area, potential, etc.	MME.RMGT.2.B.i.1: Analyze the data from a market analysis: market size, area, potential, etc.	MME.RMGT.2.B.a.1: Conduct and present the findings from a market analysis to make business decisions.

Standard: MME.RMGT.3: Selling and Customer Relations

Students will describe the techniques and strategies used to foster positive, ongoing relationships with customers.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.RMGT.3.A: Foster positive relationships with customers to enhance company image and build sales.	**MME.RMGT.3.A.b.1:** Define positive customer relations.	**MME.RMGT.3.A.i.1:** Practice a customer-service mindset in the classroom.	**MME.RMGT.3.A.a.1:** Demonstrate a customer-service mindset in a retail setting.
	MME.RMGT.3.A.b.2: Identify cultural differences in communication.	**MME.RMGT.3.A.i.2:** Explain the need to adapt communication to the cultural and social differences among clients.	**MME.RMGT.3.A.a.2:** Adapt communication to the cultural and social differences among clients in a retail setting.
	MME.RMGT.3.A.b.3: Explain the relationship between customer service and sales.	**MME.RMGT.3.A.i.3:** Demonstrate a customer-service mindset in a sales activity.	**MME.RMGT.3.A.a.3:** Respond to customer inquiries in a retail setting.
	MME.RMGT.3.A.b.4: Explain management's role in customer relations.	**MME.RMGT.3.A.i.4:** Review business policies.	**MME.RMGT.3.A.a.4:** Interpret business policies to customers/clients in a retail setting.
MME.RMGT.3.B: Resolve conflicts with/for customers to encourage repeat business.	**MME.RMGT.3.B.b.1:** List possible solutions on how to handle difficult customers.	**MME.RMGT.3.B.i.1:** Use effective listening skills to solve a problem.	**MME.RMGT.3.B.a.1:** Handle customer/client complaints in a retail setting.
	MME.RMGT.3.B.b.2: Review an example customer/client	**MME.RMGT.3.B.i.2:** Use problem-solving skills to diagnose a situation.	**MME.RMGT.3.B.a.2:** Handle difficult customers in a retail setting.

	complaint and provide a solution.		
MME.RMGT.3.C: Use technology to facilitate customer relationship management (CRM).	**MME.RMGT.3.C.b.1:** Describe the use of technology in CRM.	**MME.RMGT.3.C.i.1:** Explain the use of databases in CRM.	**MME.RMGT.3.C.a.1:** Use CRM technology in a retail setting.

Standard: MME.RMGT.4: Selling and Customer Relations

Students will explore the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	**Intermediate (i)**	**Advanced (a)**
MME.RMGT.4.A: Describe the nature and scope of selling in marketing.	**MME.RMGT.4.A.b.1:** Identify the role of selling within a business.	**MME.RMGT.4.A.i.1:** Identify the eight steps of the sale: 1-Pre-approach 2-Approach the customer 3-Determine the needs 4-Present the product 5-Handle questions and objections 6-Close the sale 7-Suggestion selling 8-Reassurance and follow-up	**MME.RMGT.4.A.a.1:** Utilize the eight steps of the sale to satisfy customers' needs. 1-Pre-approach 2-Approach the customer 3-Determine the needs 4-Present the product 5-Handle questions and objections 6-Close the sale 7-Suggestion selling 8-Reassurance and follow-up

	MME.RMGT.4.A.b.2: Describe the role of customer service.	MME.RMGT.4.A.i.2: Discuss how customer service impacts a sale.	MME.RMGT.4.A.a.2: Guide sales staff to improve their success rate and to minimize staff turnover.
	MME.RMGT.4.A.b.3: Identify ethical practices in the sales function.	MME.RMGT.4.A.i.3: Research case studies involving ethics and sales.	MME.RMGT.4.A.a.3: Use ethical practices when selling.
	MME.RMGT.4.A.b.4: Describe the use of technology in the selling function.	MME.RMGT.4.A.i.4: Explain CRM and how it is used to reach clientele.	MME.RMGT.4.A.a.4: Utilize CRM to build relationships with clients in a retail setting.
MME.RMGT.4.B: Acquire product knowledge to communicate features and benefits to ensure customer satisfaction.	MME.RMGT.4.B.b.1: Explain where personnel can find additional information to acquire product knowledge.	MME.RMGT.4.B.i.1: Acquire product information for use in selling.	MME.RMGT.4.B.a.1: Use acquired product information in a sales situation.
MME.RMGT.4.C: Employ sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.	MME.RMGT.4.C.b.1: Identify the difference between needs and wants.	MME.RMGT.4.C.i.1: Determine customer/client needs.	MME.RMGT.4.C.a.1: Prescribe solutions to customer/client needs.
	MME.RMGT.4.C.b.2: Define suggestion selling.	MME.RMGT.4.C.i.2: Explain the importance of suggestion selling.	MME.RMGT.4.C.a.2: Recommend a product as part of a suggestion selling to a customer.
	MME.RMGT.4.C.b.3: Describe different ways to successfully complete the sale.	MME.RMGT.4.C.i.3: Negotiate sales terms.	MME.RMGT.4.C.a.3: Close the sale.
	MME.RMGT.4.C.b.4: Explain the difference between a customer/client excuse and an objection.	MME.RMGT.4.C.i.4: Generate feedback to overcome objections.	MME.RMGT.4.C.a.4: Convert customer/client objections into selling points.
MME.RMGT.4.D: Process the sale and collect payment to complete the exchange.	MME.RMGT.4.D.b.1: Identify various point-of-sale systems available.	MME.RMGT.4.D.i.1: Describe how a point-of-sale system	MME.RMGT.4.D.a.1: Process the sale using a point-of-sale system.

	operates and benefits a business.	
MME.RMGT.4.D.b.2: Explain how businesses use information to make business decisions.	**MME.RMGT.4.D.i.2:** Explain how to calculate, process, and document orders.	**MME.RMGT.4.D.a.2:** Prepare sales reports and use data to adjust strategies for the sales process.

Learning Priority	Beginning (b)	Intermediate (i)	Advanced (a)
MME.RMGT.4.E: Conduct post-sales follow-up activities to foster ongoing relationships with customers.	**MME.RMGT.4.E.b.1:** Discuss methods used to improve customer service.	**MME.RMGT.4.E.i.1:** Identify methods to obtain customer/client feedback to improve service.	**MME.RMGT.4.E.a.1:** Provide post-sales service.
	MME.RMGT.4.E.b.2: Identify reasons customers are unsatisfied.	**MME.RMGT.4.E.i.2:** Process returns/exchanges.	**MME.RMGT.4.E.a.2:** Follow up after making the sale to ensure client satisfaction.

Standard: MME.RMGT.5: Operations

Students will execute the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	**Intermediate (i)**	**Advanced (a)**
MME.RMGT.5.A: Comprehend the operation's role and function in business to value its contribution to a company.	**MME.RMGT.5.A.b.1:** Explain the basic components of business operations.	**MME.RMGT.5.A.i.1:** Describe the business operation components of a local business.	**MME.RMGT.5.A.a.1:** Determine operational needs within a school-based enterprise or another business business.
	MME.RMGT.5.A.b.2: Describe the use of technology in operations.	**MME.RMGT.5.A.i.2:** Identify the types of technology used in operations.	**MME.RMGT.5.A.a.2:** Follow instructions for use of

			equipment, tools, and machinery.
MME.RMGT.5.B: Analyze and describe safety procedures that support employees.	**MME.RMGT.5.B.b.1:** Explain the negative impact of stealing on the business and customer.	**MME.RMGT.5.B.i.1:** Analyze merchandise security measures to minimize inventory shrinkage.	**MME.RMGT.5.B.a.1:** Devise/execute merchandise security measures to minimize inventory shrinkage.
	MME.RMGT.5.B.b.2: Explain the need for safety policies and procedures.	**MME.RMGT.5.B.i.2:** Identify example emergency situations in a business.	**MME.RMGT.5.B.a.2:** Follow safety precautions.
	MME.RMGT.5.B.b.3: Maintain a safe work environment.	**MME.RMGT.5.B.i.3:** Explain routine security precautions.	**MME.RMGT.5.B.a.3:** Develop and implement safety and security measures to utilize within a retail setting.
	MME.RMGT.5.B.b.4: Describe the importance of safety procedures in the workplace.	**MME.RMGT.5.B.i.4:** Handle and report emergency situations.	**MME.RMGT.5.B.a.4:** Establish policies and procedures to maintain the physical security of the work environment.
MME.RMGT.5.C: Implement purchasing activities to obtain business supplies, equipment, and services.	**MME.RMGT.5.C.b.1:** Define purchasing and factors that impact purchasing decisions.	**MME.RMGT.5.C.i.1:** Select vendors for products and services for a school-based enterprise or another business venture.	**MME.RMGT.5.C.a.1:** Place orders and reorders.
	MME.RMGT.5.C.b.2: Explore different suppliers.	**MME.RMGT.5.C.i.2:** Set up and maintain equipment.	**MME.RMGT.5.C.a.2:** Maintain inventory of supplies in a school-based enterprise or another business venture.

	MME.RMGT.5.C.b.3: Explain the nature and scope of purchasing.	**MME.RMGT.5.C.i.3:** Describe business objectives/strategies that influence purchasing.	**MME.RMGT.5.C.a.3:** Evaluate vendor performance.
MME.RMGT.5.D: Describe inventory control and management methods to maintain appropriate levels of stock/supplies.	**MME.RMGT.5.D.b.1:** Define "inventory."	**MME.RMGT.5.D.i.1:** Identify methods of inventory control.	**MME.RMGT.5.D.a.1:** Utilize physical and perpetual methods to maintain inventory in a retail setting.
	MME.RMGT.5.D.b.2: Define "shrinkage."	**MME.RMGT.5.D.i.2:** Identify sources of shrinkage.	**MME.RMGT.5.D.a.2:** Devise/enact merchandise security measures to minimize inventory shrinkage.
MME.RMGT.5.E: Analyze purchasing activities to obtain business materials and services.	**MME.RMGT.5.E.b.1:** Discuss where a company can purchase its goods and services.	**MME.RMGT.5.E.i.1:** Discuss the impact of vendor competition on purchasing.	**MME.RMGT.5.E.a.1:** Explain the impact of the purchasing process on productivity.
	MME.RMGT.5.E.b.2: Define "ethics."	**MME.RMGT.5.E.i.2:** Explain how retailers utilize ethics when making purchasing decisions.	**MME.RMGT.5.E.a.2:** Make ethical purchasing decisions.
MME.RMGT.5.F: Implement expense-control strategies to enhance a business's financial well-being.	**MME.RMGT.5.F.b.1:** Explain the nature of overhead/operating costs.	**MME.RMGT.5.F.i.1:** List operating costs.	**MME.RMGT.5.F.a.1:** Conduct a break-even analysis.
	MME.RMGT.5.F.b.2: Explain the employee's role in expense control.	**MME.RMGT.5.F.i.2:** Use budgets to control operations.	**MME.RMGT.5.F.a.2:** Evaluate operating budgets to make business decisions.
MME.RMGT.5.G: Prepare registers/terminals for sales operations.	**MME.RMGT.5.G.b.1:** Explain the use of cash drawers in business.	**MME.RMGT.5.G.i.1:** Open/close a register or terminal.	**MME.RMGT.5.G.a.1:** Prepare cash drawers/banks.
MME.RMGT.5.H: Evaluate security issues with technology to protect	**MME.RMGT.5.H.b.1:** Explain security considerations in business operations.	**MME.RMGT.5.H.i.1:** Identify strategies to protect online customer transactions.	**MME.RMGT.5.H.a.1:** Explain strategies for protecting businesses' online communication strategies.

customer information and corporate image.	**MME.RMGT.5.H.b.2:** Describe the nature of maintaining privacy with customer data.	**MME.RMGT.5.H.i.2:** Discuss data security.	**MME.RMGT.5.H.a.2:** Explain strategies to protect online customer transactions.
MME.RMGT.5.I: Conduct supply chain management activities to coordinate the movement of materials, information, and funds into an organization and the movement of finished products or services out of an organization.	**MME.RMGT.5.I.b.1:** Discuss the nature of supply-chain management.	**MME.RMGT.5.I.i.1:** Explain types of supply-chain activities and describe the relationship between supply-chain management and logistics.	**MME.RMGT.5.I.a.1:** Discuss organizational dependence on effective supply chains.
MME.RMGT.5.J: Implement accounting procedures to track money flow and to determine financial status.	**MME.RMGT.5.J.b.1:** Differentiate between income and expenses.	**MME.RMGT.5.J.i.1:** Explain the nature of income statements and balance sheets.	**MME.RMGT.5.J.a.1:** Prepare income statements and balance sheets.
	MME.RMGT.5.J.b.2: Identify the components of a cash flow statement.	**MME.RMGT.5.J.i.2:** Describe the nature of cash flow statements.	**MME.RMGT.5.J.a.2:** Prepare cash flow statements.
MME.RMGT.5.K: Manage financial resources to ensure marketing and business success.	**MME.RMGT.5.K.b.1:** Describe the nature of budgets.	**MME.RMGT.5.K.i.1:** Identify the elements of a marketing budget.	**MME.RMGT.5.K.a.1:** Develop a budget for a school-based enterprise or another business or retail venture.
	MME.RMGT.5.K.b.2: Calculate return on marketing investment (ROMI).	**MME.RMGT.5.K.i.2:** Conduct a cost/benefit analysis with the product mix in a school-based enterprise or another business venture.	**MME.RMGT.5.K.a.2:** Use the financial resource to make product recommendations in a school-based enterprise or another business venture.
	MME.RMGT.5.K.b.3: Explain how forecasting sales can benefit a business.	**MME.RMGT.5.K.i.3:** Forecast sales.	**MME.RMGT.5.K.a.3:** Illustrate the relationship among total revenue, marginal revenue, output, and profit in a school-based enterprise or another business venture.

	MME.RMGT.5.K.b.4: Explain what financial statements are, how they are developed, and the importance of accuracy in financial reporting.	**MME.RMGT.5.K.i.4:** Calculate financial ratios for a school-based enterprise or another business venture.	**MME.RMGT.5.K.a.4:** Interpret financial statements to make business decisions.

Standard: MME.RMGT.6: Marketing Information Management

Students will describe the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	**Intermediate (i)**	**Advanced (a)**
MME.RMGT.6.A: Describe the nature and scope of marketing-information management.	**MME.RMGT.6.A.b.1:** Describe the need for marketing data.	**MME.RMGT.6.A.i.1:** Identify data monitored for marketing decision-making.	**MME.RMGT.6.A.a.1:** Describe the use of technology in marketing-information management.
	MME.RMGT.6.A.b.2: Explain the characteristics of effective data-collection instruments.	**MME.RMGT.6.A.i.2:** Develop a data-collection instrument.	**MME.RMGT.6.A.a.2:** Obtain marketing research data.
MME.RMGT.6.B: Utilize marketing information to drive merchandising activities.	**MME.RMGT.6.B.b.1:** Explain techniques for processing marketing data.	**MME.RMGT.6.B.i.1:** Monitor and measure customer "buzz."	**MME.RMGT.6.B.a.1:** Explain the use of descriptive statistics in marketing decision-making.
	MME.RMGT.6.B.b.2: Research competitors' products and prices.	**MME.RMGT.6.B.i.2:** Analyze competitors' offerings.	**MME.RMGT.6.B.a.2:** After scanning the marketplace, identify a business's competitive advantage.

MME.RMGT.6.C: Improve the performance and competitive advantage of an organization.	MME.RMGT.6.C.b.1: Define "knowledge management."	MME.RMGT.6.C.i.1: Develop a knowledge-management process.	MME.RMGT.6.C.a.1: Assess knowledge-management strategies and processes.

Standard: MME.RMGT.7: Channel Management and Distribution

Students will evaluate the concepts and processes needed to move, store, locate, and transfer ownership of goods and services.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.RMGT.7.A: Use order-fulfillment processes to move products through the supply chain.	MME.RMGT.7.A.b.1: Explain the relationship between customer service and distribution.	MME.RMGT.7.A.i.1: Explain how to fulfill orders.	MME.RMGT.7.A.a.1: Use an information system for order fulfillment.
MME.RMGT.7.B: Implement receiving processes to ensure the accuracy and quality of incoming shipments.	MME.RMGT.7.B.b.1: Count and verify the contents in the order.	MME.RMGT.7.B.i.1: Explain the receiving process.	MME.RMGT.7.B.a.1: Process incoming merchandise.
	MME.RMGT.7.B.b.2: Explain why a business checks the accuracy of orders shipped to them.	MME.RMGT.7.B.i.2: Explain stock-handling techniques used in receiving deliveries.	MME.RMGT.7.B.a.2: Resolve problems with incoming shipments.
	MME.RMGT.7.B.b.3: Compare and contrast the packing slip with the contents of an order.	MME.RMGT.7.B.i.3: Handle discrepancies in receiving and processing inventory.	MME.RMGT.7.B.a.3: Analyze and determine the best method of receiving products for a school-based enterprise or another business venture.

MME.RMGT.7.C: Explain warehousing procedures to store merchandise until needed.	MME.RMGT.7.C.b.1: Describe the purpose of warehousing.	MME.RMGT.7.C.i.1: Explain the nature of warehousing.	MME.RMGT.7.C.a.1: Select appropriate storage equipment.
	MME.RMGT.7.C.b.2: Explain storing considerations.	MME.RMGT.7.C.i.2: Develop a system to store and track inventory.	MME.RMGT.7.C.a.2: Plan storage space.
MME.RMGT.7.D: Explain inventory-control methods to minimize costs and to meet customer demand.	MME.RMGT.7.D.b.1: Describe why businesses have inventory.	MME.RMGT.7.D.i.1: Summarize the purpose of conducting inventory counts.	MME.RMGT.7.D.a.1: Develop and maintain inventory-control systems.
	MME.RMGT.7.D.b.2: Explain the importance of maintaining proper inventory levels.	MME.RMGT.7.D.i.2: Describe inventory control systems and how to prevent shrinkage.	MME.RMGT.7.D.a.2: Plan merchandise flow: turnover, lead time, peak seasons, delivery dates, etc.
MME.RMGT.7.E: Assess distribution strategies to improve their effectiveness and to be cost-effective.	MME.RMGT.7.E.b.1: Evaluate buyer-seller relationships.	MME.RMGT.7.E.i.1: Assess sales and stock performance.	MME.RMGT.7.E.a.1: Coordinate channel management with other marketing activities.

Standard: MME.RMGT.8: Product Service Management

Students will analyze the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.RMGT.8.A: Generate product ideas to contribute to ongoing business success.	MME.RMGT.8.A.b.1: Provide examples of products sold by local businesses.	MME.RMGT.8.A.i.1: Generate and discuss new product ideas.	MME.RMGT.8.A.a.1: Construct a new product idea and determine its feasibility.

MME.RMGT.8.B: Employ product-mix strategies to meet customer expectations.	**MME.RMGT.8.B.b.1:** Identify components of the product mix.	**MME.RMGT.8.B.i.1:** Explain the components of the product mix and provide examples: length, breadth, depth, and consistency.	**MME.RMGT.8.B.a.1:** Plan product mix.
MME.RMGT.8.C: Position products and services to acquire the desired business image.	**MME.RMGT.8.C.b.1:** Identify a product brand and discuss its image.	**MME.RMGT.8.C.i.1:** Communicate core values of a product or service.	**MME.RMGT.8.C.a.1:** Compare and contrast the product's competitive advantages.
MME.RMGT.8.D: Use assortment-mix strategies to create a maximum mix of products at minimum cost.	**MME.RMGT.8.D.b.1:** Explain the importance of organizing merchandise.	**MME.RMGT.8.D.i.1:** Determine product width and depth of assortment strategies.	**MME.RMGT.8.D.a.1:** Plan merchandise assortment: styling, sizes, quantities, and colors.
	MME.RMGT.8.D.b.2: Determine the quality of merchandise offered.	**MME.RMGT.8.D.i.2:** Identify techniques that can be used to evaluate product-mix effectiveness.	**MME.RMGT.8.D.a.2:** Make product selections for a school-based enterprise or another business venture.
MME.RMGT.8.E: Develop merchandise plans (budgets) to guide the selection of retail products.	**MME.RMGT.8.E.b.1:** Explain the nature of merchandise plans.	**MME.RMGT.8.E.i.1:** Identify emerging trends in the retail industry.	**MME.RMGT.8.E.a.1:** Plan stocking needs and reduction: anticipated markdowns, employee/other discounts, or stock shortages.
MME.RMGT.8.F: Perform buying activities to obtain products for resale.	**MME.RMGT.8.F.b.1:** Determine items, quantities, and when to buy or reorder.	**MME.RMGT.8.F.i.1:** Calculate gross margin.	**MME.RMGT.8.F.a.1:** Plan stocking needs and reduction: anticipated markdowns, employee/other discounts, and stock shortages.
MME.RMGT.8.G: Analyze vendor performance to choose vendors and merchandise.	**MME.RMGT.8.G.b.1:** Explain the difference between a buyer and a supplier/vendor.	**MME.RMGT.8.G.i.1:** Select appropriate vendors and negotiate terms.	**MME.RMGT.8.G.a.1:** Evaluate vendors' goods and service.

Standard: MME.RMGT.9: Project and Strategic Management

Students will describe tools, techniques, and systems that are used to plan, implement, monitor, and evaluate business projects.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.RMGT.9.A: Explore project management skills to start, run, and end projects.	**MME.RMGT.9.A.b.1:** Describe the purpose of due dates.	**MME.RMGT.9.A.i.1:** Practice scheduling a variety of activities and prioritizing tasks.	**MME.RMGT.9.A.a.1:** Explain standard project-management processes.
	MME.RMGT.9.A.b.2: Experience a schedule of activities.	**MME.RMGT.9.A.i.2:** Track project progress and results.	**MME.RMGT.9.A.a.2:** Reflect upon project completion and suggest ways to adjust for the future.
MME.RMGT.9.B: Use planning tools to guide and control an organization's or department's activities.	**MME.RMGT.9.B.b.1:** Identify realistic and attainable goals and objectives.	**MME.RMGT.9.B.i.1:** Explain the types of marketing metrics for measuring success.	**MME.RMGT.9.B.a.1:** Monitor achievement of marketing objectives in a school-based enterprise or another business venture.
MME.RMGT.9.C: Plan and control the organization's or department's activities to monitor business activities and support business decision-making.	**MME.RMGT.9.C.b.1:** Discuss the importance of the coordinating/controlling role in the business environment.	**MME.RMGT.9.C.i.1:** Describe the strategic planning process within an organization.	**MME.RMGT.9.C.a.1:** Identify and set benchmarks for key performance indicators through the strategic planning process.
	MME.RMGT.9.C.b.2: Describe the nature of managerial control: control process, types of control, what is controlled.	**MME.RMGT.9.C.i.2:** Evaluate individual departments' contribution to organizational effectiveness.	**MME.RMGT.9.C.a.2:** Develop processes that can be used to improve business results.
	MME.RMGT.9.C.b.3: Explain the nature of project management, and explore	**MME.RMGT.9.C.i.3:** Describe strategies and approaches for leading change.	**MME.RMGT.9.C.a.3:** Facilitate activities to enable strategic-management process implementation.

	tools to assist with this process.		

Strand: Sports and Entertainment Marketing (SEM)

Standard: MME.SEM.1: Marketing

Students will understand sport/event marketing's role and function in business to facilitate economic exchanges with customers.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	**Intermediate (i)**	**Advanced (a)**
MME.SEM.1.A: Explain the nature of event marketing.	**MME.SEM.1.A.b.1:** Define the term "event marketing."	**MME.SEM.1.A.i.1:** Describe categories of event-goers.	**MME.SEM.1.A.a.1:** Create a list of benefits ascertained for a school-event marketing plan or another business venture.
MME.SEM.1.B: Explain the nature of sports marketing.	**MME.SEM.1.B.b.1:** Define the term "sport marketing."	**MME.SEM.1.B.i.1:** Describe the relationship between the growth and marketing of the sport industry.	**MME.SEM.1.B.a.1:** Create a list of benefits ascertained for a school sport marketing plan.

Standard: MME.SEM.2: Professional Development

Students will acquire information about the sport/event industry to aid in making career choices.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.SEM.2.A: Discuss the nature of the sport/event industry.	**MME.SEM.2.A.b.1:** Identify types of businesses in the sport/event industry.	**MME.SEM.2.A.i.1:** Describe segments of the sport industry.	**MME.SEM.2.A.a.1:** Analyze factors contributing to the growth and development of the sport/event industry within the school district and community.
MME.SEM.2.B: Describe the impact of sports and events on communities.	**MME.SEM.2.B.b.1:** Identify ways that sports and events contribute to the economic well-being of communities.	**MME.SEM.2.B.i.1:** Describe ways in which communities can foster positive results from hosting a sport or event.	**MME.SEM.2.B.a.1:** Analyze ways that your school district and community can minimize the negative impact of hosting a sport or event.
MME.SEM.2.C: Explain career opportunities in sport/event marketing.	**MME.SEM.2.C.b.1:** Identify types of businesses that offer careers in sport/event marketing.	**MME.SEM.2.C.i.1:** Discuss personal traits needed for success in the sport/event marketing career field.	**MME.SEM.2.C.a.1:** Build a resume showcasing the skills and traits needed within the sports and entertainment marketing industry.
	MME.SEM.2.C.b.2: Describe the following sport/event marketing careers: (1) advertising (2) community relations (3) event planner (4) hospitality manager (5) market research (6) marketing director (7) media relations (8) merchandising (9) sales promotion	**MME.SEM.2.C.i.2:** Research and explore specific academic pathways needed to obtain a career in the sports and entertainment marketing industry.	**MME.SEM.2.C.a.2:** Seek opportunities to job shadow, interview, or participate in on-site learning opportunities within the sports and entertainment marketing industry.

	(10) sponsorship manager (11) ticket management (12) ticket sales (13) volunteer/vendor coordinator		

Standard: MME.SEM.3: Market Planning/Market Information Management

Students will select the target market appropriate for the product or business to obtain the best return on the marketing investment (ROMI).

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	**Intermediate (i)**	**Advanced (a)**
MME.SEM.3.A: Describe the nature of target marketing in sport/event marketing.	**MME.SEM.3.A.b.1:** Define the following terms: "market," "target market," "mass marketing," "marketing segments," and "market segmentation."	**MME.SEM.3.A.i.1:** Describe advantages and disadvantages of using market segments within the sports and entertainment industry.	**MME.SEM.3.A.a.1:** Explain why the use of market segments is increasing within the sports and entertainment industry.
MME.SEM.3.B: Identify ways to segment sport/event markets.	**MME.SEM.3.B.b.1:** Define the following terms: "demographic segmentation," "geographic segmentation," "psychographic segmentation," and "behavioral segmentation."	**MME.SEM.3.B.i.1:** Describe demographic characteristics that sport/event marketers analyze.	**MME.SEM.3.B.a.1:** Analyze market segments for a school sport/event.
MME.SEM.3.C: Select a target market.	**MME.SEM.3.C.b.1:** Identify factors that influence market potential within the sports and entertainment industry.	**MME.SEM.3.C.i.1:** Explain procedures for selecting a target market within the sports and entertainment marketing industry.	**MME.SEM.3.C.a.1:** Utilize market segmentation to select a market segment, and develop a customer profile for a sports and/or entertainment product.

MME.SEM.3.D: Identify event market segments.	MME.SEM.3.D.b.1: Identify sources that can be accessed to obtain target-market information within the sports and entertainment marketing industry.	MME.SEM.3.D.i.1: Develop a target-market profile for a sport or entertainment product.	MME.SEM.3.D.a.1: Demonstrate procedures for identifying market segments within the sports and entertainment industry.
MME.SEM.3.E: Conduct market analysis: market size, area, potential, etc.	MME.SEM.3.E.b.1: Explain the value of using spreadsheets in target segment analysis.	MME.SEM.3.E.i.1: Identify the components of a market analysis.	MME.SEM.3.E.a.1: Demonstrate procedures for conducting a market analysis.

Standard: MME.SEM.4: Market Planning/Marketing Information Management

Students will employ marketing information to plan marketing activities.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.SEM.4.A: Conduct strengths, weaknesses, opportunities, and threats (SWOT) analysis for use in the marketing-planning process.	MME.SEM.4.A.b.1: Define the term "SWOT analysis."	MME.SEM.4.A.i.1: Explain procedures for conducting a SWOT analysis for a sports or other event.	MME.SEM.4.A.a.1: Demonstrate procedures for conducting a SWOT analysis for use in marketing planning within the sports and entertainment industry.
MME.SEM.4.B: Forecast sales for a marketing plan.	MME.SEM.4.B.b.1: Explain factors that should be considered in choosing a forecasting method within the sports and entertainment marketing industry.	MME.SEM.4.B.i.1: Describe procedures for preparing a sales forecast for a sport or other event.	MME.SEM.4.B.a.1: Demonstrate how to forecast sales for a sport or other event.

MME.SEM.4.C: Develop a marketing plan.	MME.SEM.4.C.b.1: Describe the organization of a marketing plan.	MME.SEM.4.C.i.1: Explain procedures for developing marketing plans.	MME.SEM.4.C.a.1: Demonstrate procedures for developing marketing plans within the sports and entertainment industry.

Standard: MME.SEM.5: Market Planning/Marketing Information Management

Students will acquire information to guide business decision-making.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.SEM.5.A: Identify sport/event trends.	MME.SEM.5.A.b.1: Explain the importance of identifying sport/event trends.	MME.SEM.5.A.i.1: Discuss sources of sport/event trend information.	MME.SEM.5.A.a.1: Analyze current sport/event trends.
MME.SEM.5.B: Measure the economic impact of sports/events.	MME.SEM.5.B.b.1: Discuss types of measures that can be used to determine the economic impact of events.	MME.SEM.5.B.i.1: Explain how the results of economic impact measures can be used within the sports and entertainment industry.	MME.SEM.5.B.a.1: Demonstrate procedures for measuring the economic impact of sports and events.

Standard: MME.SEM.6: Product/Service Management

Students will employ product-mix strategies to meet customer expectations.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	**Intermediate (i)**	**Advanced (a)**
MME.SEM.6.A: Explain elements of the sport/event product.	**MME.SEM.6.A.b.1:** Identify categories of sport/event products.	**MME.SEM.6.A.i.1:** Explain the unique characteristics of sport/event products.	**MME.SEM.6.A.a.1:** Plan and implement elements of a sports or event product: game, event, ticket, organization, facility, equipment/clothing, related services, and image.
MME.SEM.6.B: Position products or services to acquire a desired business image.	**MME.SEM.6.B.b.1:** Define the terms "brand awareness," "brand image," "brand equity," and "brand loyalty."	**MME.SEM.6.B.i.1:** Discuss factors that influence a sport's or event's brand image.	**MME.SEM.6.B.a.1:** Identify factors that create brand/fan loyalty: entertainment value, authenticity, fan bonding, and history/tradition.
MME.SEM.6.C: Determine merchandising opportunities for a sport/event.	**MME.SEM.6.C.b.1:** Explain the advantages/disadvantages of using branded merchandise for sport/events.	**MME.SEM.6.C.i.1:** Discuss factors affecting the choice of merchandising options.	**MME.SEM.6.C.a.1:** Demonstrate procedures for determining merchandising opportunities for a sport/event.
MME.SEM.6.D: Determine goods and services required for an event.	**MME.SEM.6.D.b.1:** Discuss how to determine supply levels needed for an event.	**MME.SEM.6.D.i.1:** Calculate the supply needed for an event.	**MME.SEM.6.D.a.1:** Demonstrate procedures for determining the supply required for an event.
MME.SEM.6.E: Bundle/package extra amenities with tickets.	**MME.SEM.6.E.b.1:** Describe considerations when bundling or packaging extra amenities with tickets.	**MME.SEM.6.E.i.1:** Identify agencies and businesses to package with.	**MME.SEM.6.E.a.1:** Demonstrate procedures for bundling or packaging extra amenities with tickets.

MME.SEM.6.F: Develop a ticket-sales program.	**MME.SEM.6.F.b.1:** Discuss considerations in developing a ticket-sales program.	**MME.SEM.6.F.i.1:** Describe security issues associated with ticket-sales programs.	**MME.SEM.6.F.a.1:** Demonstrate procedures for developing a ticket-sales program.
	MME.SEM.6.F.b.2: Explain the use of technology to facilitate ticket-sales programs.	**MME.SEM.6.F.i.2:** Identify how technology is implemented to facilitate ticket-sales programs.	**MME.SEM.6.F.a.2:** Implement technology to facilitate ticket-sales programs.
MME.SEM.6.G: Explain the role of agents in sports.	**MME.SEM.6.G.b.1:** Explain the rules and regulations governing sports agents.	**MME.SEM.6.G.i.1:** Discuss an athlete's advantages in having a sports agent.	**MME.SEM.6.G.a.1:** Research problems associated with sports agents.
MME.SEM.6.H: Develop a licensing program.	**MME.SEM.6.H.b.1:** Define the following terms: trademark, service mark, trade dress, collective mark, mark, registered mark, and trademarked property.	**MME.SEM.6.H.i.1:** Explain reasons for licensing programs within the sports and entertainment industry.	**MME.SEM.6.H.a.1:** Distinguish between internal and external administration of licensing programs within the sports and entertainment industry.

Standard: MME.SEM.7: Pricing

Students will employ pricing strategies to determine optimal pricing.

	Performance Indicators (By Learning Progression)		
Learning Priority	**Beginning (b)**	**Intermediate (i)**	**Advanced (a)**
MME.SEM.7.A: Calculate break-even point.	**MME.SEM.7.A.b.1:** List examples of variable expenses associated with the sports and entertainment industry.	**MME.SEM.7.A.i.1:** Explain the importance of the break-even point in setting prices within the sports and entertainment marketing industry.	**MME.SEM.7.A.a.1:** Calculate the break-even point for a sports or entertainment product.

MME.SEM.7.B: Select pricing strategies.	MME.SEM.7.B.b.1: Select product-mix pricing strategies within the sports and entertainment industry.	MME.SEM.7.B.i.1: Select promotional pricing strategies for sports and events.	MME.SEM.7.B.a.1: Demonstrate procedures for selecting appropriate pricing strategies for products with the sports and entertainment industry.

Standard: MME.SEM.8: Selling

Students will acquire product knowledge to communicate product benefits and to ensure the appropriateness of the product for the customer.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.SEM.8.A: Prospect for corporate sponsors.	MME.SEM.8.A.b.1: Explain the importance of ongoing prospecting for corporate sponsors.	MME.SEM.8.A.i.1: Identify techniques for identifying potential corporate sponsors.	MME.SEM.8.A.a.1: Demonstrate procedures for prospecting for corporate sponsors.
MME.SEM.8.B: Establish relationships with sport/event clients/customer/fans.	MME.SEM.8.B.b.1: Identify factors affecting the choice of techniques to use in establishing relationships with customers/clients during initial contact.	MME.SEM.8.B.i.1: Explain procedures for establishing relationships with customers/clients during initial contacts.	MME.SEM.8.B.a.1: Demonstrate how to establish relationships with customers/clients during the initial contact with them.

Standard: MME.SEM.9: Promotion

Students will manage promotional activities to maximize return on promotional efforts.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	**Intermediate (i)**	**Advanced (a)**
MME.SEM.9.A: Develop a promotional calendar.	**MME.SEM.9.A.b.1:** Describe the components of a promotional calendar of events.	**MME.SEM.9.A.i.1:** Discuss ways to feature sponsors in the promotional calendar of events.	**MME.SEM.9.A.a.1:** Demonstrate procedures for developing a promotional calendar of events.
MME.SEM.9.B: Set sponsorship objectives.	**MME.SEM.9.B.b.1:** Explain the relationship between sponsorship objectives and being able to evaluate sponsorship effectiveness.	**MME.SEM.9.B.i.1:** Describe considerations in setting sponsorship objectives.	**MME.SEM.9.B.a.1:** Demonstrate procedures for setting sponsorship objectives.
MME.SEM.9.C: Prepare a sponsorship proposal.	**MME.SEM.9.C.b.1:** Describe characteristics of effective sponsorship proposals.	**MME.SEM.9.C.i.1:** Explain the importance of using statistics to support claims in sponsorship proposals.	**MME.SEM.9.C.a.1:** Demonstrate procedures for writing a sponsorship proposal.
MME.SEM.9.D: Coordinate community outreach projects.	**MME.SEM.9.D.b.1:** Discuss reasons that sport/event marketers become involved with community outreach projects.	**MME.SEM.9.D.i.1:** Explain aspects of community outreach projects that require coordination.	**MME.SEM.9.D.a.1:** Demonstrate procedures for coordinating community outreach projects.
MME.SEM.9.E: Develop viral sport/event marketing strategies.	**MME.SEM.9.E.b.1:** Explain the importance of viral marketing as it relates to sport and event marketing.	**MME.SEM.9.E.i.1:** Discuss viral marketing strategies as they relate to sport and event marketing.	**MME.SEM.9.E.a.1:** Demonstrate procedures for developing viral marketing strategies within the sports and entertainment industry.
MME.SEM.9.F: Explain considerations in using special events as a sales-promotion strategy.	**MME.SEM.9.F.b.1:** Explain reasons for using special events as a sales-promotion strategy.	**MME.SEM.9.F.i.1:** Describe methods that can be used to generate ideas for special events.	**MME.SEM.9.F.a.1:** Discuss considerations in using special events as a sales-promotion strategy.

MME.SEM.9.G: Plan special events for sports/events.	MME.SEM.9.G.b.1: Explain the importance of project planning in creating special events plans.	MME.SEM.9.G.i.1: Describe the need for image consistency in planning special events.	MME.SEM.9.G.a.1: Demonstrate procedures for planning special events in sport/event marketing.
MME.SEM.9.H: Coordinate activities in the promotional mix.	MME.SEM.9.H.b.1: Describe the importance of coordinating promotional activities within the sports and entertainment industry.	MME.SEM.9.H.i.1: Explain procedures for coordinating promotional activities within the sports and entertainment industry.	MME.SEM.9.H.a.1: Use procedures to coordinate promotional activities within the sports and entertainment industry.
MME.SEM.9.I: Prepare a promotional budget.	MME.SEM.9.I.b.1: Explain how a promotional budget is allocated.	MME.SEM.9.I.i.1: Describe guidelines for preparing a promotional budget.	MME.SEM.9.I.a.1: Demonstrate how to prepare a promotional budget.

Standard: MME.SEM.10: Business Law

Students will acquire knowledge of commerce laws and regulations to continue business operations.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.SEM.10.A: Describe legal issues affecting the marketing of sport/event products.	MME.SEM.10.A.b.1: Define the following terms: "trademark infringement," "injunction," "identity misappropriation," "ticket scalping," "option to renew," and "right of first refusal."	MME.SEM.10.A.i.1: Distinguish between right of privacy and right of publicity.	MME.SEM.10.A.a.1: Explain areas in loss prevention with which sport marketers are particularly concerned.
	MME.SEM.10.A.b.2: Explain the importance of the following types of contracts in the sport industry: 1) sponsor	MME.SEM.10.A.i.2: Review sample contracts from the sport/event industry.	MME.SEM.10.A.a.2: Create a contract for a school or community event with a stakeholder.

	2) television 3) venue 4) personnel		
	MME.SEM.10.A.b.3: Describe reasons that sport organizations need prize indemnity insurance.	**MME.SEM.10.A.i.3:** Research possible prizes and insurance companies that may be feasible for an event.	**MME.SEM.10.A.a.3:** Contact a local insurance company to get a quote or obtain prize insurance for a sport/event marketing campaign.

Strand: Digital Marketing (DMKT)

Standard: MME.DMKT.1: Marketing-Information Management

Students will collect marketing information to ensure the accuracy and adequacy of data for decision-making in marketing communications.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	**Intermediate (i)**	**Advanced (a)**
MME.DMKT.1.A: Manage online brand and reputation.	**MME.DMKT.1.A.b.1:** Define the following terms: "online reputation management (ORM)" and "sentiment analysis."	**MME.DMKT.1.A.i.1:** Discuss the benefits of online reputation management and websites where customers post company and product reviews: Google Search, Yelp, Facebook, etc.	**MME.DMKT.1.A.a.1:** Demonstrate strategies to monitor online brand and reputation: check review platforms often, identify and follow industry hashtags, use automated tools, establish management strategy, etc.
	MME.DMKT.1.A.b.2: Explain the purpose of online reputation-management.	**MME.DMKT.1.A.i.2:** Discuss online reputation-management software applications.	**MME.DMKT.1.A.a.2:** Distinguish between online reputation-monitoring and online reputation-management.

MME.DMKT.1.B: Use analytics tracking tools for marketing communications.	MME.DMKT.1.B.b.1: Define the following terms: "analytics," "dashboard," and "metrics."	MME.DMKT.1.B.i.1: Describe the importance of marketing analytics.	MME.DMKT.1.B.a.1: Demonstrate strategies to track analytics: identify the most relevant data, determine metrics, create goals, track progress, identify trends and respond accordingly, report regularly, make informed decisions, etc.
	MME.DMKT.1.B.b.2: Discuss the benefits of utilizing marketing analytics tools.	MME.DMKT.1.B.i.: Identify common analytics tools (e.g., Google Analytics, HubSpot, Marketo, Eloqua, Pardot, etc.) and common digital marketing metrics (e.g., traffic, click-through rates, page views, impressions, conversions, etc.).	MME.DMKT.1.B.a.2: Distinguish between web analytics and social-media analytics, and explain the analytics tracking process.

Standard: MME.DMKT.2: Professional Development

Students will acquire information about the digital marketing industry to aid in making career choices.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.DMKT.2.A: Discuss career opportunities in digital marketing.	MME.DMKT.2.A.b.1: Identify types of businesses that offer careers in digital marketing.	MME.DMKT.2.A.i.1: Describe common career paths in digital marketing.	MME.DMKT.2.A.a.1: Describe traits and skills needed for success in digital marketing careers and the career outlook based upon labor market information.

	MME.DMKT.2.B.b.1: Discuss typical digital-marketing certification requirements.	MME.DMKT.2.B.i.1: Explain benefits of certification in digital marketing.	MME.DMKT.2.B.a.1: Identify in-demand certifications in digital marketing.
MME.DMKT.2.B: Describe certifications available in digital marketing.			

Standard: MME.DMKT.3: Digital Marketing Foundations			
Students will acquire a foundational knowledge of digital marketing to understand its nature and scope.			
Learning Priority	**Performance Indicators (By Learning Progression)**		
	Beginning (b)	**Intermediate (i)**	**Advanced (a)**
MME.DMKT.3.A: Discuss the nature of digital marketing.	MME.DMKT.3.A.b.1: Define the following terms: digital marketing, search engine optimization (SEO), content marketing, pay-per-click (PPC) marketing, affiliate marketing, native advertising, outbound marketing and inbound marketing.	MME.DMKT.3.A.i.1: Describe channels used for digital marketing: search engines, social media, email, websites, blogs, whitepapers, infographics, texts, mobile apps, etc.	MME.DMKT.3.A.a.1: Create appropriate digital marketing strategies.
	MME.DMKT.3.A.b.2: Discuss types of digital marketing: email marketing, social media marketing, content marketing, search engine optimization, pay-per-click marketing, affiliate marketing, native advertising, marketing automation, online PR, mobile marketing, etc.	MME.DMKT.3.A.i.2: Explain the purpose of digital marketing.	MME.DMKT.3.A.a.2: Explain the benefits of digital marketing.
MME.DMKT.3.B: Explain ethical considerations in digital marketing.	MME.DMKT.3.B.b.1: Define the following term: "social media influencer."	MME.DMKT.3.B.i.1: Discuss the ethics of using customer	MME.DMKT.3.B.a.1: Describe ethical concerns related to inappropriate

		information for targeted online advertising.	comparisons and exaggerated claims in digital marketing.
	MME.DMKT.3.B.b.2: Describe the impact of digital marketing on a company's reputation.	**MME.DMKT.3.B.i.2:** Discuss the importance of using truthful, complete information to establish trust online.	MME.DMKT.3.B.a.2: Explain ethical issues related to cultural sensitivity in digital marketing.
MME.DMKT.3.C: Explain the nature of online advertising: email, search, social media, display, mobile, etc.	**MME.DMKT.3.C.b.1:** Discuss the following types of online advertising: social media advertising (e.g., right-rail ads, in-feed ads, etc.), display or banner ads (e.g., pop-up/under ads, floating ads, expanding ads, trick banners), sponsored ads, paid search ads, product listings or shopping ads, in-game ads, and video ads.	**MME.DMKT.3.C.i.1:** Discuss common goals of online advertising and benefits of online advertising: scalability, cost-effectiveness, desirable demographics, targeted audience, tracking capabilities, etc.	MME.DMKT.3.C.a.1: Describe challenges and factors impacting the effectiveness and success associated with online advertising.

Standard: MME.DMKT.4: Content Planning

Students will plan content for use in marketing communications to create interest in the product, business, or idea.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	**Intermediate (i)**	**Advanced (a)**
MME.DMKT.4.A: Explain the role of business websites in digital marketing.	**MME.DMKT.4.A.b.1:** Define the following term: "lead."	**MME.DMKT.4.A.i.1:** Describe the advantages of using a website as part of a digital marketing strategy: generates leads, collects customer data, establishes business legitimacy, etc.	**MME.DMKT.4.A.a.1:** Discuss characteristics of effective business websites: accurate, frequently updated, easily navigable, branded, mobile-friendly, etc.
	MME.DMKT.4.A.b.2: Explain how a website is the "digital storefront" of a business.	**MME.DMKT.4.A.i.2:** Identify ways potential customers interact with business websites: view products, read reviews, watch informative videos, ask questions, make purchases, etc.	**MME.DMKT.4.A.a.2:** Discuss the functionality of adding an e-commerce aspect to the business website.
MME.DMKT.4.B: Explain the use of social media for digital marketing.	**MME.DMKT.4.B.b.1:** Describe the advantages of social media marketing.	**MME.DMKT.4.B.i.1:** Discuss the disadvantages of social media marketing.	**MME.DMKT.4.B.a.1:** Differentiate among social media platform-specific strategies in digital marketing efforts: frequency, timing, content, engagement, etc.
	MME.DMKT.4.B.b.2: Explain the importance of social media in digital marketing efforts.	**MME.DMKT.4.B.i.2:** Identify social media platforms: Facebook, Twitter, Instagram, YouTube, Pinterest, TikTok, Snapchat, Reddit, etc.	**MME.DMKT.4.B.a.2:** Discuss best practices for using social media in digital marketing efforts.

MME.DMKT.4.C: Discuss the use of search engine optimization tactics for digital marketing.	**MME.DMKT.4.C.b.1:** Explain the purpose of search engines.	**MME.DMKT.4.C.i.1:** Explain limitations associated with search engines.	**MME.DMKT.4.C.a.1:** Identify examples of link-building strategies.
	MME.DMKT.4.C.b.2: Define the following terms: "backlink" and "search engine results page (SERP)."	**MME.DMKT.4.C.i.2:** Describe the importance of being listed at or near the top of a search engine results page: greater company visibility, higher levels of website traffic, more customer trust in the company's or website's value or importance.	**MME.DMKT.4.C.a.2:** Describe the importance of link-building to SERP.
MME.DMKT.4.D: Identify strategies for attracting the targeted audience to the website.	**MME.DMKT.4.D.b.1:** Identify sources of online content: media, resources, and articles.	**MME.DMKT.4.D.i.1:** Describe characteristics of effective online content: unique, relevant, timely, clearly organized and structured, uses SEO best practices, etc.	**MME.DMKT.4.D.a.1:** Explain why businesses should amplify content on various channels, such as social media, blogs, ads, emails, etc.
	MME.DMKT.4.D.b.2: Define the following term: "buyer persona."	**MME.DMKT.4.D.i.2:** Discuss the importance of conducting research on a target audience.	**MME.DMKT.4.D.a.2:** Describe the benefits of encouraging consumers to share online content.
MME.DMKT.4.E: Repurpose content for use in multiple platforms.	**MME.DMKT.4.E.b.1:** Define the following terms: "content repurposing," "content recycling," "evergreen content."	**MME.DMKT.4.E.i.1:** Discuss types of content that can be repurposed—video, text, infographics, images, etc.—and describe benefits of repurposing content for use in multiple platforms.	**MME.DMKT.4.E.a.1**: Identify content best suited for repurposing across multiple platforms—evergreen content, content receiving high engagement, content with opportunities to expand, etc.—and demonstrate strategies to repurpose content.

Standard: MME.DMKT.5: Digital Communications

Students will plan digital communications to maximize effectiveness and to minimize costs.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.DMKT.5.A: Develop a digital marketing campaign.	**MME.DMKT.5.A.b.1:** Define the following terms: "digital marketing campaign" and "social media content calendar."	**MME.DMKT.5.A.i.1:** Describe the goals of a digital marketing campaign: improving conversion rate, increasing brand awareness, gaining new customers, etc.	**MME.DMKT.5.A.a.1:** Demonstrate techniques used to develop a digital marketing campaign: define goals, identify the target market, determine social media channels, build consumer persona, assess budget, determine the call to action, etc.
	MME.DMKT.5.A.b.2: Explain the benefits of a digital marketing campaign.	**MME.DMKT.5.A.i.2:** Discuss channels that a digital marketing campaign might include: digital advertising, email marketing, content marketing, web design, social media, etc.	**MME.DMKT.5.A.a.2:** Explain the benefits of using a social media content calendar as part of a digital marketing campaign.
MME.DMKT.5.B: Implement a digital marketing campaign.	**MME.DMKT.5.B.b.1:** Explain the importance of assessing current digital marketing performance prior to executing a campaign.	**MME.DMKT.5.B.i.1:** Identify techniques to optimize a digital marketing campaign in response to campaign performance: refine keywords, adjust the budget, change channels, modify ads, etc.	**MME.DMKT.5.B.a.1:** Demonstrate procedures for implementing a digital marketing campaign: execute a trial campaign, engage with campaign content, analyze campaign performance throughout execution, adjust strategy in response to campaign performance, etc.

	MME.DMKT.5.B.b.2: Discuss the benefits of adjusting digital marketing campaign strategy in response to campaign performance.	MME.DMKT.5.B.i.2: Describe the purpose of a post-campaign analysis (PCA).	MME.DMKT.5.B.a.2: Review the effectiveness of a campaign versus objectives associated with key stakeholders.

Standard: MME.DMKT.6: Promotion Students will evaluate the long-term and short-term results of promotional efforts.			
	Performance Indicators (By Learning Progression)		
Learning Priority	**Beginning (b)**	**Intermediate (i)**	**Advanced (a)**
MME.DMKT.6.A: Quantify the contributions of social media: metrics and goals, finding what is good, measuring and adjusting on the fly, reporting and sharing insights.	**MME.DMKT.6.A.b.1:** Define the following terms: "return on investment (ROI)" and "share of voice."	**MME.DMKT.6.A.i.1:** Compare ongoing analytics and campaign-focused metrics.	**MME.DMKT.6.A.a.1:** Explain the process of measuring social media success: determine objectives, set metrics and goals, track and measure performance, adjust accordingly, report findings, share insights.
	MME.DMKT.6.A.b.2: Discuss the importance of measuring social-media return on investment (ROI).	**MME.DMKT.6.A.i.2:** Identify common social-media marketing metrics: engagement, conversion, reach, leads generated, sentiment, community, etc.	**MME.DMKT.6.A.a.2:** Demonstrate techniques for quantifying social-media performance.
	MME.DMKT.6.A.b.3: Determine what makes a social-media post or campaign successful.	**MME.DMKT.6.A.i.3:** Differentiate performance among various social-media channels: Facebook, Instagram, Twitter, Snapchat, YouTube, TikTok, Pinterest,	**MME.DMKT.6.A.a.3:** Create a social-media campaign, and analyze the statistics: cost of the campaign, number of impressions, engagements (likes, shares, and

		LinkedIn, etc.	comments), conversions, and cost-per-click.
MME.DMKT.6.B: Evaluate digital marketing efforts.	**MME.DMKT.6.B.b.1:** Define the following terms: "key performance indicators (KPIs)," "objectives," "post-campaign analysis (PCA)," and "real-time data."	**MME.DMKT.6.B.i.1:** Determine KPIs to evaluate digital marketing efforts: overall traffic, traffic by source, visitors, sessions, reach, and engagement.	**MME.DMKT.6.B.a.1:** Conduct a PCA.
	MME.DMKT.6.B.b.2: Explain the purpose of evaluating digital marketing efforts.	**MME.DMKT.6.B.i.2:** Differentiate performance among various digital channels: paid advertising, organic traffic to the website, social media, etc.	**MME.DMKT.6.B.a.2:** Explain how businesses use analytics to create more meaningful customer experiences.
	MME.DMKT.6.B.b.3: Discuss the benefits of evaluating digital marketing performance.	**MME.DMKT.6.B.i.3:** Discuss the importance of real-time data.	**MME.DMKT.6.B.a.3:** Demonstrate strategies for evaluating digital marketing efforts.

Standard: MME.DMKT.7: Artificial Intelligence

Students will explore artificial intelligence systems to increase customer interactions and value by leveraging technology tools associated with machine learning, propensity modeling, and artificial intelligence (AI) applications.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.DMKT.7.A: Analyze the use of advanced technologies in digital marketing to generate demand.	**MME.DMKT.7.A.b.1:** Correlate statistics' role in propensity modeling to impact marketing campaigns, effectively target customers, and influence business decisions.	**MME.DMKT.7.A.i.1:** Simulate consumer-propensity models associated with curating smart content to provide insights, establishing why information is being shared and bringing additional value to the purchasing relationship.	**MME.DMKT.7.A.a.1:** Use propensity-modeling concepts to weigh the advantages and disadvantages of programmatic media-advertising bidding platforms: open-auction real-time bidding to access advertising markets, selective advertising in private marketplaces, and programmatic direct-advertising that bypasses advertising auctions.
	MME.DMKT.7.A.b.2: Distinguish between the ethical implications of AI and the impacts this technology has on our society.	**MME.DMKT.7.A.i.2:** Identify the process technology uses to access original sources of content, and evaluate the AI application of how these sources contribute to the development of marketing content: blogs, marketing materials, articles, and product descriptions.	**MME.DMKT.7.A.a.2:** Identify current marketing examples that integrate with common current mobile voice-search systems—systems developed by Google, Apple, Amazon, and Microsoft—while exploring creative new AI application solutions and understanding how structured web data is

			stored and retrieved during the voice-search process.
MME.DMKT.7.B: Initiate strategies to trigger an initial positive purchasing interaction.	**MME.DMKT.7.B.b.1:** Investigate and contrast sources of information that are generated by machine-learning systems versus original sources of information crafted by humans.	**MME.DMKT.7.B.i.1:** Evaluate the machine-learning factors that contribute to propensity modeling.	**MME.DMKT.7.B.a.1:** Differentiate between propensity models associated with ad targeting (e.g. consumer traits, interests, and behaviors), lead scoring (the process of assigning probability statistics to measure consumer buying intent), and predictive analysis (using historic data to predict future outcomes).
MME.DMKT.7.C: Manage customer engagement to ensure repeat purchasing while leveraging factors that motivate consumers to move from an indecisive toward a positive buying experience.	**MME.DMKT.7.C.b.1:** Reflect on how advanced technologies are influencing decision-making, both personal and professional.	**MME.DMKT.7.C.i.1:** Apply marketing principles using machine-learning methods to develop a dynamic pricing system.	**MME.DMKT.7.C.a.1:** Measure the effectiveness of propensity models that initiate retargeting tactics (e.g. audience, message modifications, customer profiles, multiple-channel campaigns, and timing) along with personalized Web and app experiences, including AI systems that are used for chatbots.
MME.DMKT.7.D: Examine customer customization and immersive experiences to develop long-term reliable consumer relationships.	**MME.DMKT.7.D.b.1:** Identify examples of how customer relationships and experiences have changed through the integration of technology in business.	**MME.DMKT.7.D.i.1:** Evaluate data models that expand machine learning to develop a predictive customer-service environment.	**MME.DMKT.7.D.a.1:** Utilize propensity modeling to initiate marketing automation in an effort to refine marketing workflows: process and multifunctional campaigns across multiple communication channels.

			Develop one-to-one, dynamic content-messaging based on the subscribers' data, preferences, and behaviors.

Strand: Management/Marketing II (MGT)

Standard: MME.MGT.1: Human Resource Management

Students will distinguish the tools, techniques, and systems that businesses use to plan, staff, lead, and organize human resources.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	**Intermediate (i)**	**Advanced (a)**
MME.MGT.1.A: Describe the role and function of human resource management.	**MME.MGT.1.A.b.1:** Define "human resource management."	**MME.MGT.1.A.i.1:** Discuss the roles and nature of human resource management.	**MME.MGT.1.A.a.1:** Describe phases of human resource management.
	MME.MGT.1.A.b.2: Identify characteristics of qualified employees.	**MME.MGT.1.A.i.2:** Discuss factors that impact human resource management: availability of qualified employees, employment laws and regulations, company policies and procedures, compensation and benefits programs, staff diversity, etc.	**MME.MGT.1.A.a.2:** Develop a job posting or description that includes characteristics of a qualified employee.
	MME.MGT.1.A.b.3: Define "ethics."	**MME.MGT.1.A.i.3:** Explain the role of ethics in human resource management.	**MME.MGT.1.A.a.3:** Develop personal and business codes of ethics.

	MME.MGT.1.A.b.4: Discuss types of technology a business in human resource management used for recruitment.	MME.MGT.1.A.i.4: Provide examples of types of technology a business in human resource management used for recruitment.	MME.MGT.1.A.a.4: Select the most effective methods in human resource management used for employee recruitment.
MME.MGT.1.B: Implement organizational skills to facilitate others' work efforts.	MME.MGT.1.B.b.1: Identify ways to prioritize work responsibilities.	MME.MGT.1.B.i.1: Prioritize daily activities.	MME.MGT.1.B.a.1: Harmonize tasks, projects, and employees in the context of business priorities.
	MME.MGT.1.B.b.2: Explain the term "delegate."	MME.MGT.1.B.i.2: Discuss ways businesses can delegate work.	MME.MGT.1.B.a.2: Delegate work to others.
	MME.MGT.1.B.b.3: Explain effective collaboration.	MME.MGT.1.B.i.3: Discuss why companies would use cross-functional teams to complete tasks.	MME.MGT.1.B.a.3: Coordinate efforts of cross-functional teams to achieve project or company goals.

Standard: MME.MGT.2: Information Management and Knowledge Management

Students will use tools, strategies, and systems needed to access, collect, process, maintain, analyze, evaluate, and disseminate information to assist in business decision-making.

	Performance Indicators (By Learning Progression)		
Learning Priority	Beginning (b)	Intermediate (i)	Advanced (a)
MME.MGT.2.A: Maintain business records to facilitate business operations.	MME.MGT.2.A.b.1: Describe the nature of business records.	MME.MGT.2.A.i.1: Explain examples of information found within business records.	MME.MGT.2.A.a.1: Maintain customer records.

	MME.MGT.2.A.b.2: Demonstrate basic spreadsheet applications.	MME.MGT.2.A.i.2: Demonstrate proficient spreadsheet applications.	MME.MGT.2.A.a.2: Demonstrate effective spreadsheet applications.
MME.MGT.2.B: Acquire information to guide business decision-making.	**MME.MGT.2.B.b.1:** Describe why a business needs to be aware of the environmental impact on operations.	**MME.MGT.2.B.i.1:** Conduct an environmental scan to obtain business information.	**MME.MGT.2.B.a.1:** Interpret statistical findings.
MME.MGT.2.C: Use information-technology tools to manage and perform work responsibilities.	**MME.MGT.2.C.b.1:** Identify ways that technology impacts business.	**MME.MGT.2.C.i.1:** Describe technology options to make a business more profitable and efficient.	**MME.MGT.2.C.a.1:** Determine types of technology needed by a company or agency.
	MME.MGT.2.C.b.2: Demonstrate basic web-search skills.	**MME.MGT.2.C.i.2:** Demonstrate personal information management or productivity applications.	**MME.MGT.2.C.a.2:** Use technology for marketing research.
MME.MGT.2.D: Describe the nature and scope of knowledge management.	**MME.MGT.2.D.b.1:** Identify the basic components of knowledge management.	**MME.MGT.2.D.i.1:** Research case studies that involve ethics and knowledge management.	**MME.MGT.2.D.a.1:** Explain the use of technology in knowledge management.
	MME.MGT.2.D.b.2: Define "ethics."	**MME.MGT.2.D.i.2:** Discuss the role of ethics in knowledge management.	**MME.MGT.2.D.a.2:** Explain legal considerations for knowledge management.
MME.MGT.2.E: Use knowledge management strategies to improve the performance and competitive advantage of an organization.	**MME.MGT.2.E.b.1:** Identify techniques that can be used to capture and transfer knowledge in an organization.	**MME.MGT.2.E.i.1:** Determine factors causing loss of organizational knowledge.	**MME.MGT.2.E.a.1:** Implement knowledge management strategies.
MME.MGT.2.F: Use systems, strategies, and techniques to collect, organize, analyze, and share information known in an organization.	**MME.MGT.2.F.b.1:** Identify the basic components of knowledge management.	**MME.MGT.2.F.i.1:** Discuss the role of ethics in knowledge management.	**MME.MGT.2.F.a.1:** Research case studies that involve ethics and knowledge management.
	MME.MGT.2.F.b.2: Explain the nature of knowledge management.	**MME.MGT.2.F.i.2:** Explain the use of technology in knowledge management.	**MME.MGT.2.F.a.2:** Explain legal considerations for knowledge management.

	MME.MGT.2.G.b.1: Identify techniques that can be used to capture and transfer knowledge in an organization.	MME.MGT.2.G.i.1: Determine factors causing loss of organizational knowledge.	MME.MGT.2.G.a.1: Implement knowledge management strategies.
MME.MGT.2.G: Use knowledge-management strategies to improve the performance and competitive advantage of an organization.			

Standard: MME.MGT.3: Quality Management and Risk Management

Students will describe the need for standards and the strategies and techniques used to implement, monitor, and evaluate them.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.MGT.3.A: Describe the role and function of quality management.	MME.MGT.3.A.b.1: Describe what the term "quality" means.	MME.MGT.3.A.i.1: Define "quality management."	MME.MGT.3.A.a.1: Discuss the need for continuous improvement of the quality process.
MME.MGT.3.B: Identify techniques to measure variation (quality).	MME.MGT.3.B.b.1: Explain the relationship between variation and quality.	MME.MGT.3.B.i.1: Identify effective techniques to measure variation in different industries.	MME.MGT.3.B.a.1: Discuss techniques to measure and reduce variation in specific industries and settings.
MME.MGT.3.C: Describe risk-management strategies and techniques used to minimize business loss.	MME.MGT.3.C.b.1: Determine what "risk" is.	MME.MGT.3.C.i.1: Identify marketing and business risks.	MME.MGT.3.C.a.1: Identify techniques for reducing or eliminating risks.
	MME.MGT.3.C.b.2: Describe the concept of "insurance."	MME.MGT.3.C.i.2: Describe insurance as it relates to minimizing the threat of financial risk to a business.	MME.MGT.3.C.a.2: Describe types of business insurance coverage and their functions.

	MME.MGT.3.C.b.3: Describe ways employees or customers may get hurt or sick in a business.	MME.MGT.3.C.i.3: List health and safety issues in business.	MME.MGT.3.C.a.3: Describe health and safety regulations in business.
MME.MGT.3.D: Identify potential business threats and opportunities to protect a business's financial well-being.	MME.MGT.3.D.b.1: Explain the impact of risk on the business.	MME.MGT.3.D.i.1: Describe strategies to minimize business risks.	MME.MGT.3.D.a.1: Identify and analyze marketing and business risks.

Standard: MME.MGT.4: Project Management and Strategic Management

Students will describe tools, techniques, and systems that are used to plan, implement, monitor, and evaluate business projects.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.MGT.4.A: Use project-management skills to improve workflow and minimize costs.	MME.MGT.4.A.b.1: Explain the basic elements of a project.	MME.MGT.4.A.i.1: Organize supplies and resources before starting an activity.	MME.MGT.4.A.a.1: Use resources needed for the project.
	MME.MGT.4.A.b.2: Define "project management."	MME.MGT.4.A.i.2: Develop a project plan.	MME.MGT.4.A.a.2: Evaluate project results.
MME.MGT.4.B: Explore project management skills to start, run, and end projects.	MME.MGT.4.B.b.1: Describe the purpose of due dates.	MME.MGT.4.B.i.1: Practice scheduling a variety of activities to prioritize tasks.	MME.MGT.4.B.a.1: Coordinate schedules and activities.
	MME.MGT.4.B.b.2: Define "project life cycle."	MME.MGT.4.B.i.2: Explain the nature of a project life cycle.	MME.MGT.4.B.a.2: Track project progress and results.

MME.MGT.4.C: Recognize management's role to understand its contribution to business success.	MME.MGT.4.C.b.1: Describe factors that influence management.	MME.MGT.4.C.i.1: Differentiate between internal and external managerial influences.	MME.MGT.4.C.a.1: Make unbiased managerial decisions to improve a school-based enterprise or another business venture.
MME.MGT.4.D: Control an organization's or department's activities to encourage growth and development.	MME.MGT.4.D.b.1: Review departmental policies.	MME.MGT.4.D.i.1: Adjust or set departmental policies.	MME.MGT.4.D.a.1: Review the effect of departmental strategies on departmental goals and objectives.

Standard: MME.MGT.5: Project Management and Strategic Management

Students will describe tools, techniques, and systems that affect a business's ability to plan, control, and organize an organization/department.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.MGT.5.A: Understand the tools, techniques, and systems that affect a business's ability to operate.	MME.MGT.5.A.b.1: Define "objectives."	MME.MGT.5.A.i.1: Explain how marketing activities correlate with business activities.	MME.MGT.5.A.a.1: Explain the value of aligning marketing activities with business objectives.
	MME.MGT.5.A.b.2: Define "department" and "organization structure."	MME.MGT.5.A.i.2: Provide input on department and organization structure.	MME.MGT.5.A.a.2: Develop department structure.
	MME.MGT.5.A.b.3: Provide input into strategic planning.	MME.MGT.5.A.i.3: Conduct a gap analysis to determine the organization's capability.	MME.MGT.5.A.a.3: Determine strategic marketing planning structure.

MME.MGT.5.B: Control an organization's or department's activities to encourage growth and development.	**MME.MGT.5.B.b.1:** Identify realistic and attainable goals and objectives.	**MME.MGT.5.B.i.1:** Monitor achievement of marketing objectives in a school-based enterprise or another business venture.	**MME.MGT.5.B.a.1:** Modify marketing strategies based on performance results.
	MME.MGT.5.B.b.2: Explain how a business measures performance.	**MME.MGT.5.B.i.2:** Explain types of marketing success metrics.	**MME.MGT.5.B.a.2:** Design a marketing performance measurement system.
MME.MGT.5.C: Record management's role in summarizing its contribution to business success.	**MME.MGT.5.C.b.1:** Identify the roles of managers.	**MME.MGT.5.C.i.1:** Describe factors that influence management.	**MME.MGT.5.C.a.1:** Explain management theories and their applications.
	MME.MGT.5.C.b.2: Explain "global marketing."	**MME.MGT.5.C.i.2:** Identify the role of managers in a global marketplace.	**MME.MGT.5.C.a.2:** Determine the business's overall global strategy.
MME.MGT.5.D: Plan an organization's or department's activities to guide and support decision-making and to ensure that staff focus on the right priorities.	**MME.MGT.5.D.b.1:** Explain the purpose of a vision statement.	**MME.MGT.5.D.i.1:** Develop a company vision.	**MME.MGT.5.D.a.1:** Develop strategies for achieving the company vision.
	MME.MGT.5.D.b.2: Describe the strategic planning process within an organization.	**MME.MGT.5.D.i.2:** Evaluate opportunities for potential company changes.	**MME.MGT.5.D.a.2:** Develop the company's management plan.
	MME.MGT.5.D.b.3: Identify and set benchmarks for key performance indicators.	**MME.MGT.5.D.i.3:** Determine alternative actions to take when goals are not being met.	**MME.MGT.5.D.a.3:** Develop processes that can be used to improve business results.
MME.MGT.5.E: Design organizational structure to facilitate business activities.	**MME.MGT.5.E.b.1:** Define "organizational structure."	**MME.MGT.5.E.i.1:** Describe organizational structures for managing foreign business activities.	**MME.MGT.5.E.a.1:** Develop an organizational strategy for domestic and international businesses.

	MME.MGT.5.E.b.2: Explain an "organizational plan."	MME.MGT.5.E.i.2: Develop a basic organizational plan.	MME.MGT.5.E.a.2: Develop an organizational plan for human resources.
MME.MGT.5.F: Control an organization's or department's activities to monitor business activities and to make business decisions.	**MME.MGT.5.F.b.1:** Discuss the importance of the coordinating and controlling role in the business environment.	**MME.MGT.5.F.i.1:** Apply benchmarking techniques.	**MME.MGT.5.F.a.1:** Evaluate individual departments' contributions to organizational effectiveness.
	MME.MGT.5.F.b.2: Explain how internal information can be used for strategic planning.	**MME.MGT.5.F.i.2:** Interpret internal information for strategic planning: financial and accounting, marketing, operations, human resources, information technology, and individual employee data.	**MME.MGT.5.F.a.2:** Assess the company's strategic-planning processes.

Standard: MME.MGT.6: Information Management and Knowledge Management

Students will use the systems, strategies, and techniques used to collect, organize, analyze, and share information known in an organization.

	Performance Indicators (By Learning Progression)		
Learning Priority	**Beginning (b)**	**Intermediate (i)**	**Advanced (a)**
MME.MGT.6.A: Describe the nature and scope of knowledge management.	**MME.MGT.6.A.b.1:** Identify the basic components of knowledge management.	**MME.MGT.6.A.i.1:** Explain the nature of knowledge management.	**MME.MGT.6.A.a.1:** Research case studies that involve knowledge management.

	MME.MGT.6.A.b.2: Discuss basic legal considerations in knowledge management.	MME.MGT.6.A.i.2: Explain legal considerations for knowledge management.	MME.MGT.6.A.a.2: Implement best legal practices for knowledge management.
MME.MGT.6.B: Use knowledge management strategies to improve the performance and competitive advantage of an organization.	**MME.MGT.6.B.b.1:** Explain how knowledge management is used by an organization.	**MME.MGT.6.B.i.1:** Identify techniques that can be used to capture and transfer knowledge in an organization.	**MME.MGT.6.B.a.1:** Implement techniques that can be used to capture and transfer knowledge in an organization.
	MME.MGT.6.B.b.2: Brainstorm causes for loss of organizational knowledge.	**MME.MGT.6.B.i.2:** Identify factors leading to the cause for loss of organizational knowledge.	**MME.MGT.6.B.a.2:** Develop a plan to prevent and eliminate the loss of organizational knowledge.

Standard: MME.MGT.7: Business Law

Students will acquire foundational knowledge of the legal environment in which businesses operate to protect the company's well-being.

	Performance Indicators (By Learning Progression)		
Learning Priority	**Beginning (b)**	**Intermediate (i)**	**Advanced (a)**
MME.MGT.7.A: Understand the legal environment in which a business operates.	**MME.MGT.7.A.b.1:** Define "legal settlement."	**MME.MGT.7.A.i.1:** Research cases ending in settlement of legal matters.	**MME.MGT.7.A.a.1:** Describe factors affecting the settlement of legal matters.
	MME.MGT.7.A.b.2: Describe the litigation process.	**MME.MGT.7.A.i.2:** Research case law as it relates to the world of business.	**MME.MGT.7.A.a.2:** Describe ways to avoid lawsuits within a business venture.

| | MME.MGT.7.A.b.3: Analyze significant laws regulating employment relationships. | MME.MGT.7.A.i.3: Differentiate between common laws: torts, consumer law, criminal law, commerce law, and contract law. | MME.MGT.7.A.a.3: Provide examples of potential legal liabilities affecting firms in relation to different common business laws. |
| | MME.MGT.7.A.b.4: Define "arbitration" and "mediation." | MME.MGT.7.A.i.4: Describe the arbitration or mediation process. | MME.MGT.7.A.a.4: Provide examples of when arbitration or mediation is needed within a business venture. |

Standard: MME.MGT.8: Emotional Intelligence

Students will understand techniques, strategies, and systems used to foster self-understanding and enhance relationships with others.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.MGT.8.A: Foster self-understanding to recognize the impact of personal feelings on others.	MME.MGT.8.A.b.1: Explain the concept of "self-esteem."	MME.MGT.8.A.i.1: Describe the nature of "emotional intelligence."	MME.MGT.8.A.a.1: Exhibit emotional intelligence.
	MME.MGT.8.A.b.2: Assess personal strengths and weaknesses.	MME.MGT.8.A.i.2: Assess personal behavior and values.	MME.MGT.8.A.a.2: Recognize and overcome personal biases and stereotypes.
MME.MGT.8.B: Develop personal traits to foster career advancement.	MME.MGT.8.B.b.1: Identify desirable personality traits important to a business.	MME.MGT.8.B.i.1: Demonstrate interest and enthusiasm.	MME.MGT.8.B.a.1: Demonstrate self-confidence and initiative.

MME.MGT.8.C: Apply ethics to demonstrate trustworthiness.	**MME.MGT.8.C.b.1:** Identify characteristics of trustworthiness.	**MME.MGT.8.C.i.1:** Demonstrate responsible behavior.	**MME.MGT.8.C.a.1:** Demonstrate fairness, honesty, and integrity.
	MME.MGT.8.C.b.2: Assess the risks of personal decisions.	**MME.MGT.8.C.i.2:** Demonstrate ethical work habits.	**MME.MGT.8.C.a.2:** Take responsibility for decisions and actions.
	MME.MGT.8.C.b.3: Describe the nature of ethics.	**MME.MGT.8.C.i.3:** Explain reasons for ethical dilemmas.	**MME.MGT.8.C.a.3:** Recognize and respond to ethical dilemmas.
MME.MGT.8.D: Exhibit techniques to manage emotional reactions to people and situations.	**MME.MGT.8.D.b.1:** Exhibit a positive attitude.	**MME.MGT.8.D.i.1:** Demonstrate self-control.	**MME.MGT.8.D.a.1:** Adjust to change.
MME.MGT.8.E: Identify with others' feelings, needs, and concerns to enhance interpersonal relations.	**MME.MGT.8.E.b.1:** Respect the privacy of others.	**MME.MGT.8.E.i.1:** Show empathy for others.	**MME.MGT.8.E.a.1:** Maintain the confidentiality of others.
	MME.MGT.8.E.b.2: Understand one's own personality type.	**MME.MGT.8.E.i.2:** Explore various personality types.	**MME.MGT.8.E.a.2:** Leverage personality types in business situations.
	MME.MGT.8.E.b.3: Define "cultural sensitivity."	**MME.MGT.8.E.i.3:** Explore ways to be culturally sensitive.	**MME.MGT.8.E.a.3:** Exhibit cultural sensitivity.
MME.MGT.8.F: Use communication skills to foster open, honest communication.	**MME.MGT.8.F.b.1:** Explain the nature of effective communication.	**MME.MGT.8.F.i.1:** Identify components of effective communication.	**MME.MGT.8.F.a.1:** Demonstrate effective communication.
	MME.MGT.8.F.b.2: Collaborate with others.	**MME.MGT.8.F.i.2:** Solicit feedback.	**MME.MGT.8.F.a.2:** Use collaboration and feedback to come to a consensus.

MME.MGT.8.G: Use communication to influence others.	MME.MGT.8.G.b.1: "Sell" ideas to others.	MME.MGT.8.G.i.1: Persuade others.	MME.MGT.8.G.a.1: Demonstrate negotiation skills.
MME.MGT.8.H: Manage stressful situations to minimize potential negative impact.	MME.MGT.8.H.b.1: Explain the nature of office politics.	MME.MGT.8.H.i.1: Identify solutions for handling office politics.	MME.MGT.8.H.a.1: Overcome problems and difficulties associated with office politics and turf wars.
	MME.MGT.8.H.b.2: Explain the nature of stress management.	MME.MGT.8.H.i.2: Use appropriate assertiveness.	MME.MGT.8.H.a.2: Use conflict-resolution skills.
MME.MGT.8.I: Implement teamwork techniques to accomplish goals.	MME.MGT.8.I.b.1: Participate as a team member.	MME.MGT.8.I.i.1: Use consensus-building skills.	MME.MGT.8.I.a.1: Motivate team members.

Strand: Entrepreneurship (ENT)

Standard: MME.ENT.1: Entrepreneurship

Students will describe the concepts and processes associated with successful entrepreneurial performance.

	Performance Indicators (By Learning Progression)		
Learning Priority	**Beginning (b)**	**Intermediate (i)**	**Advanced (a)**
MME.ENT.1.A: Describe the role and function of entrepreneurship.	MME.ENT.1.A.b.1: Explain the concept of "entrepreneurship."	MME.ENT.1.A.i.1: Explain the skills needed for entrepreneurial success.	MME.ENT.1.A.a.1: Explain the primary responsibilities of an entrepreneur, employee, and manager.

	MME.ENT.1.A.b.2: Identify successful entrepreneurs from the past.	MME.ENT.1.A.i.2: Research the impact of past entrepreneurs on our economy.	MME.ENT.1.A.a.2: Conduct a self-assessment to determine entrepreneurial potential.
	MME.ENT.1.A.b.3: Examine career opportunities in entrepreneurship.	MME.ENT.1.A.i.3: Shadow a local entrepreneur to discover the strengths, weaknesses, opportunities, and threats (SWOT) of entrepreneurship.	MME.ENT.1.A.a.3: Form a business partnership or corporation to produce, distribute, promote, and sell a good, service, or idea.
MME.ENT.1.B: Describe the role and function of entrepreneurship.	MME.ENT.1.B.b.1: List the different types of business ownership.	MME.ENT.1.B.i.1: Compare and contrast the types of business ownership.	MME.ENT.1.B.a.1: Research different companies, and evaluate the form of business ownership.

Standard: MME.ENT.2: Entrepreneurship

Students will describe the concepts, processes, and skills associated with identifying new ideas, opportunities, and methods with creating or starting a new project or venture.

	Performance Indicators (By Learning Progression)		
Learning Priority	**Beginning (b)**	**Intermediate (i)**	**Advanced (a)**
MME.ENT.2.A: Employ entrepreneurial discovery strategies to generate feasible ideas for business ventures.	MME.ENT.2.A.b.1: Identify the impact of entrepreneurs on our economy, and describe the need for entrepreneurial innovation.	MME.ENT.2.A.i.1: Explain the importance of how an entrepreneur generates ideas, recognizes opportunities, and determines the feasibility of the venture.	MME.ENT.2.A.a.1: Use a variety of idea-generation methods—brainstorming, creative activities, research, etc.—to develop and test a product or business.

	MME.ENT.2.A.b.2: Identify current consumer needs and wants in the local economy.	**MME.ENT.2.A.i.2:** Analyze the components of the marketing mix within a variety of local competing industries.	**MME.ENT.2.A.a.2:** Generate venture ideas for a school-based enterprise or another business venture.
	MME.ENT.2.A.b.3: Define feasibility regarding customer discovery and value proposition.	**MME.ENT.2.A.i.3:** List possible products or services that would be feasible to sell within the school district.	**MME.ENT.2.A.a.3:** Determine the feasibility of the venture for the product or business.
	MME.ENT.2.A.b.4: Explain the need for entrepreneurial discovery.	**MME.ENT.2.A.i.4:** Discuss the entrepreneurial discovery process.	**MME.ENT.2.A.a.4:** Assess global trends and opportunities for business ventures.
MME.ENT.2.B: Develop concepts for new business ventures to evaluate their success potential.	**MME.ENT.2.B.b.1:** Explain what a business plan is, its importance, and how it is used.	**MME.ENT.2.B.i.1:** Identify the components of a business plan.	**MME.ENT.2.B.a.1:** Develop a business plan.
	MME.ENT.2.B.b.2: Identify the purpose of venture-planning tools—market research, local organizations, chambers of commerce, and economic growth or development organizations—when developing the concept for a new business.	**MME.ENT.2.B.i.2:** Explain tools used by entrepreneurs for venture planning: market research, local organizations, chambers of commerce, and economic growth or development organizations.	**MME.ENT.2.B.a.2:** Analyze local, state, national, and global venture opportunities using a variety of venture-planning resources.
	MME.ENT.2.B.b.3: Compare and contrast the advantages and disadvantages of owning a franchise.	**MME.ENT.2.B.i.3:** Research the costs associated with a start-up franchise.	**MME.ENT.2.B.a.3:** Assess start-up requirements for a franchise.
	MME.ENT.2.B.b.4: Distinguish between "risk" and "threat."	**MME.ENT.2.B.i.4:** Explain ways to transfer or reduce risks associated with owning a business.	**MME.ENT.2.B.a.4:** Assess risks associated with the venture.

MME.ENT.2.C: Determine needed resources for a new business venture to contribute to its start-up viability.	**MME.ENT.2.C.b.1:** Define "resources": financial, human, and capital.	**MME.ENT.2.C.i.1:** Explain how to determine the amount of adequate resources for a new venture.	**MME.ENT.2.C.a.1:** Describe the processes used to acquire adequate resources for venture creation and start-up.
	MME.ENT.2.C.b.2: Identify the challenge of obtaining financial support from financial institutions and the community.	**MME.ENT.2.C.i.2:** Describe ways to obtain financial support from the community.	**MME.ENT.2.C.a.2:** Develop proposals to obtain financial support for a school-based enterprise, student organization, or another business venture.
	MME.ENT.2.C.b.3: Describe considerations in selecting capital resources.	**MME.ENT.2.C.i.3:** Assess the costs and benefits associated with resources.	**MME.ENT.2.C.a.3:** Generate capital resources and support from financial institutions and the local community.
MME.ENT.2.D: Actualize new business ventures to generate profit and meet objectives.	**MME.ENT.2.D.b.1:** Describe the use of operating procedures.	**MME.ENT.2.D.i.1:** Explain methods and processes for organizing workflow.	**MME.ENT.2.D.a.1:** Analyze the organizational system and operation for a school-based enterprise or another business venture.
	MME.ENT.2.D.b.2: List potential risks within a venture.	**MME.ENT.2.D.i.2:** Describe how changes to vendors, products, services, etc. will create business risk.	**MME.ENT.2.D.a.2:** Evaluate risk-taking opportunities within the school-based enterprise or another business venture.
	MME.ENT.2.D.b.3: Explain the importance of creative problem-solving skills.	**MME.ENT.2.D.i.3:** Use creative problem-solving skills in a classroom activity or decision.	**MME.ENT.2.D.a.3:** Adapt to changes in the business environment to gain a competitive advantage.
MME.ENT.2.E: Describe the process in which the entrepreneur decides on the venture's future: growth, development, or demise.	**MME.ENT.2.E.b.1:** List ways to improve the business to become more successful in the future.	**MME.ENT.2.E.i.1:** Evaluate and assess past shortcomings to improve the business in the future.	**MME.ENT.2.E.a.1:** Design a plan for improvement of a school-based enterprise, or another venture, and determine its future.

	MME.ENT.2.E.b.2: Define "harvesting" and "entrepreneurship."	**MME.ENT.2.E.i.2:** Describe methods of venture harvesting.	**MME.ENT.2.E.a.2:** Evaluate a business's need for venture harvesting.
	MME.ENT.2.E.b.3: Identify reasons why a business would need an exit strategy.	**MME.ENT.2.E.i.3:** Explain the different options of exit strategies.	**MME.ENT.2.E.a.3:** Determine an appropriate exit strategy for the given business.

Standard: MME.ENT.3: Marketing Mix

Students will review, utilize, and develop the four areas of the marketing mix as they relate to the given industry.

	Performance Indicators (By Learning Progression)		
Learning Priority	**Beginning (b)**	**Intermediate (i)**	**Advanced (a)**
MME.ENT.3.A: Product – Generate product ideas to contribute to ongoing business success.	**MME.ENT.3.A.b.1:** Define the term "product/service management."	**MME.ENT.3.A.i.1:** Describe the benefits of product/service management.	**MME.ENT.3.A.a.1:** Practice product/service management within a small business.
	MME.ENT.3.A.b.2: Describe the product mix for the business.	**MME.ENT.3.A.i.2:** Describe considerations for selecting product-mix strategies.	**MME.ENT.3.A.a.2:** Determine whether to add, remove, or modify product offerings within the business.
	MME.ENT.3.A.b.3: Explain the purpose of a business's unique selling proposition.	**MME.ENT.3.A.i.3:** Discuss the importance of always fulfilling a business's unique selling proposition.	**MME.ENT.3.A.a.3:** Demonstrate procedures for identifying a business's unique selling proposition.

	MME.ENT.3.A.b.4: Explain the significance of a business's or product's name.	**MME.ENT.3.A.i.4:** Identify methods for selecting business and product names.	**MME.ENT.3.A.a.4:** Demonstrate procedures for choosing a business or product name.
MME.ENT.3.B: Price – Describe the role of pricing in marketing, and identify the factors that influence a product's price.	**MME.ENT.3.B.b.1:** Define the following terms: "floors," "ceilings," and "elasticity."	**MME.ENT.3.B.i.1:** Describe the importance of determining pricing floors and ceilings.	**MME.ENT.3.B.a.1:** Explain how elasticity can impact pricing practices.
	MME.ENT.3.B.b.2: Explain "pricing objectives."	**MME.ENT.3.B.i.2:** Explain the process for setting prices.	**MME.ENT.3.B.a.2:** Implement a process for setting prices.
	MME.ENT.3.C.b.1: Define the following terms: "channel," "channel intensity," "channel length," "distribution patterns," "exclusive distribution," "selective distribution," and "intensive distribution."	**MME.ENT.3.C.i.1:** Explain key channel tasks.	**MME.ENT.3.C.a.1:** Describe when a channel will be most effective.
MME.ENT.3.C: Place – Determine how businesses identify and make channel management and distribution strategy decisions to transport products to the final consumer.	**MME.ENT.3.C.b.2:** Describe channel management decisions: selecting channel members, managing and motivating channel members, and evaluating channel members.	**MME.ENT.3.C.i.2:** Explain channel design decisions: analyzing customer needs, setting channel objectives, identifying major alternatives, types of intermediaries, number of intermediaries, and responsibilities of intermediaries.	**MME.ENT.3.C.a.2:** Discuss the relationship between the product being distributed and the pattern of distribution it uses.
	MME.ENT.3.C.b.3: Identify factors that affect the choice of channel of distribution.	**MME.ENT.3.C.i.3:** Demonstrate procedures for selecting channels of distribution.	**MME.ENT.3.C.a.3:** Manage channel activities to minimize cost and to determine distribution strategies.

MME.ENT.3.D: Promotion – Describe the concepts and strategies needed to communicate information about products to achieve a desired outcome.	MME.ENT.3.D.b.1: Determine components to include in a promotional plan for a small business.	MME.ENT.3.D.i.1: Explain guidelines for developing a promotional plan for a small business.	MME.ENT.3.D.a.1: Demonstrate how to develop a promotional plan for a small business.
	MME.ENT.3.D.b.2: Define the target audience for a business.	MME.ENT.3.D.i.2: Identify promotional channels used to communicate with the business's target audience.	MME.ENT.3.D.a.2: Develop and communicate promotional pieces for the business's target audience.

Standard: MME.ENT.4: Financial Analysis

Students will understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.ENT.4.A: Manage financial resources to ensure solvency.	MME.ENT.4.A.b.1: Describe types of financial statement analysis: ratio analysis, trend analysis, etc.	MME.ENT.4.A.i.1: Discuss limitations of using financial statements to assess business performances.	MME.ENT.4.A.a.1: Spot problems or issues with financial statements.
MME.ENT.4.B: Use debt and equity capital to raise funds for business growth.	MME.ENT.4.B.b.1: Describe the financial needs of a business at different stages of its development.	MME.ENT.4.B.i.1: Discuss factors to consider in choosing between debt and equity capital.	MME.ENT.4.B.a.1: Determine and acquire financial support at various stages of business development.
	MME.ENT.4.B.b.2: Describe how investment activity impacts economic growth.	MME.ENT.4.B.i.2: Provide examples of investment activities.	MME.ENT.4.B.a.2: Make investment decisions for a business or product.

| MME.ENT.4.C: Analyze cost-profit relationships to guide business decision-making. | MME.ENT.4.C.b.1: Identify factors affecting a business's profit. | MME.ENT.4.C.i.1: Understand measures that help or hinder productivity. | MME.ENT.4.C.a.1: Identify revenue streams for a business or product offering. |
| | MME.ENT.4.C.b.2: Define "break-event point." | MME.ENT.4.C.i.2: Explain how a break-even analysis is used to make business decisions. | MME.ENT.4.C.a.2: Utilize a break-even analysis to make business decisions. |

Standard: MME.ENT.5: Market Planning

Students will analyze the concepts and strategies utilized to determine target marketing strategies for a select audience.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.ENT.5.A: Develop marketing strategies to guide marketing tactics.	MME.ENT.5.A.b.1: Describe the relationship between goals, strategies, and tactics.	MME.ENT.5.A.i.1: Describe the importance of marketing strategies.	MME.ENT.5.A.a.1: Explain the factors that may cause marketing strategies to change.
MME.ENT.5.B: Select target markets.	MME.ENT.5.B.b.1: Explain the importance of target markets to businesses.	MME.ENT.5.B.i.1: Describe the advantages and disadvantages of using market segments.	MME.ENT.5.B.a.1: Demonstrate procedures for identifying market segments.
	MME.ENT.5.B.b.2: Discuss marketing research techniques that can be used to obtain target-market information.	MME.ENT.5.B.i.2: Identify sources that can be accessed to obtain target-market information.	MME.ENT.5.B.a.2: Develop a customer profile for a business or product.

	MME.ENT.5.B.b.3: Identify criteria used to assess the attractiveness of market segments.	**MME.ENT.5.B.i.3:** Describe factors to consider when assessing the fit between a market segment and a business.	**MME.ENT.5.B.a.3:** Utilize a portfolio matrix approach to evaluate market attractiveness.
MME.ENT.5.C: Employ marketing information to plan marketing activities.	**MME.ENT.5.C.b.1:** Explain the benefits associated with market planning.	**MME.ENT.5.C.i.1:** Explain the market planning process: goal setting, analyzing the current situation, developing strategy, implementing, and monitoring strategy.	**MME.ENT.5.C.a.1:** Conduct market planning for a school-based enterprise or another business venture.
MME.ENT.5.D: Explain the nature of marketing plans.	**MME.ENT.5.D.b.1:** Define the term "marketing plan."	**MME.ENT.5.D.i.1:** Describe the relationship between market planning and marketing plans.	**MME.ENT.5.D.a.1:** Explain the benefits associated with having a marketing plan.
	MME.ENT.5.D.b.2: Identify the components of a marketing plan.	**MME.ENT.5.D.i.2:** Describe the purpose of each component of the marketing plan.	**MME.ENT.5.D.a.2:** Develop a marketing plan for a school-based enterprise or another business venture.
MME.ENT.5.E: Explain the role of a situational analysis in the market-planning process.	**MME.ENT.5.E.b.1:** Define the components of a situational analysis (SWOT).	**MME.ENT.5.E.i.1:** Discuss the purpose of environmental scanning and monitoring in a SWOT.	**MME.ENT.5.E.a.1:** Conduct a SWOT analysis for a school-based enterprise or another business venture.
MME.ENT.5.F: Conduct a market analysis.	**MME.ENT.5.F.b.1:** Explain the importance of market analysis to the market-planning process.	**MME.ENT.5.F.i.1:** Identify components of a market analysis.	**MME.ENT.5.F.a.1:** Conduct a market analysis for a school-based enterprise or another business venture.
MME.ENT.5.G: Conduct a competitive analysis using key metrics.	**MME.ENT.5.G.b.1:** Explain the benefits of preparing a competitive analysis.	**MME.ENT.5.G.i.1:** Describe components of competitive analysis and identify sources of competitive information.	**MME.ENT.5.G.a.1:** Demonstrate procedures for conducting a competitive analysis.
MME.ENT.5.H: Explain the nature of sales forecasts.	**MME.ENT.5.H.b.1:** Identify items and factors for which sales forecasts can be used.	**MME.ENT.5.H.i.1:** Explain factors affecting how far ahead business should predict sales.	**MME.ENT.5.H.a.1:** Utilize sales forecasting to make business decisions.

Standard: MME.ENT.6: Operations

Students will execute the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	**Intermediate (i)**	**Advanced (a)**
MME.ENT.6.A: Comply with security rules, regulations, and codes (i.e. property, privacy, access, confidentiality) to protect customer and company information, reputation, and image.	**MME.ENT.6.A.b.1:** Explain information privacy, security, and confidentiality considerations in business.	**MME.ENT.6.A.i.1:** Discuss what information should be kept private, secured, and confidential.	**MME.ENT.6.A.a.1:** Maintain data security and confidentiality.
MME.ENT.6.B: Utilize project management skills to improve workflow and minimize costs.	**MME.ENT.6.B.b.1:** Utilize the project management process to plan projects.	**MME.ENT.6.B.i.1:** Monitor projects and take corrective actions.	**MME.ENT.6.B.a.1:** Evaluate project success.
MME.ENT.6.C: Implement purchasing activities to obtain business supplies, equipment, resources, and services.	**MME.ENT.6.C.b.1:** Discuss purchasing methods.	**MME.ENT.6.C.i.1:** Explain the impact of the purchasing process on productivity.	**MME.ENT.6.C.a.1:** Establish bid specifications.
	MME.ENT.6.C.b.2: Discuss the importance of ethics in the purchasing process.	**MME.ENT.6.C.i.2:** Establish criteria for ethical purchasing.	**MME.ENT.6.C.a.2:** Recommend an ethical purchasing process.
MME.ENT.6.D: Understand the importance of quality control and risk management.	**MME.ENT.6.D.b.1:** Define quality control and risk management.	**MME.ENT.6.D.i.1:** Explain how quality control and risk management can impact workflow.	**MME.ENT.6.D.a.1:** Develop and implement a quality control and risk management process to streamline workflow within a school-based enterprise or another business venture.

MME.ENT.6.E: Improve efficiency and workflow.	**MME.ENT.6.E.b.1:** Organize and prioritize work.	**MME.ENT.6.E.i.1:** Coordinate work with that of team members.	**MME.ENT.6.E.a.1:** Coordinate activities with those of other departments to improve efficiency and workflow within a business.
MME.ENT.6.F: Understand supply chain management and its role in business.	**MME.ENT.6.F.b.1:** Define supply chain management.	**MME.ENT.6.F.i.1:** Explain the benefits of supply chain management.	**MME.ENT.6.F.a.1:** Evaluate supply chain management models and select an appropriate model for a business venture.
MME.ENT.6.G: Use innovation to gain a competitive advantage in the marketplace.	**MME.ENT.6.G.b.1:** Discuss the nature of product development.	**MME.ENT.6.G.i.1:** Describe the relationship between innovation and product development.	**MME.ENT.6.G.a.1:** Explain ways to align product-development plans with business strategy.
MME.ENT.6.H: Use innovation to contribute to ongoing business success.	**MME.ENT.6.H.b.1:** Identify environments that foster ongoing innovation.	**MME.ENT.6.H.i.1:** Describe methods for recognizing opportunities for innovation.	**MME.ENT.6.H.a.1:** Develop a plan and implementation guide for developing innovation strategies and processes.

Standard: MME.ENT.7: Business Law

Students will understand a business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.ENT.7.A: Acquire foundational knowledge of business laws and regulations to understand their nature and scope.	**MME.ENT.7.A.b.1:** Define intellectual property.	**MME.ENT.7.A.i.1:** Describe strategies to protect intellectual property.	**MME.ENT.7.A.a.1:** Analyze the connection between intellectual property and its relationship to entrepreneurship.
	MME.ENT.7.A.b.2: Identify legal issues affecting businesses.	**MME.ENT.7.A.i.2:** Describe legal issues affecting businesses.	**MME.ENT.7.A.a.2:** Practice and maintain legal business operations.
MME.ENT.7.B: Understand the civil foundations of the legal environment of business to demonstrate knowledge of contracts.	**MME.ENT.7.B.b.1:** Identify basic torts relating to business enterprise.	**MME.ENT.7.B.i.1:** Identify the three categories of torts: intentional torts (e.g., intentionally hitting a person); negligent torts (e.g., causing an accident by failing to obey traffic rules); and strict liability torts (e.g., liability for making and selling defective products).	**MME.ENT.7.B.a.1:** Describe the nature of legally binding contracts.
MME.ENT.7.C: Understand human-resources laws and regulations to facilitate business operations.	**MME.ENT.7.C.b.1:** Define "human resources."	**MME.ENT.7.C.i.1:** Explain the nature of human resources regulations.	**MME.ENT.7.C.a.1:** Explain the nature of workplace regulations.
MME.ENT.7.D: Apply knowledge of business ownership to establish and continue business operations.	**MME.ENT.7.D.b.1:** List the types of business ownership.	**MME.ENT.7.D.i.1:** Compare and contrast the forms of business ownership.	**MME.ENT.7.D.a.1:** Select the form of business ownership that is most beneficial to a specific business venture.

MME.ENT.7.E: Understand tax laws and regulations to adhere to government requirements.	MME.ENT.7.E.b.1: Explain the nature of tax regulations on business.	MME.ENT.7.E.i.1: Explain the nature of businesses' reporting requirements.	MME.ENT.7.E.a.1: Develop strategies for legal and government compliance.

Standard: MME.ENT.8: Ethical Leadership

Students will understand the role of ethics in leadership.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.ENT.8.A: Describe ethical leadership and how it may benefit a business.	MME.ENT.8.A.b.1: Define ethical leadership.	MME.ENT.8.A.i.1: Examine the requirements for ethical leadership.	MME.ENT.8.A.a.1: Realize the benefits that come from effective ethical leadership.
	MME.ENT.8.A.b.2: Explain organizational culture.	MME.ENT.8.A.i.2: Research ways ethical leadership impacts organizational culture.	MME.ENT.8.A.a.2: Understand how employees can be empowered to take on responsibilities in ethical leadership.
	MME.ENT.8.A.b.3: Examine leader-follower relationships.	MME.ENT.8.A.i.3: Learn about leadership styles and how they influence ethical leadership.	MME.ENT.8.A.a.3: Apply various leadership styles to influence others.
	MME.ENT.8.A.b.4: List ways of dealing with conflict management.	MME.ENT.8.A.i.4: Research different styles of conflict management.	MME.ENT.8.A.a.4: Given a scenario, apply effective conflict-management styles.
MME.ENT.8.B: Understand why businesses need ethics programs.	MME.ENT.8.B.b.1: Define "code of ethics."	MME.ENT.8.B.i.1: Identify elements to be included in a code of ethics.	MME.ENT.8.B.a.1: Develop a code of ethics for a business venture.

	MME.ENT.8.B.b.2: Explain the connection between a code of ethics and business risk.	MME.ENT.8.B.i.2: Describe the role of codes of ethics in identifying key corporate risk areas.	MME.ENT.8.B.a.2: Utilize a code of ethics to eliminate business risk.
	MME.ENT.8.B.b.3: Identify factors in successful ethics training, program types, and goals.	MME.ENT.8.B.i.3: Examine ways ethical standards are monitored, audited, and enforced.	MME.ENT.8.B.a.3: Monitor, audit, and enforce ethical standards within a business venture.

Standard: MME.ENT.9: Human Resource Management

Students will distinguish the tools, techniques, and systems that businesses use to plan, staff, lead, and organize human resources.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.ENT.9.A: Staff a business unit to satisfy work demands while adhering to budget constraints.	MME.ENT.9.A.b.1: Discuss types of jobs.	MME.ENT.9.A.i.1: Explain why and when businesses hire employees.	MME.ENT.9.A.a.1: Determine hiring needs.
	MME.ENT.9.A.b.2: Explain how individuals get jobs.	MME.ENT.9.A.i.2: Create employability resources: cover letter, application, resume, etc.	MME.ENT.9.A.a.2: Complete the hiring process by utilizing employability resources.
	MME.ENT.9.A.b.3: Explain how employees are paid.	MME.ENT.9.A.i.3: Discuss employee compensation.	MME.ENT.9.A.a.3: Differentiate between employee compensation and benefits.

	MME.ENT.9.A.b.4: Define "employee file."	**MME.ENT.9.A.i.4:** Discuss the contents and uses of an employee file.	**MME.ENT.9.A.a.4:** Maintain human-resources records.
	MME.ENT.9.A.b.5: Screen job applications and resumes.	**MME.ENT.9.A.i.5:** Interview job applicants.	**MME.ENT.9.A.a.5:** Select and hire new employees.
	MME.ENT.9.A.b.6: Explain reasons why employees would be fired.	**MME.ENT.9.A.i.6:** Review employee-termination scenarios.	**MME.ENT.9.A.a.6:** Dismiss or fire employees.
MME.ENT.9.B: Manage staff growth and development to increase productivity and employee satisfaction.	**MME.ENT.9.B.b.1:** Explain the role of training and human-resources development.	**MME.ENT.9.B.i.1:** Ensure staff knowledge of responsibilities, duties, functions, and authority levels.	**MME.ENT.9.B.a.1:** Orient new employees.
	MME.ENT.9.B.b.2: Explain the importance of having an enjoyable experience during work.	**MME.ENT.9.B.i.2:** List ways to ensure a positive work environment.	**MME.ENT.9.B.a.2:** Foster "right" environment for employees.
	MME.ENT.9.B.b.3: Describe a special event that will boost employee morale and motivation.	**MME.ENT.9.B.i.3:** Recognize and reward employees.	**MME.ENT.9.B.a.3:** Hold special events for employees.
	MME.ENT.9.B.b.4: Explain the concept of an employee evaluation.	**MME.ENT.9.B.i.4:** Coach employees.	**MME.ENT.9.B.a.4:** Assess employee performance.
	MME.ENT.9.B.b.5: Describe why companies need to have a process in place for submitting employee complaints.	**MME.ENT.9.B.i.5:** Handle employee complaints and grievances.	**MME.ENT.9.B.a.5:** Resolve staff issues or problems to enhance productivity and improve employee relationships.

	MME.ENT.9.C.b.1: Explain the importance of workplace regulations, including OSHA and ADA.	MME.ENT.9.C.i.1: Research and present case law revolving around workplace regulations, including OSHA and ADA.	MME.ENT.9.C.a.1: Develop a plan to implement workplace regulations within a business or school-based enterprise.
MME.ENT.9.C: Describe human-resources laws and regulations to facilitate business operations.			

Standard: MME.ENT.10: Project Management and Strategic Management

Students will describe tools, techniques, and systems that are used to plan, implement, monitor, and evaluate business projects.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.ENT.10.A: Explain the types of marketing success metrics for measuring success.	MME.ENT.10.A.b.1: Identify information systems and information communication technology for a business.	MME.ENT.10.A.i.1: Explain the strategic role of information systems and information communication technology within an organization.	MME.ENT.10.A.a.1: Integrate information-systems planning with business planning.
MME.ENT.10.B: Adapt to and manage change within an organization to accomplish organizational objectives.	MME.ENT.10.B.b.1: Describe the relationship between innovation, learning, and change.	MME.ENT.10.B.i.1: Explain the nature of change management.	MME.ENT.10.B.a.1: Explain the chain-management life cycle.
MME.ENT.10.C: Utilize planning tools to guide the organization's or department's activities.	MME.ENT.10.C.b.1: Explain the importance of company goals and objectives.	MME.ENT.10.C.i.1: Describe ways in which company goals and objectives are used.	MME.ENT.10.C.a.1: Demonstrate how to develop company goals and objectives.

	MME.ENT.10.D.b.1: Explain the reasons for creating mission and vision statements.	MME.ENT.10.D.i.1: Identify characteristics of successful mission and vision statements.	MME.ENT.10.D.a.1: Demonstrate procedures for defining a business's mission and vision.
MME.ENT.10.D: Define a business's "mission" and "vision."			
MME.ENT.10.E: Define the "business model."	**MME.ENT.10.E.b.1:** Identify the four core areas of a business model.	**MME.ENT.10.E.i.1:** Explore the importance of the value proposition in further detail.	**MME.ENT.10.E.a.1:** Explain why a good value proposition is central to a successful business-model canvas.
	MME.ENT.10.E.b.2: Understand why business models are important.	**MME.ENT.10.E.i.2:** Explain how the business-model canvas would be useful to apply to your own development ideas.	**MME.ENT.10.E.a.2:** Identify the nine components of the business-model canvas.

Standard: MME.ENT.11: Economics

Students will understand economic systems and concepts to be able to recognize the environments in which businesses function.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
MME.ENT.11.A: Understand economic systems to be able to recognize the environments in which businesses function.	**MME.ENT.11.A.b.1:** Define "market economy."	**MME.ENT.11.A.i.1:** Explain the concept of "private enterprise."	**MME.ENT.11.A.a.1:** Explain the concept of competition in a market economy.
	MME.ENT.11.A.b.2: Identify factors affecting a business's profit.	**MME.ENT.11.A.i.2:** Determine factors affecting business risk.	**MME.ENT.11.A.a.2:** Identify the impact of small business or entrepreneurship on market economies.

| MME.ENT.11.B: Determine the relationship between government and business. | MME.ENT.11.B.b.1: Describe the nature of taxes. | MME.ENT.11.B.i.1: Explain how the government utilizes taxes. | MME.ENT.11.B.a.1: Determine how business practices impact tax amounts. |