	Secondary Competency Task List With Unit and Task Numbers	Common Career Technical Core Standards	CCS Standards For Reading for Technical Subjects Standard 3.5	CCS Standards For Writing for Technical Subjects - Standard 3.6	CCS Standards For Mathematics Standard 2.0
	NTERPRET MARKETING AND BUSINESS MENTALS.				
101 Ide	lentify and explain seven functions of marketing.	CAREER CLUSTER Marketing Career Cluster - (Choose Standards)	KEY IDEAS/DETAILS (FOR GRADES 9-10-11-12) • <u>Standard CC.3.5.9-10. A</u> • <u>Standard CC.3.5.11-12 A</u>	TEXT TYPES AND PURPOSE (FOR GRADES 9-10-11-12) • Standard CC.3.6.9-10.A	
102 Ide	lentify and explain economic utilities.	1-2-3-4-5-6-7-8-9-10 <b>PATHWAY(S)</b>	Cite specific textual evidence, etc • <u>Standard CC.3.5.9-10 B</u>	• <u>Standard CC.3.6.11-12.A</u> Write arguments focused on discipline-specific	
103 Ide mi	lentify and explain the components of the marketing ix.	A. <u>Marketing</u> <u>Communications</u> (Choose Standards) 1-2-3-4-5	Standard CC.3.5.11-12. B Determine the central ideas or conclusions of a text; etc.     Standard CC.3.5.9-10.C     Standard CC.3.5.11.12.C	content. <u>Standard CC.3.6.9-10.B</u> <u>Standard CC.3.6.11-</u> <u>12.B</u> Write informative or	
104 Ex	xplain the free enterprise system.	B. <u>Marketing</u> <u>Management</u> (Choose Standards)	• <u>Standard CC.3.5.11-12.C</u> Follow precisely a complex multistep procedure, etc CRAFT & STRUCTURE	explanatory texts, including the narration of technical processes, etc.	
res	lustrate the relationship between business and social esponsibility. ecognize multicultural markets.	1-2-3-4-5-6-7 <b>C. <u>Marketing Research</u></b> (Choose Standards) 1-2-3-4 <b>D. <u>Merchandising</u></b>	(FOR GRADES 9-10-11-12) • <u>Standard CC.3.5.9-10. D</u> • <u>Standard CC.3.5.11-12.D</u> Determine the meaning of symbols, key terms, and other	PRODUCTION & DIST. OF WRITING- (FOR GRADES 9-10-11-12) • <u>Standard CC.3.6.9-10.C</u> • <u>Standard CC.3.611-12 C</u> -Produce clear and	
	evelop and present a plan to form a business.	(Choose Standards) 1-2-3-4-5-6-7-8 <b>E. Professional Sales</b> (Choose Standards) 1-2-3	<ul> <li>domain-specific words.</li> <li><u>Standard CC.3.5.9-10.E</u></li> <li><u>Standard CC.3.5.11-12.E</u></li> <li>Analyze the structure of the relationships among concepts in</li> </ul>	coherent writing appropriate to task, purpose, and audience. • <u>Standard CC.3.6.9-10 D</u> • <u>Standard CC.3.6.11-12.D</u> Develop and strengthen	
		<b>NOTE:</b> Please refer to the <u>Common Core</u> <u>Technical Standards</u> booklet if you wish to add more Career Pathways for your local geographic area.	a text, etc. • <u>Standard CC.3.5.9-10.F</u> • <u>Standard CC.3.5.11-12.F</u> Analyze the author's purpose in providing an explanation, describing a procedure and Analyze the structure of the relationships among concepts in a text. INTEGRATE KNOWLEDGE & IDEAS (FOR GRADES 9-10)	writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • <u>Standard CC.3.6.9-10.E</u> • <u>Standard CC.3.6.11-12.E.</u> Use technology, including	

Secondary Competency Task List With Unit and Task Numbers	Common Career Technical Core Standards	CCS Standards For Reading for Technical Subjects Standard 3.5	CCS Standards For Writing for Technical Subjects - Standard 3.6	CCS Standards For Mathematics Standard 2.0
		<ul> <li><u>Standard CC.3.5.9-10.G</u>         Translate quantitative or technical information expressed in a text into visual form (e.g., a table or chart).     </li> <li><u>Standard CC.3.5.9-10. H</u>         Assess the reasoning in a text to support the author's claim for solving a technical problem.     </li> <li><u>Standard CC.3.5.9-10. I</u>         Compare and contrast findings presented in a text to those from other sources, etc.     </li> <li><u>INTEGRATE KNOWLEDGE</u>         &amp; IDEAS FOR GRADES 11-12     </li> <li><u>Standard CC.3.5.11-12. G</u>         Integrate and evaluate multiple sources of information presented in diverse formats to solve a problem.     </li> <li><u>Standard CC.3.5.11-12. H</u>         Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.     </li> <li><u>Standard CC.3.5.11-12. I</u>         Synthesize info. from a range of sources into a coherent understanding.     </li> <li><u>RANGE OF READING (FOR GRADES 9-10.11-12)</u>         Standard CC.3.5.11-12.J         By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.     </li> </ul>	the Internet, to produce, publish, and update individual or shared writing products. <b>RESEARCH (FOR</b> <b>GRADES 9-10-11-12)</b> • <u>Standard CC.3.6.9-10.F</u> • <u>Standard CC.3.6.9-10.F</u> • <u>Standard CC.3.6.9-10.F</u> Conduct short and more sustained research to answer a question or solve a problem. • <u>Standard CC.3.6.9-10.F</u> <u>10.G.</u> • <u>Standard CC.3.6.11-12.G</u> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. • <u>Standard CC.3.6.9-10.H.</u> • <u>Standard CC.3.6.9-10.H.</u> • <u>Standard CC.3.6.9-10.H.</u> • <u>Standard CC.3.6.9-10.H.</u> • <u>Standard CC.3.6.11-12.H.</u> Draw evidence from informational texts to support analysis, reflection, and research. <b>RANGE OF WRITING</b> (FOR GRADES 9-10-11-12) • <u>Standard CC.3.5.9-10.I</u> & • <u>Standard CC.3.5.9-10.I</u> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.	

	Secondary Competency Task List With Unit and Task Numbers	Common Career Technical Core Standards	CCS Standards For Reading for Technical Subjects Standard 3.5	CCS Standards For Writing for Technical Subjects - Standard 3.6	CCS Standards For Mathematics Standard 2.0
200	SOLVE MATHEMATICAL PROBLEMS IN MARKETING.				
201	Complete sales and charge sales slips.	CAREER CLUSTER Marketing Career Cluster - (Choose	KEY IDEAS/DETAILS (FOR GRADES 9-10-11-12) • Standard CC.3.5.9-10. A	TEXT TYPES AND PURPOSE (FOR GRADES 9-10-11-12)	MATH STANDARD AREA: <u>NUMBERS AND</u> <u>OPERATIONS</u>
202	Make correct change for customer transaction.	Standards) 1-2-3-4-5-6-7-8-9-10 <b>PATHWAY(S)</b>	• <u>Standard CC.3.5.11-12 A</u> Cite specific textual evidence, etc	Standard CC.3.6.9-10.A     Standard CC.3.6.11-12.A Write arguments focused	(FOR H.S.) Standard 2.1.HS.F.2 Apply properties of rational
203	Calculate miscellaneous charges and discounts for purchases.	A. <u>Marketing</u> <u>Communications</u> (Choose Standards)	<ul> <li><u>Standard CC.3.5.9-10 B</u></li> <li><u>Standard CC.3.5.11-12. B</u></li> <li>Determine the central ideas or conclusions of a text; etc.</li> <li><u>Standard CC.3.5.9-10.C</u></li> </ul>	on discipline-specific content. • <u>Standard CC.3.6.9-10.B</u> • <u>Standard CC.3.6.11-</u> 12.B	and irrational numbers to solve real world or mathematical problems. Standard 2.1.HS.F.4
204	Prepare an opening/closing cash drawer till.	1-2-3-4-5 <b>B. <u>Marketing</u> <u>Management</u> (Choose Standards)</b>	Standard CC.3.5.9-10.C     Standard CC.3.5.11-12.C     Follow precisely a complex     multistep procedure, etc	Write informative or explanatory texts, including the narration of technical	Use units as a way to understand problems and to guide the solution of multi-
205	Process customer returns.	1-2-3-4-5-6-7 C. <u>Marketing Research</u>	CRAFT & STRUCTURE (FOR GRADES 9-10-11-12) • Standard CC.3.5.9-10. D	processes, etc. PRODUCTION & DIST. OF WRITING- (FOR	step problems. <u>Standard 2.1.HS.F.5</u> Choose a level of accuracy
206	Identify and calculate profit, markup and markdown on merchandise.	(Choose Standards) 1-2-3-4 <b>D. <u>Merchandising</u></b> (Choose Standards)	Standard CC.3.5.11-12.D     Determine the meaning of     symbols, key terms, and other     domain-specific words.	GRADES 9-10-11-12) • Standard CC.3.6.9-10.C • Standard CC.3.611-12 C -Produce clear and coherent writing	appropriate to limitations on measurement when reporting quantities. <u>Standard 2.1.HS.F.6</u>
207	Calculate prices for merchandise using pricing strategies.	1-2-3-4-5-6-7-8 <b>E. Professional Sales</b> (Choose Standards) 1-2-3	• <u>Standard CC.3.5.9-10.E</u> • <u>Standard CC.3.5.11-12.E</u> Analyze the structure of the relationships among concepts in a text, etc.	appropriate to task, purpose, and audience. • <u>Standard CC.3.6.9-10 D</u> • <u>Standard CC.3.6.11-12.D</u> Develop and strengthen	Extend the knowledge of arithmetic operations and apply to complex numbers.
208	Calculate employee and customer discounts.	<b>NOTE:</b> Please refer to the <u>Common Core</u> <u>Technical Standards</u> booklet if you wish to add more Career Pathways for your local geographic area.	Standard CC.3.5.9-10.F     Standard CC.3.5.11-12.F     Analyze the author's purpose in     providing an explanation,     describing a procedure and     Analyze the structure of the     relationships among concepts in     a text.     INTEGRATE KNOWLEDGE	writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • <u>Standard CC.3.6.9-10.E</u> • <u>Standard CC.3.6.11-12.E.</u>	

Secondary Competency Task List With Unit and Task Numbers	Common Career Technical Core Standards	CCS Standards For Reading for Technical Subjects Standard 3.5	CCS Standards For Writing for Technical Subjects - Standard 3.6	CCS Standards For Mathematics Standard 2.0
		<ul> <li>&amp; IDEAS (FOR GRADES 9-10)</li> <li><u>Standard CC.3.5.9-10.G</u></li> <li>Translate quantitative or technical information expressed in a text into visual form (e.g., a table or chart).</li> <li><u>Standard CC.3.5.9-10. H</u></li> <li>Assess the reasoning in a text to support the author's claim for solving a technical problem.</li> <li><u>Standard CC.3.5.9-10. H</u></li> <li>Assess the reasoning in a text to support the author's claim for solving a technical problem.</li> <li><u>Standard CC.3.5.9-10. I</u></li> <li>Compare and contrast findings presented in a text to those from other sources, etc.</li> <li>INTEGRATE KNOWLEDGE &amp; IDEAS FOR GRADES 11-12</li> <li><u>Standard CC.3.5.11-12. G</u></li> <li>Integrate and evaluate multiple sources of information presented in diverse formats to solve a problem.</li> <li><u>Standard CC.3.5.11-12. H</u></li> <li>Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</li> <li><u>Standard CC.3.5.11-12. I</u></li> <li>Synthesize info. from a range of sources into a coherent understanding .</li> <li>RANGE OF READING (FOR GRADES 9-10-11-12)</li> <li><u>Standard CC.3.5.9-10.J</u></li> <li><u>Standard CC.3.5.9-10.J</u></li> <li><u>Standard CC.3.5.9-10.J</u></li> <li><u>Standard CC.3.5.9-10.J</u></li> <li>Standard CC.3.5.11-12.J</li> <li>By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</li> </ul>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. <b>RESEARCH (FOR</b> <b>GRADES 9-10-11-12)</b> • <u>Standard CC.3.6.9-10.F</u> • <u>Standard CC.3.6.9-10.F</u> • <u>Standard CC.3.6.11-12.F</u> Conduct short and more sustained research to answer a question or solve a problem. • <u>Standard CC.3.6.9-10.F</u> <u>10.G.</u> • <u>Standard CC.3.6.11-12.G</u> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. • <u>Standard CC.3.6.9-10.H.</u> • <u>Standard CC.3.6.9-10.H.</u> • <u>Standard CC.3.6.11-12.H.</u> Draw evidence from informational texts to support analysis, reflection, and research. <b>RANGE OF WRITING</b> (FOR GRADES 9-10-11-12) • <u>Standard CC.3.5.9-10.I</u> & • <u>Standard CC.3.5.9-10.I</u> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.	

	Secondary Competency Task List With Unit and Task Numbers	Common Career Technical Core Standards	CCS Standards For Reading for Technical Subjects Standard 3.5	CCS Standards For Writing for Technical Subjects - Standard 3.6	CCS Standards For Mathematics Standard 2.0
300	EXPLORE CAREER DEVELOPMENT OPPORTUNITIES.				
301	Prepare a résumé for a specific job in Marketing or Business.	CAREER CLUSTER Marketing Career Cluster - (Choose Standards) 1-2-3-4-5-6-7-8-9-10	KEY IDEAS/DETAILS         (FOR GRADES 9-10-11-12)         • Standard CC.3.5.9-10. A         • Standard CC.3.5.11-12 A         Cite specific textual evidence, etc	TEXT TYPES AND PURPOSE (FOR GRADES 9-10-11-12) • Standard CC.3.6.9-10.A • Standard CC.3.6.11-12.A Write arguments focused	
302	Prepare a letter of application for a specific job in the field of Marketing or Business.	PATHWAY(S) A. <u>Marketing</u> <u>Communications</u> (Choose Standards)	<ul> <li>Standard CC.3.5.9-10 B</li> <li>Standard CC.3.5.11-12. B</li> <li>Determine the central ideas or conclusions of a text; etc.</li> </ul>	<ul> <li>on discipline-specific content.</li> <li><u>Standard CC.3.6.9-10.B</u></li> <li><u>Standard CC.3.6.11-</u></li> </ul>	
303	Complete a job application for a specific job in the field of Marketing or Business.	1-2-3-4-5 B. <u>Marketing</u> <u>Management</u> (Choose Standards)	Standard CC.3.5.9-10.C     Standard CC.3.5.11-12.C     Follow precisely a complex     multistep procedure, etc     CRAFT & STRUCTURE	12.B Write informative or explanatory texts, including the narration of technical processes, etc.	
304	Prepare for a job interview in the field of Marketing and Business.	1-2-3-4-5-6-7 C. <u>Marketing Research</u> (Choose Standards) 1-2-3-4	(FOR GRADES 9-10-11-12) • <u>Standard CC.3.5.9-10. D</u> • <u>Standard CC.3.5.11-12.D</u>	PRODUCTION & DIST. OF WRITING- (FOR GRADES 9-10-11-12) • Standard CC.3.6.9-10.C	
305	Explore & compare job/career opportunities in Marketing or Business Education.	D. <u>Merchandising</u> (Choose Standards) 1-2-3-4-5-6-7-8 E. Professional Sales (Choose Standards) 1-2-3	Determine the meaning of symbols, key terms, and other domain-specific words. • <u>Standard CC.3.5.9-10.E</u> • <u>Standard CC.3.5.11-12.E</u> Analyze the structure of the relationships among concepts in a text, etc.	Standard CC.3.611-12 C -Produce clear and coherent writing appropriate to task, purpose, and audience. Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by	
		<b>NOTE:</b> Please refer to the <u>Common Core</u> <u>Technical Standards</u> booklet if you wish to add more Career Pathways for your local geographic area.	Standard CC.3.5.9-10.F     Standard CC.3.5.11-12.F     Analyze the author's purpose in     providing an explanation,     describing a procedure and     Analyze the structure of the     relationships among concepts in     a text.     INTEGRATE KNOWLEDGE	<ul> <li>writing as needed by</li> <li>planning, revising, editing,</li> <li>rewriting, or trying a new</li> <li>approach, focusing on</li> <li>addressing what is most</li> <li>significant for a specific</li> <li>purpose and audience.</li> <li><u>Standard CC.3.6.9-10.E</u></li> <li><u>Standard CC.3.6.11-12.E.</u></li> </ul>	

Secondary Competency Task List With Unit and Task Numbers	Common Career Technical Core Standards	CCS Standards For Reading for Technical Subjects Standard 3.5	CCS Standards For Writing for Technical Subjects - Standard 3.6	CCS Standards For Mathematics Standard 2.0
		<ul> <li>&amp; IDEAS (FOR GRADES 9-10)</li> <li>• <u>Standard CC.3.5.9-10.G</u> Translate quantitative or technical information expressed in a text into visual form (e.g., a table or chart).</li> <li>• <u>Standard CC.3.5.9-10. H</u> Assess the reasoning in a text to support the author's claim for solving a technical problem.</li> <li>• <u>Standard CC.3.5.9-10. I</u> Compare and contrast findings presented in a text to those from other sources, etc.</li> <li>INTEGRATE KNOWLEDGE &amp; IDEAS FOR GRADES 11-12</li> <li>• <u>Standard CC.3.5.11-12. G</u> Integrate and evaluate multiple sources of information presented in diverse formats to solve a problem.</li> <li>• <u>Standard CC.3.5.11-12. H</u> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</li> <li>• <u>Standard CC.3.5.11-12. I</u> Synthesize info. from a range of sources into a coherent understanding .</li> <li>RANGE OF READING (FOR GRADES 9-10-11-12)</li> <li>• <u>Standard CC.3.5.11-12.J</u> By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</li> </ul>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. <b>RESEARCH (FOR</b> <b>GRADES 9-10-11-12)</b> • <u>Standard CC.3.6.9-10.F</u> • <u>Standard CC.3.6.9-10.F</u> • <u>Standard CC.3.6.11-12.F</u> Conduct short and more sustained research to answer a question or solve a problem. • <u>Standard CC.3.6.9-10.F</u> • <u>Standard CC.3.6.11-12.G</u> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. • <u>Standard CC.3.6.9-10.H.</u> • <u>Standard CC.3.6.9-10.H.</u> • <u>Standard CC.3.6.9-10.H.</u> • <u>Standard CC.3.6.11-12.H.</u> Draw evidence from informational texts to support analysis, reflection, and research. <b>RANGE OF WRITING</b> <b>(FOR GRADES 9-10-11-12)</b> • <u>Standard CC.3.5.9-10.I</u> & • <u>Standard CC.3.5.9-10.I</u> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.	

	Secondary Competency Task List With Unit and Task Numbers	Common Career Technical Core Standards	CCS Standards For Reading for Technical Subjects Standard 3.5	CCS Standards For Writing for Technical Subjects - Standard 3.6	CCS Standards For Mathematics Standard 2.0
400	PERFORM COMPUTER APPLICATIONS.				
401 402 403	Prepare marketing documents using Word Processing Software. Identify the significance of customer/product database. Use desktop publishing to prepare projects.	CAREER CLUSTER Marketing Career Cluster - (Choose Standards) 1-2-3-4-5-6-7-8-9-10 PATHWAY(S) A. Marketing Communications (Choose Standards) 1-2-3-4-5 B. Marketing Management (Choose Standards) 1-2-3-4-5-6-7 C. Marketing Research (Choose Standards) 1-2-3-4 D. Merchandising (Choose Standards) 1-2-3-4 D. Merchandising (Choose Standards) 1-2-3-4 E. Professional Sales (Choose Standards) 1-2-3 1-2-3 NOTE: Please refer to the Common Core Technical Standards booklet if you wish to add more Career Pathways for your local geographic area.	KEY IDEAS/DETAILS (FOR GRADES 9-10-11-12)         • Standard CC.3.5.9-10. A         • Standard CC.3.5.9-10. A         • Cite specific textual evidence, etc         • Standard CC.3.5.9-10 B         • Standard CC.3.5.9-10 C         • Standard CC.3.5.9-10.C         • Standard CC.3.5.9-10.D         • Standard CC.3.5.9-10.D         • Standard CC.3.5.9-10.D         • Standard CC.3.5.9-10.E         • Standard CC.3.5.9-10.E         • Standard CC.3.5.9-10.F         • Standard CC.3.5.9-10.F	TEXT TYPES AND PURPOSE (FOR GRADES 9-10-11-12)         • Standard CC.3.6.9-10.A         • Standard CC.3.6.9-10.A         • Standard CC.3.6.9-10.A         • Standard CC.3.6.9-10.B         • Standard CC.3.6.11- 12.B         Write informative or explanatory texts, including the narration of technical processes, etc.         PRODUCTION & DIST.         OF WRITING- (FOR GRADES 9-10-11-12)         • Standard CC.3.6.9-10.C         • Standard CC.3.6.9-10.C         • Standard CC.3.6.9-10.C         • Standard CC.3.6.9-10.D         • Standard CC.3.6.9-10.D         • Standard CC.3.6.9-10 D         • Standard CC.3.6.9-10 D         • Standard CC.3.6.9-10 D         • Standard CC.3.6.11-12.D         Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.         • Standard CC.3.6.9-10.E       • Standard CC.3.6.9-10.E         • Standard CC.3.6.9-10.E       • Standard CC.3.6.9-10.E         • Standard CC.3.6.9-10.E       • Standard CC.3.6.9-10.E	

Secondary Competency Task List With Unit and Task Numbers	Common Career Technical Core Standards	CCS Standards For Reading for Technical Subjects Standard 3.5	CCS Standards For Writing for Technical Subjects - Standard 3.6	CCS Standards For Mathematics Standard 2.0
		Translate quantitative or technical information expressed in a text into visual form (e.g., a table or chart). • <u>Standard CC.3.5.9-10. H</u> Assess the reasoning in a text to support the author's claim for solving a technical problem. • <u>Standard CC.3.5.9-10. I</u> Compare and contrast findings presented in a text to those from other sources, etc. <b>INTEGRATE KNOWLEDGE</b> & <b>IDEAS FOR GRADES 11-12</b> • <u>Standard CC.3.5.11-12. G</u> Integrate and evaluate multiple sources of information presented in diverse formats to solve a problem. • <u>Standard CC.3.5.11-12. H</u> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. • <u>Standard CC.3.5.11-12. I</u> Synthesize info. from a range of sources into a coherent understanding . <b>RANGE OF READING (FOR GRADES 9-10-11-12)</b> • <u>Standard CC.3.5.11-12.J</u> By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.	individual or shared writing products. RESEARCH (FOR GRADES 9-10-11-12) •Standard CC.3.6.9-10.F •Standard CC.3.6.9-10.F •Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem. • <u>Standard CC.3.6.9-10.G</u> • <u>Standard CC.3.6.11-12.G</u> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. • <u>Standard CC.3.6.9-10.H</u> . • <u>Standard CC.3.6.9-10.H</u> . • <u>Standard CC.3.6.9-10.H</u> . • <u>Standard CC.3.6.9-10.H</u> . • <u>Standard CC.3.6.11-12.H</u> . Draw evidence from informational texts to support analysis, reflection, and research. RANGE OF WRITING (FOR GRADES 9-10-11-12) • <u>Standard CC.3.5.9-10.I</u> & • <u>Standard CC.3.5.9-10.I</u> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.	

	Secondary Competency Task List With Unit and Task Numbers	Common Career Technical Core Standards	CCS Standards For Reading for Technical Subjects Standard 3.5	CCS Standards For Writing for Technical Subjects - Standard 3.6	CCS Standards For Mathematics Standard 2.0
500	DEMONSTRATE SKILL IN COMMUNICATIONS IN MARKETING.				
501 502	Identify and apply effective communications to include telephone, fax, e-mail, letters, memos and newsletters. Demonstrate effective staff communication.	CAREER CLUSTER Marketing Career Cluster - (Choose Standards) 1-2-3-4-5-6-7-8-9-10 PATHWAY(S) A. Marketing Communications	KEY IDEAS/DETAILS(FOR GRADES 9-10-11-12)• Standard CC.3.5.9-10. A• Standard CC.3.5.11-12 ACite specific textual evidence,etc• Standard CC.3.5.9-10 B• Standard CC.3.5.11-12. BDetermine the central ideas or	TEXT TYPES AND PURPOSE (FOR GRADES 9-10-11-12)• Standard CC.3.6.9-10.A• Standard CC.3.6.11-12.AWrite arguments focused on discipline-specific content.• Standard CC.3.6.9-10.B	
503	Demonstrate ability to read and comprehend written communications.	(Choose Standards) 1-2-3-4-5 <b>B. <u>Marketing</u> <u>Management</u> (Choose Standards)</b>	conclusions of a text; etc. • <u>Standard CC.3.5.9-10.C</u> • <u>Standard CC.3.5.11-12.C</u> Follow precisely a complex multistep procedure, etc	• <u>Standard CC.3.6.11-</u> <u>12.B</u> Write informative or explanatory texts, including the narration of technical processes, etc.	
504	Identify a variety of written business communications utilized in the workplace.	1-2-3-4-5-6-7 C. <u>Marketing Research</u> (Choose Standards) 1-2-3-4	CRAFT & STRUCTURE (FOR GRADES 9-10-11-12) • <u>Standard CC.3.5.9-10. D</u> • <u>Standard CC.3.5.11-12.D</u>	PRODUCTION & DIST. OF WRITING- (FOR GRADES 9-10-11-12) • Standard CC.3.6.9-10.C	
505	Demonstrate ability to speak effectively to customers, supervisors, vendors using proper grammar and terminology.	D. <u>Merchandising</u> (Choose Standards) 1-2-3-4-5-6-7-8 E. Professional Sales (Choose Standards) 1-2-3	Determine the meaning of symbols, key terms, and other domain-specific words. • <u>Standard CC.3.5.9-10.E</u> • <u>Standard CC.3.5.11-12.E</u> Analyze the structure of the relationships among concepts in	Standard CC.3.611-12 C -Produce clear and coherent writing appropriate to task, purpose, and audience. <u>Standard CC.3.6.9-10 D</u> <u>Standard CC.3.6.11-12.D</u>	
506	Discuss the importance of developing networking skills.	NOTE: Please refer to the	a text, etc. • <u>Standard CC.3.5.9-10.F</u> • <u>Standard CC.3.5.11-12.F</u> Analyze the author's purpose in	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new	
507 508	Prepare and deliver a marketing related presentation. Demonstrate positive customer relations.	<u>Common Core</u> <u>Technical Standards</u> booklet if you wish to add more Career Pathways for your local geographic area.	providing an explanation, describing a procedure and Analyze the structure of the relationships among concepts in a text. INTEGRATE KNOWLEDGE	<ul> <li>approach, focusing on addressing what is most significant for a specific purpose and audience.</li> <li><u>Standard CC.3.6.9-10.E</u></li> <li><u>Standard CC.3.6.11-12.E.</u> Use technology, including</li> </ul>	

Secondary Competency Task List With Unit and Task Numbers	Common Career Technical Core Standards	CCS Standards For Reading for Technical Subjects Standard 3.5	CCS Standards For Writing for Technical Subjects - Standard 3.6	CCS Standards For Mathematics Standard 2.0
		<ul> <li><u>Standard CC.3.5.9-10.G</u>         Translate quantitative or technical information expressed in a text into visual form (e.g., a table or chart).     </li> <li><u>Standard CC.3.5.9-10. H</u>         Assess the reasoning in a text to support the author's claim for solving a technical problem.     </li> <li><u>Standard CC.3.5.9-10. J</u>         Compare and contrast findings presented in a text to those from other sources, etc.         INTEGRATE KNOWLEDGE &amp; IDEAS FOR GRADES 11-12         <u>Standard CC.3.5.11-12. G</u> </li> <li>Integrate and evaluate multiple sources of information presented in diverse formats to solve a problem.     </li> <li><u>Standard CC.3.5.11-12. H</u>         Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.     </li> <li><u>Standard CC.3.5.11-12. J</u>         Synthesize info. from a range of sources into a coherent understanding.     </li> <li>RANGE OF READING (FOR GRADES 9-10.11-12)</li> <li><u>Standard CC.3.5.11-12.J</u>         By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.     </li> </ul>	the Internet, to produce, publish, and update individual or shared writing products. <b>RESEARCH (FOR</b> <b>GRADES 9-10-11-12)</b> • <u>Standard CC.3.6.9-10.F</u> • <u>Standard CC.3.6.9-10.F</u> • <u>Standard CC.3.6.11-12.F</u> Conduct short and more sustained research to answer a question or solve a problem. • <u>Standard CC.3.6.9-10.F</u> <u>10.G.</u> • <u>Standard CC.3.6.11-12.G</u> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. • <u>Standard CC.3.6.9-10.H.</u> • <u>Standard CC.3.6.9-10.H.</u> • <u>Standard CC.3.6.11-12.H.</u> Draw evidence from informational texts to support analysis, reflection, and research. <b>RANGE OF WRITING</b> <b>(FOR GRADES 9-10-11-12)</b> • <u>Standard CC.3.5.9-10.I</u> & • <u>Standard CC.3.5.9-10.I</u> &	

	Secondary Competency Task List With Unit and Task Numbers	Common Career Technical Core Standards	CCS Standards For Reading for Technical Subjects Standard 3.5	CCS Standards For Writing for Technical Subjects - Standard 3.6	CCS Standards For Mathematics Standard 2.0
600	PARTICIPATE IN CTSO.				
601	Identify what DECA/CTSO represents.	CAREER CLUSTER Marketing Career Cluster - (Choose Standards)	KEY IDEAS/DETAILS (FOR GRADES 9-10-11-12) • <u>Standard CC.3.5.9-10. A</u> • <u>Standard CC.3.5.11-12 A</u> Cite specific textual evidence,	TEXT TYPES AND PURPOSE (FOR GRADES 9-10-11-12) • <u>Standard CC.3.6.9-10.A</u> • Standard CC.3.6.11-12.A	
602	Identify which CTSOs are available to marketing students.	1-2-3-4-5-6-7-8-9-10 PATHWAY(S) A. <u>Marketing</u> Communications	etc • <u>Standard CC.3.5.9-10 B</u> • <u>Standard CC.3.5.11-12. B</u>	Write arguments focused on discipline-specific content.	
603	Demonstrate appropriate business attire.	(Choose Standards) 1-2-3-4-5 <b>B. Marketing</b>	Determine the central ideas or conclusions of a text; etc. • <u>Standard CC.3.5.9-10.C</u> • <u>Standard CC.3.5.11-12.C</u>	Standard CC.3.6.9-10.B     Standard CC.3.6.11- <u>12.B</u> Write informative or	
604	Identify and demonstrate leadership qualities.	Management (Choose Standards)	Follow precisely a complex multistep procedure, etc	explanatory texts, including the narration of technical processes, etc.	
605	Participate maturely in a CTSO meeting.	1-2-3-4-5-6-7 C. <u>Marketing Research</u> (Choose Standards)	CRAFT & STRUCTURE (FOR GRADES 9-10-11-12) • <u>Standard CC.3.5.9-10. D</u>	PRODUCTION & DIST. OF WRITING- (FOR GRADES 9-10-11-12)	
606	Participate in a problem solving discussion at a CTSO meeting.	1-2-3-4 <b>D. <u>Merchandising</u></b> (Choose Standards)	• <u>Standard CC.3.5.11-12.D</u> Determine the meaning of symbols, key terms, and other domain-specific words.	<u>Standard CC.3.6.9-10.C</u> <u>Standard CC.3.6.11-12 C</u> -Produce clear and     coherent writing	
607	Explain the importance of initiative and taking responsibility as an employee.	1-2-3-4-5-6-7-8 <b>E. Professional Sales</b> (Choose Standards) 1-2-3	• <u>Standard CC.3.5.9-10.E</u> • <u>Standard CC.3.5.11-12.E</u> Analyze the structure of the relationships among concepts in a text, etc.	appropriate to task, purpose, and audience. • <u>Standard CC.3.6.9-10 D</u> • <u>Standard CC.3.6.11-12.D</u> Develop and strengthen	
		<b>NOTE:</b> Please refer to the <u>Common Core</u> <u>Technical Standards</u> booklet if you wish to add more Career Pathways for your local geographic area.	<u>Standard CC.3.5.9-10.F</u> <u>Standard CC.3.5.11-12.F</u> Analyze the author's purpose in     providing an explanation,     describing a procedure and     Analyze the structure of the     relationships among concepts in     a text.     INTEGRATE KNOWLEDGE     & IDEAS (FOR GRADES 9-10) <u>Standard CC.3.5.9-10.G</u>	<ul> <li>writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> <li><u>Standard CC.3.6.9-10.E</u></li> <li><u>Standard CC.3.6.11-12.E.</u> Use technology, including the Internet, to produce, publish, and update</li> </ul>	

Secondary Competency Task List With Unit and Task Numbers	Common Career Technical Core Standards	CCS Standards For Reading for Technical Subjects Standard 3.5	CCS Standards For Writing for Technical Subjects - Standard 3.6	CCS Standards For Mathematics Standard 2.0
		Translate quantitative or technical information expressed in a text into visual form (e.g., a table or chart). • <u>Standard CC.3.5.9-10. H</u> Assess the reasoning in a text to support the author's claim for solving a technical problem. • <u>Standard CC.3.5.9-10. I</u> Compare and contrast findings presented in a text to those from other sources, etc. INTEGRATE KNOWLEDGE & IDEAS FOR GRADES 11-12 • <u>Standard CC.3.5.11-12. G</u> Integrate and evaluate multiple sources of information presented in diverse formats to solve a problem. • <u>Standard CC.3.5.11-12. H</u> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. • <u>Standard CC.3.5.11-12. I</u> Synthesize info. from a range of sources into a coherent understanding . RANGE OF READING (FOR GRADES 9-10-11-12) • <u>Standard CC.3.5.11-12.J</u> By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.	individual or shared writing products. RESEARCH (FOR GRADES 9-10-11-12) •Standard CC.3.6.9-10.F •Standard CC.3.6.9-10.F •Standard CC.3.6.9-10.F •Standard CC.3.6.9-10.F •Standard CC.3.6.9-10.G •Standard CC.3.6.9-10.G •Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. •Standard CC.3.6.9-10.H. •Standard CC.3.6.9-10.H. •Standard CC.3.6.11- 12.H. Draw evidence from informational texts to support analysis, reflection, and research. RANGE OF WRITING (FOR GRADES 9-10-11-12) •Standard CC.3.5.9-10.I & •Standard CC.3.5.9-10.I Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.	

Secondary Competency Task List With Unit and Task Numbers	Common Career Technical Core Standards	CCS Standards For Reading for Technical Subjects Standard 3.5	CCS Standards For Writing for Technical Subjects - Standard 3.6	CCS Standards For Mathematics Standard 2.0
700 MANAGE MARKETING INFORMATION.				
<ul> <li>701 Develop a product-specific project to demonstrate a market success.</li> <li>702 Identify and define methods of conducting marketing research.</li> </ul>	CAREER CLUSTER Marketing Career Cluster - (Choose Standards) 1-2-3-4-5-6-7-8-9-10 PATHWAY(S) A. Marketing Communications (Choose Standards) 1-2-3-4-5 B. Marketing Management (Choose Standards) 1-2-3-4-5-6-7 C. Marketing Research (Choose Standards) 1-2-3-4 D. Merchandising (Choose Standards) 1-2-3-4 D. Merchandising (Choose Standards) 1-2-3-4 E. Professional Sales (Choose Standards) 1-2-3 NOTE: Please refer to the Common Core Technical Standards booklet if you wish to add more Career Pathways for your local geographic area.	<ul> <li>KEY IDEAS/DETAILS (FOR GRADES 9-10-11-12)</li> <li>Standard CC.3.5.9-10. A</li> <li>Standard CC.3.5.9-10. A</li> <li>Standard CC.3.5.11-12 A Cite specific textual evidence, etc</li> <li>Standard CC.3.5.9-10 B</li> <li>Standard CC.3.5.11-12. B Determine the central ideas or conclusions of a text; etc.</li> <li>Standard CC.3.5.9-10.C</li> <li>Standard CC.3.5.9-10.C</li> <li>Standard CC.3.5.9-10.C</li> <li>Standard CC.3.5.11-12.C</li> <li>Follow precisely a complex multistep procedure, etc</li> <li>CRAFT &amp; STRUCTURE (FOR GRADES 9-10-11-12)</li> <li>Standard CC.3.5.9-10. D</li> <li>Standard CC.3.5.9-10. D</li> <li>Standard CC.3.5.9-10. E</li> <li>Standard CC.3.5.9-10.E</li> <li>Standard CC.3.5.9-10.E</li> <li>Standard CC.3.5.9-10.F</li> </ul>	TEXT TYPES AND         PURPOSE (FOR GRADES         9-10-11-12)         • Standard CC.3.6.9-10.A         • Standard CC.3.6.11-12.A         Write arguments focused         on discipline-specific         content.         • Standard CC.3.6.9-10.B         • Standard CC.3.6.9-10.B         • Standard CC.3.6.9-10.B         • Standard CC.3.6.9-10.B         • Standard CC.3.6.11-         12.B         Write informative or         explanatory texts, including the narration of technical processes, etc.         PRODUCTION & DIST.         OF WRITING- (FOR GRADES 9-10-11-12)         • Standard CC.3.6.9-10.C         • Standard CC.3.6.9-10.C         • Standard CC.3.6.9-10.C         • Standard CC.3.6.9-10.D         • Standard CC.3.6.9-10.E         • Standard CC.3.6.9-10.E	

Secondary Competency Task List With Unit and Task Numbers	Common Career Technical Core Standards	CCS Standards For Reading for Technical Subjects Standard 3.5	CCS Standards For Writing for Technical Subjects - Standard 3.6	CCS Standards For Mathematics Standard 2.0
		Translate quantitative or technical information expressed in a text into visual form (e.g., a table or chart).         • <u>Standard CC.3.5.9-10. H</u> Assess the reasoning in a text to support the author's claim for solving a technical problem.         • <u>Standard CC.3.5.9-10. I</u> Compare and contrast findings presented in a text to those from other sources, etc.         INTEGRATE KNOWLEDGE & IDEAS FOR GRADES 11-12         • <u>Standard CC.3.5.11-12. G</u> Integrate and evaluate multiple sources of information presented in diverse formats to solve a problem.         • <u>Standard CC.3.5.11-12. H</u> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.         • <u>Standard CC.3.5.11-12. I</u> Synthesize info. from a range of sources into a coherent understanding .         RANGE OF READING (FOR GRADES 9-10-11-12)         • <u>Standard CC.3.5.11-12.J</u> By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.	individual or shared writing products. RESEARCH (FOR GRADES 9-10-11-12) •Standard CC.3.6.9-10.F •Standard CC.3.6.9-10.F •Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem. • <u>Standard CC.3.6.9-10.G</u> • <u>Standard CC.3.6.11-12.G</u> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. • <u>Standard CC.3.6.9-10.H</u> . • <u>Standard CC.3.5.9-10.I</u> . <u>*</u> * <u>Standard CC.3.5.9-10.I</u> & • <u>Standard CC.3.5.9-10.I</u> &	

Secondary Competency Task List With Unit and Task Numbers	Common Career Technical Core Standards	CCS Standards For Reading for Technical Subjects Standard 3.5	CCS Standards For Writing for Technical Subjects - Standard 3.6	CCS Standards For Mathematics Standard 2.0
800 DEMONSTRATE KNOWLEDGE OF ISSUES IN BUSINESS MANAGEMENT.	CAREER CLUSTER	KEY IDEAS/DETAILS	TEXT TYPES AND	
801 Define the different forms of business ownership.	Marketing Career Cluster - (Choose Standards)	(FOR GRADES 9-10-11-12) • <u>Standard CC.3.5.9-10. A</u> • <u>Standard CC.3.5.11-12 A</u>	PURPOSE (FOR GRADES           9-10-11-12)           • Standard CC.3.6.9-10.A	
802 Identify safety concerns as related to the sales and marketing industry.	1-2-3-4-5-6-7-8-9-10 PATHWAY(S) A. <u>Marketing</u> Communications	Cite specific textual evidence, etc • <u>Standard CC.3.5.9-10 B</u> • <u>Standard CC.3.5.11-12. B</u> Determine the central ideas or	Standard CC.3.6.11-12.A Write arguments focused on discipline-specific content.     Standard CC.3.6.9-10.B	
803 Explain loss prevention.	(Choose Standards) 1-2-3-4-5 <b>B. Marketing</b>	conclusions of a text; etc. • <u>Standard CC.3.5.9-10.C</u> • <u>Standard CC.3.5.11-12.C</u>	• <u>Standard CC.3.6.11-</u> <u>12.B</u> Write informative or	
804 Develop a business plan including a financial plan	Management(Choose Standards)1-2-3-4-5-6-7C. Marketing Research(Choose Standards)1-2-3-4D. Merchandising(Choose Standards)	Follow precisely a complex multistep procedure, etc CRAFT & STRUCTURE (FOR GRADES 9-10-11-12) • <u>Standard CC.3.5.9-10. D</u> • <u>Standard CC.3.5.11-12.D</u> Determine the meaning of symbols, key terms, and other domain-specific words.	explanatory texts, including the narration of technical processes, etc. PRODUCTION & DIST. OF WRITING- (FOR GRADES 9-10-11-12) • <u>Standard CC.3.6.9-10.C</u> • <u>Standard CC.3.6.11-12 C</u> -Produce clear and coherent writing	
	1-2-3-4-5-6-7-8 <b>E. Professional Sales</b> (Choose Standards) 1-2-3 <b>NOTE:</b>	<ul> <li><u>Standard CC.3.5.9-10.E</u></li> <li><u>Standard CC.3.5.11-12.E</u></li> <li>Analyze the structure of the relationships among concepts in a text, etc.</li> <li><u>Standard CC.3.5.9-10.F</u></li> </ul>	appropriate to task, purpose, and audience. • <u>Standard CC.3.6.9-10 D</u> • <u>Standard CC.3.6.11-12.D</u> Develop and strengthen writing as needed by planning, revising, editing,	
	Please refer to the <u>Common Core</u> <u>Technical Standards</u> booklet if you wish to add more Career Pathways for your local geographic area.	Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure and Analyze the structure of the relationships among concepts in a text. INTEGRATE KNOWLEDGE & IDEAS (FOR GRADES 9-10)	<ul> <li>planning, revising, curring, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> <li><u>Standard CC.3.6.9-10.E</u></li> <li><u>Standard CC.3.6.11-12.E.</u> Use technology, including</li> </ul>	

Secondary Competency Task List With Unit and Task Numbers	Common Career Technical Core Standards	CCS Standards For Reading for Technical Subjects Standard 3.5	CCS Standards For Writing for Technical Subjects - Standard 3.6	CCS Standards For Mathematics Standard 2.0
		<ul> <li><u>Standard CC.3.5.9-10.G</u>         Translate quantitative or technical information expressed in a text into visual form (e.g., a table or chart).     </li> <li><u>Standard CC.3.5.9-10. H</u>         Assess the reasoning in a text to support the author's claim for solving a technical problem.     </li> <li><u>Standard CC.3.5.9-10. J</u>         Compare and contrast findings presented in a text to those from other sources, etc.         INTEGRATE KNOWLEDGE &amp; IDEAS FOR GRADES 11-12         <u>Standard CC.3.5.11-12. G</u> </li> <li>Integrate and evaluate multiple sources of information presented in diverse formats to solve a problem.     </li> <li><u>Standard CC.3.5.11-12. H</u>         Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.     </li> <li><u>Standard CC.3.5.11-12. I</u>         Synthesize info. from a range of sources into a coherent understanding.     </li> <li>RANGE OF READING (FOR GRADES 9-10.11-12)</li> <li><u>Standard CC.3.5.11-12.J</u>         By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.     </li> </ul>	the Internet, to produce, publish, and update individual or shared writing products. <b>RESEARCH (FOR</b> <b>GRADES 9-10-11-12)</b> • <u>Standard CC.3.6.9-10.F</u> • <u>Standard CC.3.6.9-10.F</u> • <u>Standard CC.3.6.11-12.F</u> Conduct short and more sustained research to answer a question or solve a problem. • <u>Standard CC.3.6.9-10.H</u> • <u>Standard CC.3.6.11-12.G</u> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. • <u>Standard CC.3.6.9-10.H</u> . • <u>Standard CC.3.6.9-10.H</u> . • <u>Standard CC.3.6.9-10.H</u> . • <u>Standard CC.3.6.9-10.H</u> . • <u>Standard CC.3.6.11- 12.H</u> . Draw evidence from informational texts to support analysis, reflection, and research. <b>RANGE OF WRITING</b> (FOR GRADES 9-10-11-12) • <u>Standard CC.3.5.9-10.I</u> & • <u>Standard CC.3.5.9-10.I</u> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.	

	Secondary Competency Task List With Unit and Task Numbers	Common Career Technical Core Standards	CCS Standards For Reading for Technical Subjects Standard 3.5	CCS Standards For Writing for Technical Subjects - Standard 3.6	CCS Standards For Mathematics Standard 2.0
900	SELL GOODS AND SERVICES.				
901	Illustrate and explain the steps of a sales presentation.	CAREER CLUSTER Marketing Career Cluster - (Choose Standards)	KEY IDEAS/DETAILS (FOR GRADES 9-10-11-12) • <u>Standard CC.3.5.9-10. A</u> • <u>Standard CC.3.5.11-12 A</u>	TEXT TYPES AND PURPOSE (FOR GRADES 9-10-11-12) • <u>Standard CC.3.6.9-10.A</u>	MATH STANDARD AREA: <u>NUMBERS AND</u> <u>OPERATIONS</u> (FOR H.S.)
902	Demonstrate greeting and approaching a customer.	1-2-3-4-5-6-7-8-9-10 <b>PATHWAY(S)</b>	Cite specific textual evidence, etc	• <u>Standard CC.3.6.11-12.A</u> Write arguments focused on	Standard 2.1.HS.F.2 Apply properties of rational
903	Utilize probing questions to determine customer needs.	A. <u>Marketing</u> <u>Communications</u> (Choose Standards) 1-2-3-4-5	Standard CC.3.5.9-10 B     Standard CC.3.5.11-12. B     Determine the central ideas or     conclusions of a text; etc.     Standard CC.3.5.9-10.C	discipline-specific content. • <u>Standard CC.3.6.9-10.B</u> • <u>Standard CC.3.6.11-12.B</u> Write informative or explanatory texts, including	and irrational numbers to solve real world or mathematical problems. Standard 2.1.HS.F.4
904	Demonstrate feature-benefit selling.	B. <u>Marketing</u> <u>Management</u> (Choose Standards)	• <u>Standard CC.3.5.11-12.C</u> Follow precisely a complex multistep procedure, etc	the narration of technical processes, etc. PRODUCTION & DIST. OF WRITING- (FOR GRADES	Use units as a way to understand problems and to guide the solution of multi-
905	Demonstrate add-on sales techniques.	1-2-3-4-5-6-7 C. <u>Marketing Research</u> (Choose Standards)	CRAFT & STRUCTURE (FOR GRADES 9-10-11-12) • <u>Standard CC.3.5.9-10. D</u>	<ul> <li>9-10-11-12)</li> <li><u>Standard CC.3.6.9-10.C</u></li> <li><u>Standard CC.3.6.11-12 C</u></li> </ul>	step problems. <u>Standard 2.1.HS.F.5</u> Choose a level of accuracy proceeding to the limitations on
906	Close a customer sale.	1-2-3-4 <b>D. <u>Merchandising</u></b> (Choose Standards)	• <u>Standard CC.3.5.11-12.D</u> Determine the meaning of symbols, key terms, and other	-Produce clear and coherent writingappropriate to task, purpose, and audience.	appropriate to limitations on measurement when reporting quantities. <b>Standard 2.1.HS.F.6</b>
907	Demonstrate a sales presentation for a good or service.	(Choose Standards) 1-2-3-4-5-6-7-8 <b>E. Professional Sales</b> (Choose Standards) 1-2-3	domain-specific words. • <u>Standard CC.3.5.9-10.E</u> • <u>Standard CC.3.5.11-12.E</u> Analyze the structure of the relationships among concepts	<ul> <li><u>Standard CC.3.6.9-10 D</u></li> <li><u>Standard CC.3.6.11-12.D</u></li> <li>Develop and strengthen writing as needed by planning, revising, editing,</li> </ul>	Extend the knowledge of arithmetic operations and apply to complex numbers.
908	Distinguish between telemarketing, personal selling and self-service.	NOTE: Please refer to the	in a text, etc. • <u>Standard CC.3.5.9-10.F</u> • <u>Standard CC.3.5.11-12.F</u> Analyze the author's purpose	rewriting, or trying a new approach, focusing on addressing what is most significant for a specific	
909	Define various terms pertaining to selling.	<u>Common Core</u> <u>Technical Standards</u> booklet if you wish to add more Career	in providing an explanation, describing a procedure and Analyze the structure of the	purpose and audience. • <u>Standard CC.3.6.9-10.E</u> • <u>Standard CC.3.6.11-12.E.</u> Use technology including	
910	Handle difficult customers in a professional manner.	Pathways for your local geographic area.	relationships among concepts in a text. INTEGRATE KNOWLEDGE & IDEAS (FOR GRADES 9-	Use technology, including the Internet, to produce, publish, and update individual or shared writing	
911	Follow and interpret business policies to customers.		a IDEAS (FOR GRADES 9- 10)	products. RESEARCH (FOR	

Secondary Competency Task List With Unit and Task Numbers	Common Career Technical Core Standards	CCS Standards For Reading for Technical Subjects Standard 3.5	CCS Standards For Writing for Technical Subjects - Standard 3.6	CCS Standards For Mathematics Standard 2.0
912 Analyze methods for handling sales objections.		<ul> <li><u>Standard CC.3.5.9-10.G</u> Translate quantitative or technical information expressed in a text into visual form (e.g., a table or chart).</li> <li><u>Standard CC.3.5.9-10. H</u> Assess the reasoning in a text to support the author's claim for solving a technical problem.</li> <li><u>Standard CC.3.5.9-10. I</u> Compare and contrast findings presented in a text to those from other sources, etc.</li> <li>INTEGRATE KNOWLEDGE &amp; IDEAS FOR GRADES 11-12</li> <li><u>Standard CC.3.5.11-12. G</u> Integrate and evaluate multiple sources of information presented in diverse formats to solve a problem.</li> <li><u>Standard CC.3.5.11-12. H</u> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</li> <li><u>Standard CC.3.5.11-12. I</u> Synthesize info. from a range of sources into a coherent understanding.</li> <li><u>RANGE OF READING (FOR GRADES 9-10-11-12)</u></li> <li><u>Standard CC.3.5.11-12.J</u> By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</li> </ul>	GRADES 9-10-11-12) • Standard CC.3.6.9-10.F • Standard CC.3.6.9-10.F Conduct short and more sustained research to answer a question or solve a problem. • Standard CC.3.6.9-10.G. • Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. • Standard CC.3.6.9-10.H. • Standard CC.3.6.9-10.H. • Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research. RANGE OF WRITING (FOR GRADES 9-10-11-12) • Standard CC.3.5.9-10.I & • St	

	Secondary Competency Task List With Unit and Task Numbers	Common Career Technical Core Standards	CCS Standards For Reading for Technical Subjects Standard 3.5	CCS Standards For Writing for Technical Subjects - Standard 3.6	CCS Standards For Mathematics Standard 2.0
1000	ADVERTISE AND PROMOTE GOODS AND SERVICES.				
1001	Explain the importance of promotion, advertising and how it serves consumers.	CAREER CLUSTER Marketing Career Cluster - (Choose Standards)	KEY IDEAS/DETAILS (FOR GRADES 9-10-11-12) • <u>Standard CC.3.5.9-10. A</u> • <u>Standard CC.3.5.11-12 A</u>	TEXT TYPES AND PURPOSE (FOR GRADES 9-10-11-12) • <u>Standard CC.3.6.9-10.A</u>	MATH STANDARD AREA: <u>NUMBERS AND</u> <u>OPERATIONS</u> (FOR H.S.)
1002	Design visual merchandising projects that utilize principles of color, line and design effectively for displays.	1-2-3-4-5-6-7-8-9-10 PATHWAY(S) A. <u>Marketing</u> <u>Communications</u>	Cite specific textual evidence, etc • <u>Standard CC.3.5.9-10 B</u> • <u>Standard CC.3.5.11-12. B</u> Determine the central ideas or	Standard CC.3.6.11-12.A Write arguments focused on discipline-specific content.     Standard CC.3.6.9-10.B	Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.
1003	Explain the different types of advertising media.	(Choose Standards) 1-2-3-4-5 <b>B. <u>Marketing</u> <u>Management</u></b>	conclusions of a text; etc. • <u>Standard CC.3.5.9-10.C</u> • <u>Standard CC.3.5.11-12.C</u> Follow precisely a complex multistep procedure, etc	• <u>Standard CC.3.6.11-</u> <u>12.B</u> Write informative or explanatory texts, including the narration of technical	Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-
	Write a promotional plan for a business. Illustrate a print advertisement.	(Choose Standards) 1-2-3-4-5-6-7 <b>C. <u>Marketing Research</u></b> (Choose Standards)	CRAFT & STRUCTURE (FOR GRADES 9-10-11-12) • <u>Standard CC.3.5.9-10. D</u> • Standard CC.3.5.11-12.D	processes, etc. PRODUCTION & DIST. OF WRITING- (FOR GRADES 9-10-11-12) • Standard CC.3.6.9-10.C	step problems. <u>Standard 2.1.HS.F.5</u> Choose a level of accuracy appropriate to limitations on
1006	Prepare a product development project.	1-2-3-4 <b>D. <u>Merchandising</u></b> (Choose Standards) 1-2-3-4-5-6-7-8	Determine the meaning of symbols, key terms, and other domain-specific words. • Standard CC.3.5.9-10.E	<u>Standard CC.3.611-12 C</u> -Produce clear and     coherent writing    appropriate to task,	measurement when reporting quantities. Standard 2.1.HS.F.6 Extend the knowledge of
	Write a small business proposal.	<b>E. Professional Sales</b> (Choose Standards) 1-2-3	• <u>Standard CC.3.5.11-12.E</u> Analyze the structure of the relationships among concepts in	purpose, and audience. • <u>Standard CC.3.6.9-10 D</u> • <u>Standard CC.3.6.11-12.D</u> Develop and strengthen	arithmetic operations and apply to complex numbers.
1008 1009	Write advertising slogans for products. Define promotional advertising and institutional advertising.	NOTE: Please refer to the <u>Common Core</u> <u>Technical Standard</u> s booklet if you wish to	a text, etc. • <u>Standard CC.3.5.9-10.F</u> • <u>Standard CC.3.5.11-12.F</u> Analyze the author's purpose in providing an explanation, describing a procedure and Another the structure of the	bevelop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific	
1010	Identify the objectives of retail advertising.	add more Career Pathways for your local geographic area.	Analyze the structure of the relationships among concepts in a text. INTEGRATE KNOWLEDGE	<ul> <li>by a specific purpose and audience.</li> <li><u>Standard CC.3.6.9-10.E</u></li> <li><u>Standard CC.3.6.11-12.E.</u></li> </ul>	

Secondary Competency Task List With Unit and Task Numbers	Common Career Technical Core Standards	CCS Standards For Reading for Technical Subjects Standard 3.5	CCS Standards For Writing for Technical Subjects - Standard 3.6	CCS Standards For Mathematics Standard 2.0
<ul> <li>1011 Distinguish between sales promotion and public relations.</li> <li>1012 Identify the major elements of a printed advertisement</li> <li>1013 Identify the major elements of a newspaper advertisement.</li> <li>1014 Design a draft layout of product and services.</li> </ul>		<ul> <li>&amp; IDEAS (FOR GRADES 9-10)</li> <li><u>Standard CC.3.5.9-10.G</u> Translate quantitative or technical information expressed in a text into visual form (e.g., a table or chart).</li> <li><u>Standard CC.3.5.9-10. H</u> Assess the reasoning in a text to support the author's claim for solving a technical problem.</li> <li><u>Standard CC.3.5.9-10. J</u> Compare and contrast findings presented in a text to those from other sources, etc.</li> <li>INTEGRATE KNOWLEDGE &amp; IDEAS FOR GRADES 11-12</li> <li><u>Standard CC.3.5.11-12. G</u> Integrate and evaluate multiple sources of information presented in diverse formats to solve a problem.</li> <li><u>Standard CC.3.5.11-12. H</u> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</li> <li><u>Standard CC.3.5.11-12. I</u> Synthesize info. from a range of sources into a coherent understanding .</li> <li>RANGE OF READING (FOR GRADES 9-10-11-12)</li> <li><u>Standard CC.3.5.9-10.J</u> <u>Standard CC.3.5.9-10.J</u> <u>Standard CC.3.5.9-10.J</u> Standard CC.3.5.11-12.J By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</li> </ul>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. <b>RESEARCH (FOR</b> <b>GRADES 9-10-11-12)</b> • <u>Standard CC.3.6.9-10.F</u> • <u>Standard CC.3.6.9-10.F</u> • <u>Standard CC.3.6.11-12.F</u> Conduct short and more sustained research to answer a question or solve a problem. • <u>Standard CC.3.6.9-10.F</u> <u>10.G.</u> • <u>Standard CC.3.6.9-10.G</u> • <u>Standard CC.3.6.11-12.G</u> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. • <u>Standard CC.3.6.9-10.H</u> . • <u>Standard CC.3.6.9-10.H</u> . • <u>Standard CC.3.6.11-12.H</u> . Draw evidence from informational texts to support analysis, reflection, and research. <b>RANGE OF WRITING</b> (FOR GRADES 9-10-11-12) • <u>Standard CC.3.5.9-10.I</u> & • <u>Standard CC.3.5.9-10.I</u> &	

Secondary Competency Task List With Unit and Task Numbers	Common Career Technical Core Standards	CCS Standards For Reading for Technical Subjects Standard 3.5	CCS Standards For Writing for Technical Subjects - Standard 3.6	CCS Standards For Mathematics Standard 2.0
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1100	PREPARE FOR CERTIFICATION: PROVIDE				
	PERSONALIZED CUSTOMER SERVICE.				
			KEY IDEAS/DETAILS	TEXT TYPES AND	
		CAREER CLUSTER	(FOR GRADES 9-10-11-12)	PURPOSE (FOR GRADES	MATH STANDARD AREA: NUMBERS AND
1101	Describe the advantages of customer service in	Marketing Career Cluster - (Choose	• Standard CC.3.5.9-10. A	9-10-11-12)	OPERATIONS
	servicing the customer and building a loyal customer	Standards)	• Standard CC.3.5.11-12 A	• Standard CC.3.6.9-10.A	(FOR H.S.)
		1-2-3-4-5-6-7-8-9-10	Cite specific textual evidence,	• Standard CC.3.6.11-12.A	Standard 2.1.HS.F.2
	base.	PATHWAY(S)	etc	Write arguments focused	Apply properties of rational
			<u>Standard CC.3.5.9-10 B</u>	on discipline-specific	and irrational numbers to
1102	Describe how data is collected to improve customer	A. <u>Marketing</u> Communications	• <u>Standard CC.3.5.11-12. B</u>	content.	solve real world or
1102		(Choose Standards)	Determine the central ideas or conclusions of a text; etc.	<u>Standard CC.3.6.9-10.B</u> <u>Standard CC.3.6.11-</u>	mathematical problems.
	service.	(Choose Standards) 1-2-3-4-5	Standard CC.3.5.9-10.C	12.B	Standard 2.1.HS.F.4
			• Standard CC.3.5.11-12.C	Write informative or	Use units as a way to
1103	Demonstrate the use of effective face-to-face	B. <u>Marketing</u> Management	Follow precisely a complex	explanatory texts, including	understand problems and to
1105		(Choose Standards)	multistep procedure, etc	the narration of technical	guide the solution of multi-
	communication with customers.	(Choose Standards) 1-2-3-4-5-6-7	CRAFT & STRUCTURE	processes, etc.	step problems.
			(FOR GRADES 9-10-11-12)	PRODUCTION & DIST. OF WRITING- (FOR	Standard 2.1.HS.F.5
1104		C. <u>Marketing Research</u>	• Standard CC.3.5.9-10. D	GRADES 9-10-11-12)	Choose a level of accuracy
1104	Identify the ways a customer service representative	(Choose Standards) 1-2-3-4	Standard CC.3.5.11-12.D	• Standard CC.3.6.9-10.C	appropriate to limitations on
	can develop a rapport with customers.		Determine the meaning of	• Standard CC.3.611-12 C	measurement when reporting
		D. <u>Merchandising</u>	symbols, key terms, and other	-Produce clear and	quantities.
		(Choose Standards)	domain-specific words.	coherent writing	Standard 2.1.HS.F.6
1105	Demonstrate techniques to solve customer problems.	1-2-3-4-5-6-7-8	• <u>Standard CC.3.5.9-10.</u> E	appropriate to task,	Extend the knowledge of
		E. Professional Sales	<ul> <li>Standard CC.3.5.11-12.E</li> </ul>	purpose, and audience.	arithmetic operations and apply to complex numbers.
1106	Explain the importance of putting extra effort into	(Choose Standards)	Analyze the structure of the	• <u>Standard CC.3.6.9-10 D</u>	apply to complex numbers.
1100	Explain the importance of putting extra errort into	1-2-3	relationships among concepts in	• <u>Standard CC.3.6.11-12.D</u> Develop and strengthen	
	satisfying customers.		a text, etc. • <u>Standard CC.3.5.9-10.F</u>	writing as needed by	
		NOTE:	• <u>Standard CC.3.5.11-12.F</u>	planning, revising, editing,	
1107		Please refer to the	Analyze the author's purpose in	rewriting, or trying a new	
1107	Explain techniques used to calm upset customers.	Common Core	providing an explanation,	approach, focusing on	
		Technical Standards	describing a procedure and	addressing what is most	
1108	Explain effective techniques to overcome sales	booklet if you wish to add more Career	Analyze the structure of the	significant for a specific purpose and audience.	
1100	Explain effective teeninques to overcome sales	Pathways for your local	relationships among concepts in	Standard CC.3.6.9-10.E	
		r addinays for your local	a text.	• <u>Stanuaru CC.5.0.9-10.E</u>	

Secondary Competency Task List With Unit and Task Numbers	Common Career Technical Core Standards	CCS Standards For Reading for Technical Subjects Standard 3.5	CCS Standards For Writing for Technical Subjects - Standard 3.6	CCS Standards For Mathematics Standard 2.0
objections. 1109 Utilize the team approach to deliver superior customer service.	geographic area.	<ul> <li>INTEGRATE KNOWLEDGE &amp; IDEAS (FOR GRADES 9-10)</li> <li>Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g., a table or chart).</li> <li>Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.</li> <li>Standard CC.3.5.9-10. J Compare and contrast findings presented in a text to those from other sources, etc.</li> <li>INTEGRATE KNOWLEDGE &amp; IDEAS FOR GRADES 11-12</li> <li>Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats to solve a problem.</li> <li>Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</li> <li>Standard CC.3.5.11-12. I Synthesize info. from a range of sources into a coherent understanding .</li> <li>RANGE OF READING (FOR GRADES 9-10-11-12)</li> <li>Standard CC.3.5.11-12.J By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</li> </ul>	Standard CC.3.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products. <b>RESEARCH (FOR</b> <b>GRADES 9-10-11-12)</b> •Standard CC.3.6.9-10.F •Standard CC.3.6.9-10.F •Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem. • <u>Standard CC.3.6.9-10.F</u> <u>10.G</u> . • <u>Standard CC.3.6.11-12.F</u> Gather relevant information from multiple authoritative print and digital sources, following a standard CC.3.6.9-10.H. <u>Standard CC.3.6.9-10.H.</u> <u>Standard CC.3.6.9-10.H.</u> <u>Standard CC.3.6.9-10.H.</u> <u>Standard CC.3.6.9-10.H.</u> <u>Standard CC.3.6.9-10.H.</u> <u>Standard CC.3.6.9-10.H.</u> <u>Standard CC.3.6.9-10.H.</u> <u>Standard CC.3.6.9-10.H.</u> <u>Standard CC.3.5.9-10.I.</u> <u>&amp;</u> <u>Standard CC.3.5.9-10.I.</u> <u>&amp;</u> <u>Standard CC.3.5.9-10.I.</u> <u>&amp;</u> <u>Standard CC.3.5.9-10.I.</u> <u>Write routinely over</u> extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.	

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<b>1200</b> 1201 1202 1203	DEMONSTRATE KNOWLEDGE OF PURCHASING AND DISTRIBUTION. Identify and explain the channels of distribution for a product. Describe types of inventory control.		KEY IDEAS/DETAILS (FOR GRADES 9-10-11-12)         • Standard CC.3.5.9-10. A         • Standard CC.3.5.9-10. B         • Standard CC.3.5.9-10 C         • Standard CC.3.5.9-10.C         • Standard CC.3.5.9-10.C         • Standard CC.3.5.9-10.C         • Standard CC.3.5.9-10.C         • Standard CC.3.5.9-10.D         • Standard CC.3.5.9-10.E         • Standard CC.3.5.9-10.E	Subjects - Standard 3.6         TEXT TYPES AND PURPOSE (FOR GRADES 9-10-11-12)         Standard CC.3.6.9-10.A         Standard CC.3.6.9-10.A         Standard CC.3.6.9-10.A         Standard CC.3.6.9-10.A         Standard CC.3.6.9-10.A         Standard CC.3.6.9-10.A         Standard CC.3.6.9-10.B         Standard CC.3.6.9-10.C         Standard CC.3.6.9-10.D         Standard CC.3.6.9-10 D         Standard CC.3.6.9-10 D         Standard CC.3.6.9-10 D         Standard CC.3.6.9-10 D <th></th>	
		<b>NOTE:</b> Please refer to the <u>Common Core</u> <u>Technical Standards</u> booklet if you wish to add more Career Pathways for your local geographic area.	Standard CC.3.5.9-10.F     Standard CC.3.5.11-12.F     Analyze the author's purpose in     providing an explanation,     describing a procedure and     Analyze the structure of the     relationships among concepts in     a text.     INTEGRATE KNOWLEDGE	<ul> <li>planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> <li><u>Standard CC.3.6.9-10.E</u></li> <li><u>Standard CC.3.6.11-12.E.</u></li> </ul>	

Secondary Competency Task List With Unit and Task Numbers	Common Career Technical Core Standards	CCS Standards For Reading for Technical Subjects Standard 3.5	CCS Standards For Writing for Technical Subjects - Standard 3.6	CCS Standards For Mathematics Standard 2.0
		<ul> <li>&amp; IDEAS (FOR GRADES 9-10)</li> <li>• Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g., a table or chart).</li> <li>• Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.</li> <li>• Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.</li> <li>INTEGRATE KNOWLEDGE &amp; IDEAS FOR GRADES 11-12</li> <li>• Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats to solve a problem.</li> <li>• Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</li> <li>• Standard CC.3.5.11-12. I Synthesize info. from a range of sources into a coherent understanding .</li> <li>RANGE OF READING (FOR GRADES 9-10-11-12)</li> <li>• Standard CC.3.5.11-12.J By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</li> </ul>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. RESEARCH (FOR GRADES 9-10-11-12) •Standard CC.3.6.9-10.F •Standard CC.3.6.9-10.F •Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem. •Standard CC.3.6.9- <u>10.G</u> . •Standard CC.3.6.11- <u>12.G</u> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. •Standard CC.3.6.9-10.H. •Standard CC.3.6.9-10.H. •Standard CC.3.6.9-10.H. •Standard CC.3.6.9-10.H. •Standard CC.3.5.9-10.H. •Standard CC.3.5.9-10.H. •Standard CC.3.5.9-10.I. ±C. RANGE OF WRITING (FOR GRADES 9-10-11-12) •Standard CC.3.5.9-10.I & *Standard CC.3.5.9-10.I Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.	

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<b>1300</b> 1301 1302 1303 1304	DEMONSTRATE KNOWLEDGE OF OPERATIONS IN A RETAIL BUSINESS. Describe how store design relates to store image. Explain the three C's of credit.	StandardsCAREER CLUSTERMarketing CareerCluster - (ChooseStandards)1-2-3-4-5-6-7-8-9-10PATHWAY(S)A. Marketing Communications(Choose Standards)1-2-3-4-5B. Marketing Management(Choose Standards)1-2-3-4-5B. Marketing Management(Choose Standards)1-2-3-4-5-6-7C. Marketing Research(Choose Standards)1-2-3-4D. Merchandising(Choose Standards)1-2-3-4D. Merchandising(Choose Standards)1-2-3-4D. Merchandising(Choose Standards)1-2-3NOTE:Please refer to the Common Core Technical Standards	•	Subjects - Standard 3.6         TEXT TYPES AND PURPOSE (FOR GRADES 9-10-11-12)         Standard CC.3.6.9-10.A         Standard CC.3.6.9-10.A         Standard CC.3.6.9-10.A         Standard CC.3.6.9-10.A         Standard CC.3.6.9-10.A         Standard CC.3.6.9-10.A         Standard CC.3.6.9-10.B         Standard CC.3.6.9-10.C         Standard CC.3.6.9-10.C         Standard CC.3.6.9-10.C         Standard CC.3.6.9-10.C         Standard CC.3.6.9-10.C         Standard CC.3.6.9-10.D         Standard CC.3.6.9-10.D         Standard CC.3.6.9-10 D         Standard CC.3.6.9-10 D <th></th>	
		booklet if you wish to add more Career Pathways for your local geographic area.	Analyze the structure of the relationships among concepts in a text. INTEGRATE KNOWLEDGE	significant for a specific purpose and audience. • <u>Standard CC.3.6.9-10.E</u> • <u>Standard CC.3.6.11-12.E.</u>	

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		<ul> <li>&amp; IDEAS (FOR GRADES 9-10)</li> <li>• <u>Standard CC.3.5.9-10.G</u> Translate quantitative or technical information expressed in a text into visual form (e.g., a table or chart).</li> <li>• <u>Standard CC.3.5.9-10. H</u> Assess the reasoning in a text to support the author's claim for solving a technical problem.</li> <li>• <u>Standard CC.3.5.9-10. I</u> Compare and contrast findings presented in a text to those from other sources, etc.</li> <li>INTEGRATE KNOWLEDGE &amp; IDEAS FOR GRADES 11-12</li> <li>• <u>Standard CC.3.5.11-12. G</u> Integrate and evaluate multiple sources of information presented in diverse formats to solve a problem.</li> <li>• <u>Standard CC.3.5.11-12. H</u> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</li> <li>• <u>Standard CC.3.5.11-12. I</u> Synthesize info. from a range of sources into a coherent understanding .</li> <li>RANGE OF READING (FOR GRADES 9-10-11-12)</li> <li>• <u>Standard CC.3.5.11-12.J</u> By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</li> </ul>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. <b>RESEARCH (FOR</b> <b>GRADES 9-10-11-12)</b> • <u>Standard CC.3.6.9-10.F</u> • <u>Standard CC.3.6.9-10.F</u> • <u>Standard CC.3.6.11-12.F</u> Conduct short and more sustained research to answer a question or solve a problem. • <u>Standard CC.3.6.9-10.F</u> • <u>Standard CC.3.6.11-12.G</u> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. • <u>Standard CC.3.6.9-10.H.</u> • <u>Standard CC.3.6.9-10.H.</u> • <u>Standard CC.3.6.9-10.H.</u> • <u>Standard CC.3.6.11-12.H.</u> Draw evidence from informational texts to support analysis, reflection, and research. <b>RANGE OF WRITING</b> <b>(FOR GRADES 9-10-11-12)</b> • <u>Standard CC.3.5.9-10.I</u> & • <u>Standard CC.3.5.9-10.I</u> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.	

	Secondary Competency Task List With Unit and Task Numbers	Common Career Technical Core Standards	CCS Standards For Reading for Technical Subjects Standard 3.5	CCS Standards For Writing for Technical Subjects - Standard 3.6	CCS Standards For Mathematics Standard 2.0
1401 1402 1403 1404 1405	PERFORM MERCHANDISING OPERATIONS.         Identify the difference between national and private brands.         Discuss concept of economic goods and services.         Discuss concept of economic resources and activities.         Identify and discuss the supply and demand factors in pricing.		Standard 3.5         KEY IDEAS/DETAILS (FOR GRADES 9-10-11-12)         • Standard CC.3.5.9-10. A         • Standard CC.3.5.9-10. A         • Standard CC.3.5.9-10 B         • Standard CC.3.5.9-10 C         • Standard CC.3.5.9-10.C         • Standard CC.3.5.9-10.D         • Standard CC.3.5.9-10.D         • Standard CC.3.5.9-10.D         • Standard CC.3.5.9-10.D         • Standard CC.3.5.9-10.E         • Standard CC.3.5.9-10.E         • Standard CC.3.5.9-10.E         • Standard CC.3.5.9-10.F         • Standard CC.3.5.9-10.F <th></th> <th></th>		
		Pathways for your local geographic area.	relationships among concepts in a text. INTEGRATE KNOWLEDGE & IDEAS (FOR GRADES 9-10)	approach, focusing on addressing what is most significant for a specific purpose and audience.	

Secondary Competency Task List With Unit and Task Numbers	Common Career Technical Core Standards	CCS Standards For Reading for Technical Subjects Standard 3.5	CCS Standards For Writing for Technical Subjects - Standard 3.6	CCS Standards For Mathematics Standard 2.0
		<ul> <li><u>Standard CC.3.5.9-10.G</u>         Translate quantitative or technical information expressed in a text into visual form (e.g., a table or chart).     </li> <li><u>Standard CC.3.5.9-10. H</u>         Assess the reasoning in a text to support the author's claim for solving a technical problem.     </li> <li><u>Standard CC.3.5.9-10. I</u>         Compare and contrast findings presented in a text to those from other sources, etc.         INTEGRATE KNOWLEDGE &amp; IDEAS FOR GRADES 11-12         <u>Standard CC.3.5.11-12. G</u>         Integrate and evaluate multiple sources of information presented in diverse formats to solve a problem.         <u>Standard CC.3.5.11-12. H</u>          Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.         <u>Standard CC.3.5.11-12. I</u>          Synthesize info. from a range of sources into a coherent understanding.          <b>RANGE OF READING (FOR GRADES 9-10-11-12)</b> <u>Standard CC.3.5.11-12.J</u>          By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.     </li> </ul>	<ul> <li><u>Standard CC.3.6.9-10.E</u></li> <li><u>Standard CC.3.6.11-12.E.</u></li> <li>Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</li> <li><u>RESEARCH (FOR GRADES 9-10-11-12)</u></li> <li><u>Standard CC.3.6.9-10.F</u></li> <li><u>Standard CC.3.6.9-10.G.</u></li> <li><u>Standard CC.3.6.9-10.G.</u></li> <li><u>Standard CC.3.6.9-10.G.</u></li> <li><u>Standard CC.3.6.9-10.G.</u></li> <li><u>Standard CC.3.6.11-12.G</u></li> <li><u>Gather relevant</u></li> <li>information from multiple authoritative print and digital sources, following a standard format for citation.</li> <li><u>Standard CC.3.6.9-10.H.</u></li> <li><u>Standard CC.3.6.11-12.H.</u></li> <li>Draw evidence from informational texts to support analysis, reflection, and research.</li> <li><u>RANGE OF WRITING (FOR GRADES 9-10-11-12)</u></li> <li><u>Standard CC.3.5.9-10.I &amp; &amp; Standard CC.3.5.11-</u></li> </ul>	

Secondary Competency Task List With Unit and Task Numbers	Common Career Technical Core Standards	CCS Standards For Reading for Technical Subjects Standard 3.5	CCS Standards For Writing for Technical Subjects - Standard 3.6	CCS Standards For Mathematics Standard 2.0
			<b><u>12.I.</u></b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.	