# Scope & Sequence

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| Course Name: Practicum in Marketing **TSDS PEIMS Code:** 13034800 (First Time Taken)  13034810 (Second Time Taken) | | **Course Credit:** 2.0  **Course Requirements:** Grade Placement 11-12.  **Prerequisites:** None.  **Recommended Prerequisites:** Principles of Business, Marketing and Finance. |
| **Course Description:** Practicum in Marketing is a series of dynamic activities that focus on the customer to generate a profitable exchange. Students will gain knowledge and skills that help them to be proficient in one or more of the marketing functional areas associated with distribution, financing, marketing information management, pricing, product planning, promotion, purchasing, risk management, and selling skills. Students will integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions. The practicum course is a paid or unpaid experience for students participating in a coherent sequence of career and technical courses in marketing. | | |
| **NOTE 1:** The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Marketing Career Cluster. This is a suggested scope and sequence for the course content. This content will work with any textbook, instructional materials or practicum experience. If locally adapted, make sure all TEKS are covered.  **NOTE 2:** Completion of skill sets may be demonstrated throughout the practicum. Therefore, content based on the TEKS does not have to be delivered sequentially. The major reason students take a practicum is to provide additional time on task for learning specialized skills. In most cases where the Extended Practicum is added to the Practicum, it is because the student is spending more than 15 hours per week at his/her training station (place of employment or internship).  **NOTE 3:** The information in this scope and sequence document does not describe detailed activities, because the activities will vary from student to student and training station to training station. The intent is that students incorporate and use previously learned knowledge and skills related to the career cluster. | | |
| **Practicum Plan** | **TEKS Covered**  **130.387. (c) Knowledge and skills.** | |
| **Section 1: Pre-Practicum**  Prior to beginning practicum experiences, students will review and discuss professional standards and employers’ expectations, personal and workplace safety, response plans to emergency situations, effective problem solving strategies, interpersonal skills, the principles of group participation and teamwork, appropriate work habits, ethical conduct, and good citizenship skills. Students will also explore and discuss career goals, objectives, and strategies as well as how the practicum experience fits into a plan for future career opportunities.  In addition students will understand the value of diversity, as well as a business’s contribution, and the role they can play.  During this pre-practicum time, students will also be given an overview of the expectations, hours, weekly reports etc. | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) communicate effectively with others using speaking, listening, and writing skills;  (B) demonstrate collaboration skills through teamwork;  (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;  (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (E) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations;  (F) demonstrate time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities in ways that use time wisely and optimize efficiency and results; and  (G) demonstrate leadership skills by participating in activities such as career and technical education student organizations.  (11) The student knows the impact and value of diversity. The student is expected to:  (A) explain how diversity affects marketing; and  (B) probe the impact of multiculturalism and multigenerationalism on marketing activities.  (2) The student knows the nature of business and shows its contribution to society. The student is expected to:  (A) distinguish ways that businesses contribute to society;  (B) explain the importance of social responsibility;  (C) describe types of business activities;  (D) explain the organizational design of businesses;  (E) discuss the global environment in which businesses operate; and  (F) depict factors that affect the business environment and how businesses can respond.  (7) The student knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives. The student is expected to:  (A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, managers, and customers;  (B) develop short- and long-term personal goals;  (C) identify and use time-management principles; and  (D) participate in leadership and career development activities. | |
| **Section 2: Functions and Foundations of Marketing; Practicum Check-In 1**  Students will discuss and demonstrate critical thinking and problem solving skills as they participate in check-in(s) with supervisors throughout their practicum experiences. During check-ins, students will display their understanding of natural identification of target markets as well as the core marketing competencies while interacting with customers, coworkers and supervisors. Time will be set aside to meet with practicum supervisors to discuss progress and set goals. | (3) The student demonstrates the importance of marketing and the functions of marketing. The student is expected to:  (A) explain the marketing concept; and  (B) describe each marketing function and how it relates to the marketing concept.  (4) The student analyzes the marketing mix, which involves a combination of the decisions about product, price, place, promotion, and people. The student is expected to:  (A) explain how each component of the marketing mix contributes to successful marketing; and  (B) illustrate the importance of marketing strategies in the marketing mix.  (5) The student knows the concepts and strategies used to determine target markets and market identification. The student is expected to:  (A) explain the importance of target markets;  (B) compare and contrast advantages and disadvantages of market segmentation and mass marketing;  (C) distinguish among geographic, demographic, psychographic, and behavioral segmentation; and  (D) explain the nature of marketing planning.  (30) The student knows the elements and processes of product planning. The student is expected to:  (A) explain the nature and scope of product planning;  (B) relate product-mix strategies to meet customer expectations; and  (C) define the product life cycle. | |
| **Section 3: Math in Marketing**  As part of their practicum experience, students will gain an understanding of how the math in marketing is naturally used in everyday life. While working and/or participating in the practicum the student will deal with pricing, percentages, interpretation of charts as well as inventory lists. Students’ daily interaction with customers will enhance their understanding of mathematical concepts and operations. | (6) The student applies mathematical concepts in marketing. The student is expected to:  (A) execute calculations involving money, time, space, materials, and data;  (B) interpret charts and graphs to make informed marketing decisions;  (C) use formulas and equations to determine price, profit, costs, and break-even point;  (D) perform mathematical operations;  (E) predict reasonable estimations;  (F) create mathematical models from real-life situations; and  (G) determine rate of change mathematically. | |
| **Section 4: Economics In Marketing**  As part of their practicum experience, students will learn hands-on the concepts of the economic system, as well as discovering and identifying the characteristics of various economic systems. During the review time with their instructor, sharing of what has been discovered and or sharing of different economic systems encountered will add to the value of the practicum.  Student presentations on the various economic systems during the classroom meetings of the practicum sessions will also add to their overall understanding. | (12) The student knows that marketing begins with a working knowledge of economic concepts. The student is expected to:  (A) discuss characteristics of economic goods and services;  (B) identify economic needs and wants;  (C) explain the concept of utility and cite examples of types of utility;  (D) describe the function of prices in markets; and  (E) clarify how the interaction of supply and demand affects price.  (13) The student knows that a nation's economic system is determined by what is produced, how it is produced, and how it is distributed. The student is expected to:  (A) compare and contrast how economies answer basic economic questions;  (B) explain why most economies are mixed; and  (C) determine the relationship between government and business.  (14) The student knows that private enterprise is based on independent decisions by businesses and limited government involvement. The student is expected to:  (A) determine characteristics of a private enterprise system;  (B) explain the advantages and disadvantages of private enterprise; and  (C) identify examples of competitive business situations such as price or nonprice competition.  (15) The student knows that economic factors such as gross domestic product, standard of living, consumer price index, and unemployment figures help influence a company's marketing strategies. The student is expected to:  (A) identify economic measurements used to analyze an economy;  (B) research how economic measures are used in a market economy;  (C) describe the concept of price stability as an economic measure;  (D) interpret the measure of consumer spending as an economic indicator;  (E) examine the impact of a nation's unemployment rates; and  (F) describe the economic impact of inflation on business.  (16) The student knows that changes in the economy include prosperity, recession, depression, and recovery and are collectively referred to as the business cycle. The student is expected to:  (A) explain the concept of business cycles; and  (B) describe the impact that phases of a business cycle have on the economy. | |
| **Section 5: Promotion and Advertising in Marketing**  As part of their practicum experience, students will notice the promotions happening in regard to products and services. Students will view, analyze and illustrate promotions they discover while involved in the practicum.  In addition, as products arrive at the job site, the distribution channels will be uncovered and the relationship to the promotions used to marketing them will be connected. | (20) The student understands the promotional concepts and strategies needed to communicate information about products, services, images, and ideas to achieve a desired outcome. The student is expected to:  (A) explain the communication processes as used in promotional activities;  (B) evaluate types of promotion;  (C) understand the concept of promotional mix;  (D) define the role of promotion as a marketing function;  (E) describe the use of business ethics in promotion;  (F) explore the regulation of promotion;  (G) explain the nature of direct marketing channels;  (H) model communication channels used in sales promotion; and  (I) describe communication channels used in public relations activities.  (21) The student knows that advertising is the paid form of nonpersonal communication about an identified sponsor's products. The student is expected to:  (A) illustrate types of advertising media;  (B) differentiate between product and institutional advertising; and  (C) identify and evaluate elements of an advertisement.  (17) The student knows that distribution systems facilitate the movement of products. The student is expected to:  (A) understand channels of distribution;  (B) identify physical distribution activities; and  (C) examine costs associated with distribution. | |
| **Section 6: Information Technology in Marketing; Practicum Check-in 2.**  As part of their practicum experience, students willidentify social media trends in marketing, identify ways that technology impacts business, apply web-search skills, demonstrate word-processing skills, use database applications, and execute spreadsheet applications in “hands-on” activities and/or projects. Students will also discuss trends affecting marketing and research emerging technologies in marketing with their supervising instructors. | (8) The student applies information technology as an effective marketing tool. The student is expected to:  (A) identify social media trends in marketing;  (B) identify ways that technology impacts business;  (C) apply web-search skills;  (D) demonstrate word-processing skills;  (E) use database applications; and  (F) execute spreadsheet applications.  (10) The student knows the importance of emerging trends and technologies in marketing. The student is expected to:  (A) discuss trends affecting marketing; and  (B) research emerging technologies in marketing. | |
| **Section 7: Finance and Pricing**  As part of their practicum experience, students willidentify and illustrate types of financial services in “hands-on” practicum activities and/or projects. Students will also discuss the purpose of a credit contract and the concept of pricing and strategies used in determining and adjusting price with their supervising instructors. | (18) The student knows that marketers use investment and financial services to achieve goals and objectives. The student is expected to:  (A) illustrate types of financial services; and  (B) explain the purpose of a credit contract.  (19) The student knows the concept of pricing and strategies used in determining and adjusting price. The student is expected to:  (A) state goals of pricing;  (B) identify factors affecting pricing;  (C) explain how pricing affects product, place, and promotion decisions;  (D) compare and contrast pricing policies;  (E) calculate a product's price;  (F) describe the role of business ethics in pricing; and  (G) analyze legal considerations for pricing. | |
| **Section 8: Business Risks and Workplace Protection**  As part of their practicum experience, students willcategorize business risks, and interpret how various types of risks impact business activities. Students will also evaluate and demonstrate knowledge of security precautions and present their findings to their supervising instructors during a practicum check-in. Students will also discuss workplace laws, trade regulations, and ethical behavior that affect business operations with their supervising instructors. | (22) The student knows that business risk is the possibility of loss or failure. The student is expected to:  (A) categorize business risks; and  (B) interpret how various types of risks impact business activities.  (23) The student knows that marketers responsible for risk management follow a process to decide the best strategy to deal with each risk. The student is expected to:  (A) evaluate security precautions; and  (B) demonstrate knowledge of safety precautions in the workplace.  (27) The student understands a business's responsibility to know and abide by workplace laws, trade regulations, and ethical behavior that affect business operations. The student is expected to:  (A) apply ethics to demonstrate trustworthiness;  (B) explain the nature of business ethics;  (C) describe legal issues affecting businesses;  (D) defend the nature of human resources regulations;  (E) explain the nature of workplace regulations such as Occupational Safety and Health Administration and statutes such as the Americans with Disabilities Act;  (F) discuss employment relationships;  (G) illustrate the nature of trade regulations; and  (H) describe the impact of antitrust legislation. | |
| **Section 9: Customer Relations and Purchasing**  During the practicum, students will engage with customers on a regular basis. Understanding their buying motives, behaviors and mindsets will happen naturally. Students will be able to exhibit all aspects of the selling process. When closing the sale, the creating of on-going relationships can bloom, as well as generating repeat business.  This part of the practicum will become second nature for the students as they take what they have learned and apply it. | (24) The student knows what influences customers before they make a purchase. The student is expected to:  (A) differentiate among a feature and a benefit;  (B) compare and contrast between consumer and organizational buying behavior;  (C) determine customer needs and wants;  (D) classify buying motives; and  (E) analyze how customers and organizations apply the decision-making process.  (25) The student knows how marketers use the selling process. The student is expected to:  (A) locate product information; and  (B) illustrate the sale process.  (26) The student understands the techniques and strategies used to foster positive, ongoing relationships with customers to enhance company image. The student is expected to:  (A) explain the nature of positive customer relations;  (B) describe a customer service mindset;  (C) explain the management role in customer relations;  (D) identify a company brand promise;  (28) The student applies ethical reasoning to a variety of workplace situations in order to make ethical decisions. The student is expected to:  (A) evaluate alternative responses to workplace situations based on personal or professional ethical responsibilities;  (B) identify personal and long-term workplace consequences of unethical or illegal behaviors;  (C) investigate the most appropriate response to workplace situations based on legal and ethical considerations; and  (D) demonstrate responsible behavior, honesty, integrity, and ethical work habits.  (E) explore ways of reinforcing company image through employee performance; and  (F) describe the use of technology in customer relationship management. | |
| **Section 10: Careers in Marketing**  During their practicum experiences, students will use appropriate technology and/or assigned materials toresearch, identify, and discuss careers, career development opportunities, entrepreneurship opportunities, and internships in the field of marketing. Students will review technical skill competencies for meeting marketing related industry standards, certifications, and licensing requirements.  As a culminating project for the practicum, students will successfully prepare and present their professional career portfolios to supervising instructors and practicum supervisors. Students’ final projects will have been edited and correctly revised, meet all TEKS-related requirements and criteria, and will be suitable for presentation to an interested stakeholder and/or potential employer. Students will model a professional appearance and demonstrate appropriate professionalism as well as interpersonal skills as they present their portfolios. | (9) The student recognizes that careers are ever changing and require continual self-assessment, research, and preparation to develop and implement responsible decisions. The student is expected to:  (A) develop a working portfolio containing components such as resume, cover letter, thank you letter, references, letter of recommendation, and work samples;  (B) analyze personal social media accounts for potential employability; and  (C) demonstrate interview skills.  (29) The student completes required training, education, and certification to prepare for employment in a particular career field. The student is expected to:  (A) identify training, education, and certification requirements for occupational choice; and  (B) participate in career-related training or degree programs. | |