



TENNESSEE DEPARTMENT OF

EDUCATION

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Marketing and Management I: Principles

Primary Career Cluster:	Marketing
Consultant:	Joy Smith, (615) 532-6248, Joy.Smith@tn.gov
Course Code(s):	5932
Prerequisite(s):	None
Credit:	1
Grade Level:	10 - 11
Graduation Requirement:	Completion of one credit of <i>Marketing I</i> satisfies the Economics requirement for graduation.
Programs of Study and Sequence:	This is the second course in the <i>Marketing Communications</i> , <i>Merchandising</i> , and <i>Entrepreneurship</i> programs of study.
Necessary Equipment:	Computer laboratory
Aligned Student Organization(s):	DECA: http://www.decatn.org Sarah Williams, (615) 532-2829, Sarah.G.Williams@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, he or she can offer placement in Internship, School-sponsored Enterprise, or Co-op. Please visit http://www.tn.gov/education/cte/wb/ for additional details.
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are local dual credit/dual enrollment opportunities for this course, including Volunteer State Community College and Middle Tennessee State University.
Teacher Endorsement(s):	030, 035, 039, 052, 054, 056, 057, 201, 202, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476
Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.tn.gov/education/cte/Marketing.shtml

Course Description

Marketing and Management I: Principles focuses on the study of marketing concepts and their practical applications. Students will examine the risks and challenges that marketers face to establish a competitive edge in the sale of products and services. Topics covered include foundational marketing functions such as promotion, distribution, and selling, as well as coverage of economics fundamentals,

international marketing, and career development. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee Common Core State Standards in Mathematics, and Tennessee state standards in Economics.*

Program of Study Application

This is the second course in all three Marketing programs of study: *Marketing Communication*, *Entrepreneurship*, and *Merchandising*. For more information on the benefits and requirements of implementing these programs in full, please see the program of study description documents found on the Marketing website at <http://www.tn.gov/education/cte/Marketing.shtml>.

Course Standards

Role of Marketing

- 1) Define marketing and describe the marketing benefits derived from each economic utility (form, time, place, possession, and information). Discuss how each benefit adds value to products and services. (TN CCSS Reading 2, 4, 5; TN CCSS Writing 4; TN Economics 2)
- 2) Describe each marketing core function (i.e., channel management, market information management, market planning, pricing, product service management, promotion, and selling) and supply examples of how each of these functions support the marketing concept. (TN CCSS Reading 2, 4, 5; TN CCSS Writing 4)

Marketing Mix

- 3) Examine the marketing mix; select a product or service and construct a visual representation with details and examples illustrating each of the four P's (product, place, price, and promotion) of that particular product or service. (TN CCSS Reading 1,7, 9; TN CCSS Writing 4)
- 4) Analyze the elements of a marketing plan and retrieve sample templates or exemplars from real companies (use local sources or Internet searches of prominent businesses). Discuss common elements of each marketing plan and identify the different objectives that the companies outlined in each plan, citing specific textual evidence. (TN CCSS Reading 1, 6, 8, 9; TN CCSS Writing 8, 9)
- 5) Explain the concept of market segmentation. Cite textbook(s) and case studies in a discussion of how market segmentation is used as a company strategy to increase its market share. (TN CCSS Reading 1, 2, 9; TN Economics 1, 3)
- 6) Conduct a SWOT analysis on a company and/or student organization, identifying its most significant strengths, weaknesses, opportunities, and threats. Highlight the techniques or specific results of market segmentation by including demographic, psychographic, and geographic data in the analysis. (TN CCSS Reading 5; TN CCSS Writing 4, 7; TN CCSS Math N-Q; TN Economics 1, 3)
- 7) Using the same company as in the SWOT analysis, produce a marketing plan with the objective of increasing the company's market share by targeting a non-traditional customer. Outline



specific marketing strategies, implementation plans, and evaluation standards. Explain the measures that will be used to quantify and/or qualify the results of plan implementation (e.g., employing website metrics to track the response rate for a fundraising campaign). (TN CCSS Writing 2, 4, 7)

Economics

- 8) Explain the concept of economy, delineating between micro and macroeconomic principles, and discuss how scarcity and factors of production require nations to make economic choices. Compare and contrast how the various economic systems (traditional, market, command, mixed) try to answer the questions: “What to produce? How to produce it? For whom to produce?” (TN CCSS Reading 2, 5, 6, 7; TN CCSS Writing 2, 4, 9; TN Economics 2, 4)
- 9) Explain how the following economic indicators are used in a market economy for business analysis and marketing decisions: gross domestic product (GDP), standard of living, inflation rates, interest rates, unemployment rate, productivity rates, stock market reports, and consumer price index (CPI). Demonstrate the ability to retrieve and interpret figures from public websites such as the International Monetary Fund (IMF), World Bank, and the Federal Reserve System in order to assess the overall economic health of nations and markets. (TN CCSS Reading 1, 2, 4, 5, 7; TN CCSS Writing 2, 4, 8, 9; TN CCSS Math N-Q; TN Economics 2, 4)
- 10) Produce a graphic illustration of the business cycle (recession, depression, recovery, and peak) and describe what happens to the economy at each stage of the business cycle. Cite examples of businesses that could flourish in each stage of the cycle. (TN CCSS Reading 2, 4; TN CCSS Writing 6, 9; TN Economics 2, 4)
- 11) Explain the characteristics of the free enterprise system. Argue for or against the claim that private ownership, competition, risk, and the profit motive benefit society. Critique the arguments of others and cite evidence to develop original claim(s) and counterclaim(s). (TN CCSS Reading 2, 4, 8; TN CCSS Writing 1, 9; TN Economics 2, 4)
- 12) Distinguish between price and non-price competition; provide five non-price examples of competition for customers. (TN CCSS Reading 4; TN CCSS Writing 4)
- 13) Explain the theory of supply and demand by diagramming a recent purchase of both an elastic and non-elastic product. Use the price paid at the time of the purchase as the equilibrium price; show the impact on price due to an increase or decrease in demand or supply. (TN CCSS Reading 7; TN CCSS Writing 4; TN CCSS Math N-Q; TN Economics 2, 4)
- 14) Explain the role of government in the private enterprise system. Identify federal regulatory agencies and laws that protect workers. Cite textual evidence from news media or textbook(s) to support an identification of examples of events that led to the creation of a specific piece of legislation and how changes in laws impact trade with both domestic and foreign customers. (TN CCSS Reading 1, 2; TN CCSS Writing 2, 4, 7, 9; TN Economics 2, 4)



International Marketing and the Global Marketplace

- 15) Discuss the concept of U.S. protectionism and cite a recent example from news media in which this principle has been referenced, critiqued, or defended. Identify major trade barriers and trade alliances, such as the North American Free Trade Agreement (NAFTA), and craft an original argument for or against U.S. protectionism. Support reasoning with evidence and make recommendations to maintain or remove sanctions affecting a given industry or country. (TN CCSS Reading 1, 2; TN CCSS Writing 1, 4, 9; TN Economics 1, 2, 4, 5)
- 16) Understand the impact of international organizations and treaties, including but not limited to the North American Free Trade Agreement (NAFTA), World Trade Organization (WTO), General Agreement on Tariffs and Trades (GATT), and the European Economic Community (EEC). Explain the benefits to nations derived from forming these associations, and discuss whether benefits flow equitably to all countries involved. (TN CCSS Reading 1, 2, 8; TN CCSS Writing 2, 4, 9; TN Economics 1, 2, 4, 5)
- 17) Conduct a global environmental scan by selecting a country and identifying a high-growth industry within that country. Create a new product customization or adaption not currently on the local market. Support product innovation based on research gathered through the scan. (TN CCSS Reading 1; TN CCSS Writing 4, 7, 9; TN Economics 1)

Distribution and Channel Management

- 18) Describe the major modes of transportation involved in the distribution of goods, including advantages and disadvantages of each, and identify the types of products best suited for delivery via each mode of transportation. (TN CCSS Reading 2; TN CCSS Writing 4)
- 19) Cite examples of how retail institutions' delivery and distribution channels in other countries differ from those in the United States. Determine how recent technological advancements have impacted the operations of warehouses and distribution centers and illustrate the challenges that still exist in developing countries. (TN CCSS Reading 1, 2; TN CCSS Writing 7, 9; TN Economics 1, 2, 3, 4, 5)

Selling

- 20) Explain feature/benefit selling. Break down a selected product into the features and benefits most likely to resonate with a target population, and translate five product features into five customer benefits. (TN CCSS Reading 1, 4; TN CCSS Writing 4)
- 21) Role-play the position of sales associate to a fellow classmate posing as a customer. Prepare a mock sales demonstration using the AIDA approach (Attention, Interest, Desire, and Action) while taking one's customer through the following steps:
 - a. Identify the approach
 - b. Determine needs
 - c. Present the product
 - d. Overcome the objections
 - e. Close the sale (using a variety of purchase options: cash, credit, layaway)



- f. Offer suggestive selling
 - g. Relationship management
- (TN CCSS Reading 3)

22) Explore customer relationship management strategies by formally or informally interviewing managers or other employees at local businesses. Draft a plan for maintaining and strengthening a company's relationship with its customers by identifying frequency and types of contacts, value-added services to be offered, and other activities aimed at improving customer satisfaction, loyalty, and advocacy. (TN CCSS Reading 1, 2, 6, 8; TN CCSS Writing 4, 8, 9)

Product Development, Branding, Packaging, and Labeling

23) Describe the process of new product and/or service development (e.g., idea generation, development, testing, and marketing of a new brand of coffee). (TN CCSS Reading 1, 2; TN CCSS Writing 4)

24) Discuss the nature, scope, and importance of branding in product planning. List three different types of brands (Generic, Private, and National). Explain how branding strategies are used to meet sales and company goals, and examine a case study of a successful or failed business attempt at a rebranding effort. Example businesses could include Coke, JCPenney, and Old Spice. (TN CCSS Reading 2, 4, 5, 8; TN CCSS Writing 2, 4, 9)

25) Identify the functions of labeling. Cite examples of how and why changes have been made to product labels over the course of history. (TN CCSS Reading 6, 8, 9; TN CCSS Writing 4, 9)

Introduction to Promotion

26) Identify the types of promotion (such as, but not limited to, advertising, direct marketing, sales promotion, personally selling, and public relations) and describe the concept of the promotional mix. Give examples of why all elements of the promotional mix must be coordinated. Identify the major types of advertising media and cite the pros and cons of each. (TN CCSS Reading 2, 4; TN CCSS Writing 4, 9)

27) Identify the main components of a print advertisement. Design an original ad layout incorporating principles of the components most commonly found in print media. (TN CCSS Reading 3, 4, 5, 6, 7; TN CCSS Writing 6)

28) Using suitable strategies from the promotional mix, create a product promotional campaign for a local business and or student organization that includes the following steps:

- a. Establish objectives
- b. Identify the target market
- c. Design the theme and promotional message
- d. Select promotional activities
- e. Allocate budget amounts
- f. Measure results

(TN CCSS Writing 1, 4, 5)



- 29) Research the elements of visual merchandising and explain how artistic elements function in a display design. Illustrate how proper and creative use of visual merchandising can drive sales, citing successful examples. (TN CCSS Reading 1, 2; TN CCSS Writing 2, 4)

Career Development

- 30) Identify career opportunities in marketing. Using real-time labor market data, research opportunities for job growth in the field. Take a career interest inventory to assess goals and aptitudes, and develop a career plan based on the results. (TN CCSS Reading 2, 7; TN CCSS Writing 4, 7, 9)
- 31) Using online employment resources, conduct a job search for a marketing position. Choose two postings and create a Venn diagram illustrating the unique qualifications for each job as well as the common qualifications between them. (TN CCSS Reading 2, 7, 9; TN CCSS Writing 4, 9)
- 32) In preparation for a future career in marketing, sales, advertising, or promotion, complete an authentic job application form and prepare a resume and cover letter following guidelines specified in the vacancy announcement. (TN CCSS Writing 4)
- 33) Participate in a mock interview with local business partners, mentors, and or through participation in a student organization event. Prior to the interview, prepare a paper that includes the following: tips on dress and grooming, most commonly asked interview questions, appropriate conduct during an interview, and recommended follow-up procedures. (TN CCSS Reading 2; TN CCSS Writing 2, 4, 7, 9)

Standards Alignment Notes

*References to other standards include:

- TN CCSS Reading: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 or 11-12 Students (page 62).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN CCSS Writing: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 or 11-12 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3 and 10 at the conclusion of the course.
- TN CCSS Math: [Common Core State Standards for Mathematics](#); Math Standards for High School: Number and Quantity.
 - Note: The standards in this course are not meant to teach mathematical concepts. However, the concepts referenced above may provide teachers with opportunities to collaborate with mathematics educators to design project-based activities or collaborate on lesson planning. Students who are engaging in activities listed above should be able



to demonstrate quantitative reasoning as applied to specific technical concepts. In addition, students will have the opportunity to practice the habits of mind as described in the eight Standards for Mathematical Practice.

- TN Economics: Tennessee Department of Education Curriculum Standards, Secondary 9-12 Social Studies, [Economics 9-12](#)
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.





Marketing & Management II: Advanced Strategies

Primary Career Cluster:	Marketing
Consultant:	Joy Smith, (615) 532-6248, Joy.Smith@tn.gov
Course Code(s):	5932
Prerequisite(s):	<i>Marketing & Management I: Principles</i> (recommended)
Credit:	1
Grade Level:	11 - 12
Graduation Requirement:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Marketing courses.
Programs of Study and Sequence:	This is the third course in the <i>Marketing Communications</i> and <i>Entrepreneurship</i> programs of study.
Necessary Equipment:	Computer laboratory
Aligned Student Organization(s):	DECA: http://www.decatn.org Sarah Williams, (615)532-2829, Sarah.G.Williams@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, he or she can offer placement in Internship, School-sponsored Enterprise, or Co-op. Please visit http://www.tn.gov/education/cte/wb/ for additional details.
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	030, 035, 039, 052, 054, 056, 057, 201, 202, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476
Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.tn.gov/education/cte/Marketing.shtml

Course Description

Marketing & Management II: Advanced Strategies is a study of marketing concepts and principles used in management. Students will examine the challenges, responsibilities, and risks managers face in today's workplace. Subject matter includes finance, business ownership, risk management, marketing

information systems, purchasing, promotion, and human resource skills. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee Common Core State Standards in Mathematics, and Tennessee state standards in Economics.* *Note for instructors: This course assumes many students are engaged in a work-based learning (WBL) experience such as cooperative education, internships, or similar types of worksite experiences with a local partner business. Projects in the course could benefit significantly from the use of resources and data from local businesses. Instructors are encouraged to leverage existing partnerships and to build on advisory committee relationships as they reach out to business owners or managers for authentic scenarios, materials, and other business information from which students could learn.*

Program of Study Application

This is the third course in the *Marketing Communications* and *Entrepreneurship* programs of study. For more information on the benefits and requirements of implementing these programs in full, please visit the Marketing website at <http://www.tn.gov/education/cte/Marketing.shtml>.

Course Standards

Business Ownership

- 1) Identify the forms of business ownership (such as sole proprietorship, partnership, and corporation). Compare the advantages and disadvantages of each; explore at least four ways to start a business as part of a class discussion. Cite under what circumstances it would be advantageous for a business to form a limited liability company. (TN CCSS Reading 1, 2, 4; TN CCSS Writing 4, 9)
- 2) Using supporting data obtained from public sources such as the Bureau of Labor Statistics, explain why entrepreneurship is important to the U.S. economy. Compare and contrast the role of the entrepreneur to that of a manager. (TN CCSS Reading 1, 2; TN CCSS Writing 2, 4, 9)

Management Skills

- 3) Distinguish the differences between horizontally organized and vertically organized companies. Explain how self-management teams function and illustrate how a student organization could be organized around particular processes or specializations with teams providing support. (TN CCSS Reading 1, 2, 4, 5; TN CCSS Writing 2, 4, 9)
- 4) Discuss why all three functions of management (planning, organizing and controlling) involve decision making and leadership. Describe the steps that should be included in the decision-making process. (TN CCSS Reading 2; TN CCSS Writing 2, 4, 9)
- 5) Demonstrate effective management skills by role-playing how you would manage a difficult workplace scenario. (TN CCSS Reading 9)
- 6) Identify three motivational management techniques that do not include money and describe the characteristics of the situation in which each may be chosen to motivate employees. (TN CCSS Reading 1; TN CCSS Writing 9)



- 7) Create a company orientation manual, including sections on, but not limited to, the following.
- a. Hiring
 - b. Compensation
 - c. Scheduling, including vacation, sick, and paid time off
 - d. Handling grievances
 - e. Addressing customer feedback
 - f. Performance assessments, including performance improvement and rewards
 - g. Promotions, transfers, and dismissals
 - h. Ethics in the workplace
- (TN CCSS Reading 9; TN CCSS Writing 2, 4, 7, 9)

Role of Marketing in Business

- 8) Create a six-month marketing plan aimed at increasing business profitability for the work-based learning partner or another local business. Include the following.
- a. An executive summary with a situational analysis identifying both SWOT (Strengths, Weaknesses, Opportunities, and Threats) and PEST (Political/legal, Economic, Sociocultural, and Technological) factors
 - b. Marketing strategies
 - c. Cost analysis
 - d. Implementation plan
 - e. Marketing audit evaluation instrument
- (TN CCSS Reading 7, 9; TN CCSS Writing 2, 4, 8, 9; TN CCSS Math N-Q)

Legal and Ethical Issues

- 9) Prepare a presentation on a federal statute encompassing consumer or trade laws or business practices (such as the Sherman Antitrust Act, the Robinson-Patman Act, or the Consumer Product Safety Act) that can affect businesses. (TN CCSS Reading 2, 4; TN CCSS Writing 4, 6, 9)
- 10) Write a report on ethical dilemmas that could be encountered when conducting business with international partners. Using media reports and/or case studies, cite examples of how U.S. business practices differ from those of other countries. (TN CCSS Reading 6; TN CCSS Writing 2, 4, 7, 9)

Purchasing

- 11) Cite the differences between centralized buying and decentralized buying; identify benefits and challenges of each. (TN CCSS Reading 4; TN CCSS Writing 9)
- 12) Describe a six-month merchandise plan; identify factors to consider when selecting suppliers and negotiating terms of sale. (TN CCSS Reading 7, 9; TN CCSS Writing 4, 7, 9)

Pricing

- 13) Identify and describe market factors that can affect prices (such as embargos, natural disasters, and overproduction), and cite legal and ethical considerations for price planning, including price fixing and price discrimination, among others. (TN CCSS Reading 2, 4)



- 14) Explain the relationship between pricing and product life cycle. Write an argument supporting either penetration pricing or price skimming as the best pricing strategy to employ when introducing a new product. Cite examples from news media or other appropriate texts of how each strategy was used in recent product introductions. (TN CCSS Reading 4, 5, 9; TN CCSS Writing 1, 4, 7, 9)
- 15) Explain how a company's profit relates to markup. Using the same product, demonstrate the ability to calculate retail percentage markup and markdown in dollars and percentages. (TN CCSS Reading 2; TN CCSS Writing 4; TN CCSS Math N-Q, A-SSE)

Promotional Concepts

- 16) Analyze journal articles about effective institutional promotions (e.g. Macy's Thanksgiving Day Parade), identifying benefits achieved. Research a prominent example of an institutional promotion; name the company sponsor, identify any nonprofit benefactors, and construct an essay highlighting factors that contributed to the launch of the promotion as well as to its continued existence. Address how social media tools have been leveraged to support your selected example. (TN CCSS Reading 1, 2, 6; TN CCSS Writing 2, 4, 8, 9)
- 17) Design an institutional promotions plan for the WBL partner or another local business. Include all elements of the promotional mix. Identify:
 - a. Goals
 - b. Target market
 - c. Message or theme
 - d. Coordination aspects
 - e. Action plan/implementation
 - f. Evaluation instrument(TN CCSS Reading 2; TN CCSS Writing 4, 9)
- 18) Describe how a business' image is created and/or enhanced through architectural displays; explain the importance of interior displays to a business' overall image. Create a rubric for evaluating the effectiveness of an architectural/interior display. In groups, divide a list of local businesses to visit. Using the rubric, conduct site surveys to evaluate the displays at a minimum of three businesses per group. (TN CCSS Reading 2, 7, 9; TN CCSS Writing 2, 4, 7)

Marketing Research and Information Management

- 19) Examine different types of marketing research and define methods for gathering marketing research data; include primary and secondary research methods. (TN CCSS Reading 1, 2, 4)
- 20) Assist in finding a solution to a problem for the WBL partner or another local business using marketing information management. Identify the problem, investigate the problem, and conduct research on potential ways to resolve the problem. Construct and administer a survey of customers or potential customers to determine factors that could be contributing to the problem; include open-ended, forced choice, and rating/ranking survey questions. Present survey findings and recommendations for resolving the problem in a graphic presentation to



partner business and peers. (TN CCSS Reading 4, 7, 9; TN CCSS Writing 1, 4, 6, 7, 9; TN CCSS Math N-Q, S-ID, S-IC)

Risk Management

- 21) Identify the various types of business risk, describing ways in which businesses can manage risk. Provide examples of how risk reduction or prevention can apply to the following areas:
- Employee screening and training
 - Safety conditions and safety instructions
 - Employee theft
 - Shoplifting
 - Reduction in workplace threats
- (TN CCSS Reading 2; TN CCSS Writing 4)
- 22) Cite the differences between and features of property and liability insurance. Obtain three quotes for minimum liability insurance coverage for a business in your area, using square footage and inventory on hand as factors on which to base the quote. (TN CCSS Reading 4, 5; TN CCSS Writing 4, 9)

Business Financing and Financial Statements

- 23) Describe the differences between equity capital and debt capital and explain the advantages and disadvantages of each. (TN CCSS Reading 2, 4)
- 24) To evaluate the credit worthiness of a business, lenders rely on the six C's (character, capability, capital, collateral, coverage, and conditions). Identify and explain the role each of the six criteria play in a lender's ability to determine overall risk and approve financing. (TN CCSS Reading 2, 4, 5; TN CCSS Writing 4, 9)
- 25) Identify the types of financial documents typically included in a business plan. Prepare examples of the following:
- Personal financial statement
 - Estimated startup costs
 - Projected business income statement for one quarter
 - Projected balance sheet after one year
- (TN CCSS Reading 2, 4; TN CCSS Writing 4; TN CCSS Math N-Q; TN Economics)

Work-Based Learning Experience

- 26) Apply principles of marketing and management to a work-based learning opportunity such as job shadowing, internships, or related work-based/work-site experiences.
- 27) Evaluate and apply principles of ethics as they relate to the work-based experience.
- 28) Employ safety principles to the work-based experience. (TN CCSS Reading 3)
- 29) Compose and maintain a journal that documents work-site experiences, time management, and ethical workplace behaviors. (TN CCSS Writing 4, 5, 10)



Standards Alignment Notes

*References to other standards include:

- TN CCSS Reading: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 8 and 10 at the conclusion of the course.
- TN CCSS Writing: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5, and 10 at the conclusion of the course.
- TN CCSS Math: [Common Core State Standards for Mathematics](#); Math Standards for High School: Number and Quantity, Algebra, Statistics and Probability.
 - Note: The standards in this course are not meant to teach mathematical concepts. However, the concepts referenced above may provide teachers with opportunities to collaborate with mathematics educators to design project-based activities or collaborate on lesson planning. Students who are engaging in activities listed above should be able to demonstrate quantitative, algebraic, and statistical reasoning as applied to specific technical concepts. In addition, students will have the opportunity to practice the habits of mind as described in the eight Standards for Mathematical Practice.
- TN Economics: Tennessee Department of Education Curriculum Standards, Secondary 9-12 Social Studies, [Economics 9-12](#).
 - Note: The standards in this course are not meant to teach economics concepts. However, the concepts referenced above may provide teachers with opportunities to collaborate with economics educators to design project based activities or collaborate on lesson planning.

