

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT  
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

**Subject Area:** Vocational Education for Students with Disabilities  
**Course Number:** 7980100  
**Course Title:** Marketing Education  
**Credit:** Multiple

**Will meet graduation requirement for Practical Arts**

- A. Major Concepts/Content.** The purpose of this course is to prepare students with disabilities for entry and success in marketing. The training provided is in accordance with the student's level of functioning and the requirements of the particular job(s) for which the student is being prepared. Students may prepare for occupations involving selling, buying, transporting or storing goods, or providing services.

The content should include, but not be limited to:

- employability skills
- interpersonal and leadership skills
- job-specific skills and competencies
- use of technology, tools, equipment, and supplies

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. The job or jobs for which the student is being trained should be reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan. The course requirements must include the vocational performance standards selected for the identified job(s).

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This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course also may be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  - Physical prompt—a touch, pointing, or other type of gesture as a reminder
  - Verbal prompt—a sound, word, phrase, or sentence as a reminder
  - Visual prompt—color coding, icons, symbols, or pictures as a reminder
  - Assistive technology—an alarm, an electronic tool
  - Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.
  - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  - Assistive technology—full: props, bolsters, pads, electric wheelchair;  
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

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Instructional activities involving practical applications of course requirements may occur in naturalistic settings in school and community for the purposes of practice, generalization, and maintenance of skills. Equipment should be provided to permit experiential learning for each student. The activities should simulate the skills the student will be expected to perform on the job. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Planned and supervised occupational activities must be provided through one or more of the following: 1) directed laboratory experience, 2) student projects, 3) placement for experience, and 4) cooperative experience.

When the cooperative method of instruction is used for this program, the following are required for each student: a training plan signed by the employer, teacher, and student, which includes instructional objectives and a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills, and tasks relevant to the occupation the student has chosen as a career goal.

The Distributive Education Clubs of America (DECA) organization is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional program.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

**After successfully completing this course, the student will:**

**1. Display appropriate communication, interpersonal, and leadership skills.**

- SE.A.1.In.1 cooperate in a variety of group situations.
- SE.A.1.In.2 assist in establishing and meeting group goals.
- SE.A.1.In.3 function effectively within formal organizations.
- SE.A.1.Su.1 cooperate in group situations—with guidance and support.
- SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
- SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
- SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

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- CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.  
CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_
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### Communication Skills

- 1.1. Use appropriate nonverbal language and gestures when communicating in work situations. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_  facial expressions                      \_\_\_  sounds  
             \_\_\_  gestures    \_\_\_  body language  
             \_\_\_  hand signals    \_\_\_  other: \_\_\_\_\_
- 1.2. Use appropriate vocabulary, grammar, and sentence structure to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
- 1.3. *State steps to complete a task. (Language C 31: VI)*
- 1.4. Use appropriate social language skills in work situations. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_  initiating topics  
             \_\_\_  maintaining topics  
             \_\_\_  taking turns  
             \_\_\_  ending a conversation  
             \_\_\_  repairing communication breakdowns  
             \_\_\_  showing sensitivity to cultural differences  
             \_\_\_  other: \_\_\_\_\_
- 1.5. *Use language to initiate social greeting. (Language C 23: III)*
- 1.6. Use appropriate language to express need for assistance in work situations (e.g., ask for help, raise hand, call person’s name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.7. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*
- 1.8. Use critical listening skills to gain understanding in work situations. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_  listening for content  
             \_\_\_  paying attention to cues—first, second...; in summary; most important  
             \_\_\_  linking to prior knowledge and experiences  
             \_\_\_  considering emotional meaning  
             \_\_\_  other: \_\_\_\_\_

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- 1.9. Use strategies to improve listening in work situations (e.g., empathize with and “read” people, check for understanding, nod or comment in response to communication, be sensitive to the environment, request feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.10. Use appropriate topics and responses when engaging in conversations in work situations (e.g., familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs, current events). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.11. *Use language to participate appropriately in conversation. (Language C 29: V)*
- 1.12. *Use language to initiate conversation. (Language C 30: VI)*
- 1.13. *Use language to relate recent personal experiences. (Language C 26: IV)*
- 1.14. Respond effectively to feedback given in work situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.15. Use feedback to make changes in work situations (e.g., correct a work problem, pronounce a word correctly, use a different technique on a job, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.16. Give effective feedback to others in work situations (e.g., “You need to measure the board more precisely.” “You did well on your task.” “Keep up the good work.”). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.17. Respond appropriately to actions and expressions of emotions of others in work situations (e.g., using “I” statements, making apologies, acknowledging a discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.18. Respond appropriately to environmental and social cues to change behavior in work situations (e.g., get quiet, pick up tools). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.19. Respond appropriately to basic questions, directions, and informational statements in work situations (e.g., ask for more information related to the topic being discussed, answer a question correctly and briefly, comment by giving information that you know about the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.20. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*

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### Interpersonal Skills

- 1.21. Demonstrate behaviors that contribute positively to group effort in work situations (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, using self-control and restraint when disagreeing, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.22. Use appropriate interpersonal communication skills when working in a group in work situations (e.g., checking for understanding, expressing opinions, stating beliefs, providing input, speaking while no one else is speaking, accepting criticism, providing feedback). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.23. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)*
- 1.24. Demonstrate behavior that meets social expectations when working in a group in work situations (e.g., waiting for turn, assisting others, understanding rules, abiding by rules, respecting the rights of others, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.25. Demonstrate behavior that meets the responsibilities of the role taken by the individual in the group in work situations (e.g., leader, recorder, timekeeper, manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.26. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 1.27. *Cooperate with peers. (Social and Personal G 51: III)*
- 1.28. Share plans with others in a group in work situations (e.g., explain a plan orally to others, hand out a written plan to others, develop an oral presentation to share a plan with others). (SE.A.1.In.2, SE.A.1.Su.1)
- 1.29. Demonstrate behaviors and communications that are complimentary to others in work situations (e.g., honoring others with rewards, commending others, praising to others, applauding others, approving of others). (SE.A.2.In.1, SE.A.2.Su.1)
- 1.30. Recognize and display sensitivity to others' feelings in work situations (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for a happy person, helping a person in distress). (SE.A.2.Su.1, SE.A.2.In.1)
- 1.31. *Identify personal feelings. (Social and Personal G 54: IV)*
- 1.32. Demonstrate respect for others' rights and property in work situations (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)

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- 1.33. *Show respect for property of others. (Social and Personal G 52: III)*
- 1.34. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*
- 1.35. Offer assistance to co-workers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)
- 1.36. Demonstrate behaviors that represent appropriate physical contact from others in work situations (e.g., casual greetings—shaking hands; displays of friendship—patting on back, giving a hug). (SE.A.2.In.1, SE.A.2.Su.1)
- 1.37. Use effective responses to inappropriate physical contact from others that will protect oneself in work situations (e.g., asking person to stop, walking away from person, backing away from person, asking for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 1.38. Ask for assistance if one experiences inappropriate physical contact from others in work situations (e.g., calling for a co-worker's help, asking for a supervisor's assistance, calling a security officer for help). (SE.A.2.In.1, SE.A.2.Su.1)
- 1.39. Demonstrate behavior that meets the expectations of the target business organization within the marketing field (e.g., follows company policies, interacts with supervisors and co-workers appropriately, files reports as necessary). (SE.A.1.In.3, SE.A.1.Su.2)
- 1.40. Demonstrate behavior that complies with the existing rules and code of conduct of the target business organization within the marketing field (e.g., making comments that reflect a positive attitude; respecting authority and co-workers; refraining from physical conflict; keeping personal problems separate from organization; being polite to others by waiting in line; helping others; not causing physical harm to others; meeting deadlines; complying with dress codes; not using tobacco, alcohol, and other drugs in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

## **Leadership Skills**

- 1.41. Establish reasonable group goals related to completion of a task in work situations (e.g., set deadline for completion of a product, assign roles to different members of a group). (SE.A.1.In.2)
- 1.42. Allocate and schedule the time and space needed to accomplish group goals in work situations (e.g., schedule group meetings so every member can attend, schedule meetings in a space large enough for the group, schedule meetings in a quiet place so discussion can take place between group members). (SE.A.1.In.2)
- 1.43. Demonstrate steps for problem solving in work situations involving groups (e.g., discuss the problem, individually list possible causes, record individual group members' suggestions and clarifications, discuss and determine most probable cause, implement corrective action or solution, report results, move on to the next most probable cause if initial action is ineffective). (SE.A.1.In.1, SE.A.1.Su.1)

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- 1.44. Demonstrate leadership skills that maintain group effort in work situations (e.g., encouraging open communication lines, using negotiation and conflict resolution skills when needed). (SE.A.1.In.2)
- 1.45. Demonstrate leadership skills that keep the group on-task in work situations (e.g., setting goals and objectives, making standards of behavior and performance known to all, exchanging information, sharing the plan for action). (SE.A.1.In.2)
- 1.46. Apply leadership skills in a group activity in work situations (e.g., leading a group in discussion, acting as the spokesperson, initiating discussion within a group, controlling the flow of information in a group, developing strategies to solve a problem, motivating the action of group members). (SE.A.1.In.2)
- 1.47. Identify the opportunities for leadership development available through an appropriate student and/or professional organization (e.g., contact state director of Distributive Education Clubs of America [DECA]). (SE.A.1.In.2)

### 2. Demonstrate knowledge and application of effective work habits, ethical behavior, and appropriate grooming for the workplace.

- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
- CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
- CL.C.2.In.5 apply employability skills in the workplace.
- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
- CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
- CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.
- CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt                       verbal prompt                       visual prompt  
 assistive technology                       supervision                       other: \_\_\_\_\_

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**Note:** For performance objectives related to Benchmarks CL.C.2.In.4 and CL.C.2.Su.4, see Requirement 3 in this course.

### Effective Work Habits

- 2.1. Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

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- 2.2. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  work according to schedule  
          \_\_\_\_\_  set an alarm clock as a reminder  
          \_\_\_\_\_  track subtasks on calendar  
          \_\_\_\_\_  check off subtasks when completed  
          \_\_\_\_\_  other: \_\_\_\_\_
- 2.3. Use alternative approaches when faced with difficulty in completing a work task. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  try different techniques                   \_\_\_\_\_  seek advice from others  
          \_\_\_\_\_  seek assistance from others               \_\_\_\_\_  read the instructions or references  
          \_\_\_\_\_  other: \_\_\_\_\_
- 2.4. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  use a checklist                   \_\_\_\_\_  compare with model or example  
          \_\_\_\_\_  look for errors                   \_\_\_\_\_  ask peer or co-worker to review  
          \_\_\_\_\_  ask supervisor to review       \_\_\_\_\_  other: \_\_\_\_\_
- 2.5. Follow a systematic procedure to complete job-specific tasks. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  identify task  
          \_\_\_\_\_  name steps of task  
          \_\_\_\_\_  perform task following a model or demonstration  
          \_\_\_\_\_  perform task with decreasing feedback  
          \_\_\_\_\_  perform task independently  
          \_\_\_\_\_  monitor own task performance using workplace or industry standards  
          \_\_\_\_\_  evaluate own task performance using workplace or industry standards  
          \_\_\_\_\_  other: \_\_\_\_\_
- 2.6. *Follow verbal directions to complete a two-step task. (Language B 13: IV)*
- 2.7. *Follow verbal directions with more than two steps. (Language B 14: V)*
- 2.8. Complete routine tasks accurately and effectively in work situations (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)
- 2.9. Complete assignments as specified in technical manuals, instruction sheets, and electronic displays. (CL.C.2.In.1, CL.C.2.Su.1)
- 2.10. Demonstrate attentive behavior when working (e.g., stay on task, do not talk excessively, listen to directions). (CL.C.2.In.3, CL.C.2.Su.3)

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- 2.11. Use strategies to assist with the maintenance of on-task behavior in work situations. (CL.C.2.In.5, CL.C.2.Su.5)  
Specify: \_\_\_\_\_  complete one task before starting another  
          \_\_\_\_\_  pace work so tasks are completed on time  
          \_\_\_\_\_  do not take prolonged or unnecessary breaks  
          \_\_\_\_\_  reward yourself periodically for completing subtasks  
          \_\_\_\_\_  other: \_\_\_\_\_
- 2.12. Stay on-task for the duration of a work activity (e.g., complete one task before starting another, ask for assistance if necessary, do not give up, use resources if necessary, determine alternative methods, work continuously and efficiently). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.13. *Stay on task until its completion. (Social and Personal C 20: III)*
- 2.14. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*
- 2.15. Demonstrate self-management skills necessary for job performance (e.g., staying on-task, setting goals, monitoring necessary daily and monthly tasks, planning tasks to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.16. Use strategies to maintain the expected level of productivity for the job. (CL.C.2.In.5, CL.C.2.Su.5)  
Specify: \_\_\_\_\_  use a timer or alarm clock to monitor time or deadlines  
          \_\_\_\_\_  keep a model of final product for reference  
          \_\_\_\_\_  use breaks appropriately  
          \_\_\_\_\_  other: \_\_\_\_\_

## Ethical Behavior

- 2.17. Demonstrate dependability when working (e.g., report to work on time, check tasks thoroughly before submitting, finish work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.18. Demonstrate flexibility when working (e.g., complete task even if requirements have changed, consider the opinions of others, adapt to changes in business). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.19. Demonstrate responsibility and self-control when working (e.g., do not cry or get angry when criticized, do not argue with co-workers, do not take credit for others' work). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.20. Demonstrate self-directed behavior in the workplace (e.g., begin tasks when they are assigned, do not complain, think positively, do not ask questions repeatedly unless necessary). (CL.C.2.In.3, CL.C.2.Su.3)

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- 2.21. Use strategies to maintain an acceptable attendance record at work (CL.C.2.In.3, CL.C.2.Su.3)  
Specify: \_\_\_\_\_  report to work regularly and be on time  
          \_\_\_\_\_  stay until quitting time  
          \_\_\_\_\_  return from breaks promptly  
          \_\_\_\_\_  inform supervisor if unable to work—illness, lateness, scheduling conflict  
          \_\_\_\_\_  other: \_\_\_\_\_
- 2.22. Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.23. *Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)*
- 2.24. Recognize and show respect for the authority of a supervisor when on the job (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.25. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 2.26. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*

## Employability Skills

- 2.27. Identify responsibilities of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.28. *Identify characteristics of a good employee. (Social and Personal C 23: IV)*
- 2.29. Demonstrate a positive attitude toward tasks at work (e.g., do not complain when given a difficult task, do not talk negatively about supervisors or co-workers, talk positively about the task when not at work). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.30. Interact appropriately with clients and customers (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.31. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.32. Demonstrate appropriate and effective techniques to correct identified mistakes on the job (e.g., repair equipment, do task over until correct). (CL.C.2.In.5, CL.C.2.Su.5)

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- 2.33. *Identify mistakes on task assignments with and without assistance.* (Social and Personal C 28: V)
- 2.34. Ask for assistance when needed on the job (e.g., to determine what to do next, to check for understanding of directions, to solve interpersonal problem with co-worker). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.35. *Seek help and accept assistance.* (Social and Personal C 21: III)
- 2.36. Evaluate the quality and efficiency of own work (e.g., match to sample, be objective, use evaluation to improve performance). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.37. Demonstrate ability to accept changes on the job. (CL.C.2.In.5, CL.C.2.Su.5)  
Specify: \_\_\_\_\_  work schedule                      \_\_\_\_\_  work duties  
                  \_\_\_\_\_  work site    \_\_\_\_\_  supervisor  
                  \_\_\_\_\_  other: \_\_\_\_\_

## Applying Problem-solving Strategies

- 2.38. Apply a general model for solving problems at work (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.39. Select and use effective problem-solving strategies based on requirements of the work situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)  
Specify: \_\_\_\_\_  brainstorming—identifying all solutions that come to mind  
                  \_\_\_\_\_  identifying steps—when a complicated task is involved  
                  \_\_\_\_\_  estimating—when numbers are involved  
                  \_\_\_\_\_  matching consequences to actions—for cause and effect  
                  \_\_\_\_\_  troubleshooting—finding problems within a work process  
                  \_\_\_\_\_  creative-thinking—when multiple solutions are acceptable  
                  \_\_\_\_\_  modeling—basing actions on those of a good example  
                  \_\_\_\_\_  other: \_\_\_\_\_
- 2.40. Apply brainstorming techniques when starting to solve a problem at work (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.41. Identify the separate steps of a complicated process when solving a problem at work involving many tasks (e.g., plan a simple project—decide on location, assign responsibilities, order materials and supplies, organize work). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.42. Construct rough estimates of answers to problems at work involving numbers before solving them (e.g., estimate amount of time needed to complete a job assignment when pressed for time, estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)

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- 2.43. Match consequences to decisions and actions when solving problems at work involving cause and effect (e.g., choosing to violate dress code—be sent home, be reprimanded, be demoted, have job terminated). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.44. Use troubleshooting for problems at work in which the cause is not easily seen (e.g., identifying problem areas in the work process). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.45. Apply creative-thinking strategies to solve problems at work in which a variety of solutions are possible (e.g., design an advertising brochure or pamphlet, re-arrange workstation for greater productivity). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.46. Apply modeling techniques to solve problems at work where a good example exists (e.g., identify techniques used by most productive employees, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.47. Analyze consequences of each alternative course of action for solving a particular problem at work (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

## **Implementing Solutions**

- 2.48. Complete identified tasks to solve problems at work (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work toward improving). (CL.B.4.In.2, CL.B.4.Su.2)
- 2.49. Determine impact of activities and decisions related to solving the problem in the work situation (e.g., determine if solution solved the problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)
- 2.50. Determine effectiveness of problem-solving strategies used in work situations (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)

## **Grooming and Hygiene**

- 2.51. Identify characteristics of appropriate grooming and attire for work for specified jobs in the marketing field (e.g., clean clothes, no short skirts or shorts, appropriately styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.52. *Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)*
- 2.53. Arrive at work clean and dressed properly (e.g., brush teeth, take a bath or shower, wear deodorant, iron clothes, wear uniform if required, clean and brush hair, tuck in shirt). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.54. Use strategies to achieve acceptable grooming and hygiene when dressing for work-related activities on a regular basis (e.g., set an alarm to allow enough time, organize supplies for easy access, lay out clothes the night before). (CL.C.2.In.3, CL.C.2.Su.3)

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2.55. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*

**3. Meet health and safety requirements related to the workplace.**

CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.

CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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3.1. Perform job tasks without any injury to self or others (e.g., wear protective clothing, follow directions, abide by rules, show caution). (CL.C.2.In.4, CL.C.2.Su.4)

3.2. Follow safety rules and procedures required for work performed (e.g., wear protective clothing—eyewear, smock, gloves). (CL.C.2.In.4, CL.C.2.Su.4)

3.3. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*

3.4. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*

3.5. Respond appropriately when unexpected events or potentially harmful situations occur in the workplace (e.g., alert supervisor or co-workers, remain calm, check for safe exit, help others to respond appropriately). (CL.C.2.In.4, CL.C.2.Su.4)

3.6. *Use language to indicate danger or warnings to others. (Language C 22: III)*

3.7. Perform common health and safety activities involving first aid in work situations. (CL.C.2.In.4, CL.C.2.Su.4)

Specify: \_\_\_  stopping bleeding and applying bandages  
          \_\_\_  taking care of burns, poisons, and wounds  
          \_\_\_  getting help when needed  
          \_\_\_  other: \_\_\_\_\_

3.8. *Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)*

3.9. Use strategies related to health and safety activities in the workplace effectively and efficiently and on a regular basis (e.g., keep first aid and other emergency supplies and instructions stored together, take a safety course, ask someone to show you proper health and safety procedures, keep emergency numbers on wall by phone). (CL.C.2.In.4, CL.C.2.Su.4)

3.10. Identify safety rules and procedures required for a specific job in the marketing field (e.g., wear necessary protective equipment, take precautions with heavy loads, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)

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- 3.11. Demonstrate knowledge of the meaning of laws and regulations that help protect the safety of workers (e.g., Occupational Safety and Health Administration (OSHA)—requires worker to be over 18 to operate dangerous machinery, requires worker to acquire work permit if 15 or under, requires employer allow a 15-minute break for every four hours worked; Drug Free Workplaces—does not allow alcohol or other drug use while on duty, may require tests prior to employment, provides treatment for employees with alcohol and other drug problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)
- 3.12. Ask appropriate persons for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)
- 3.13. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 3.14. Recognize standard industry symbols for caution, warning, or danger and others appropriate to job or task (e.g., electrical shock symbol, poison symbol). (CL.C.2.In.4, CL.C.2.Su.4)
- 3.15. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*

**4. Use appropriate technology, tools, equipment, and supplies commonly found in marketing occupations safely and correctly.**

CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.

CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace— with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**Using Tools, Equipment, and Supplies**

- 4.1. Locate and identify the correct supplies, equipment, and tools required to complete specific work assignments in the marketing field. (CL.C.2.In.2, CL.C.2.Su.2)  
Specify: \_\_\_  supplies—transportation containers, display counters, racks, shelves, merchandise to be sold  
          \_\_\_  equipment—cash register, computer  
          \_\_\_  tools—forklift, dolly, truck  
          \_\_\_  other: \_\_\_\_\_
- 4.2. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*

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- 4.3. Use strategies to assist in identifying needed supplies, equipment, and tools for specific work assignments in the marketing field. (CL.C.2.In.2, CL.C.2.Su.2)  
Specify: \_\_\_\_\_  use a checklist with pictures or descriptions of supplies, tools, and equipment  
\_\_\_\_\_  set up workstation with all needed supplies and equipment before starting  
\_\_\_\_\_  other: \_\_\_\_\_
- 4.4. Organize materials and supplies to complete work assignments in the marketing field (e.g., plastic storage containers; cabinets and drawers; storage rooms, desk space; display shelves; racks, and counters). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.5. Use tools, equipment, and supplies safely and correctly for specific work assignments in the marketing field (e.g., do not use electrical equipment near water; use tools, equipment, and supplies for designated purposes only; wear proper protection when required; don't overload an electrical outlet; safely use hand tools and power tools). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.6. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 4.7. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 4.8. Use new tools, equipment, and supplies by following instructions from an experienced user or in a manual. (CL.C.2.In.2, CL.C.2.Su.2)
- 4.9. Use measuring devices appropriately to complete functional tasks related to the marketing field. (CL.C.2.In.2, CL.C.2.Su.2)

## Using Telephone, Mail, and E-mail

- 4.10. Use various functions of a telephone appropriately to complete work-related tasks (e.g., conference calls, three-way calling, transfer, hold, use of multiple lines, call waiting, call forwarding, voice mail, telecommunications devices for hearing and speech impaired [TDDs]). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.11. Use a telephone to complete work-related tasks (e.g., make a conference call, determine information from an outside source, call a list of names to complete a task). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.12. *Identify and use emergency number (0-911) on the telephone in an appropriate manner. (Social and Personal H 61: IV)*
- 4.13. *Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)*
- 4.14. Use a fax machine to complete work-related tasks (e.g., send information to another location—letters, official documents, price quotes, directions). (CL.C.2.In.2, CL.C.2.Su.2)

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- 4.15. Use appropriate services to organize, send, and receive information to complete work-related tasks (e.g., United States Postal Service, United Parcel Service, Federal Express). (CL.C.2.In.2, CL.C.2.Su.2)

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- 4.16. Use various software programs to complete work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)  
Specify: \_\_\_\_\_  word processing                      \_\_\_\_\_  graphics and presentation  
                  \_\_\_\_\_  spreadsheet and databases                      \_\_\_\_\_  other: \_\_\_\_\_
- 4.17. Access available databases via the Internet to complete work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)  
Specify: \_\_\_\_\_  use software to access Internet  
                  \_\_\_\_\_  use search engines  
                  \_\_\_\_\_  other: \_\_\_\_\_
- 4.18. Use the various capabilities of e-mail to complete work-related tasks (e.g., send a co-worker or supervisor messages, notes, letters, instructions, or other information; send a co-worker or supervisor an attached file; send a co-worker or supervisor a downloaded document related to work). (CL.C.2.In.2, CL.C.2.Su.2)

**5. Demonstrate proficiency in the services and products related to the marketing occupations for the job(s) reflected in the student’s desired post-school outcome statement on the Transition Individual Educational Plan.**

**Note:** The student performance standards for this requirement are to be selected from the *Vocational Education Program Course Standards* for Marketing Education.

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_
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**6. Demonstrate, in the school setting, mastery of the performance standards required for the job(s) within the marketing field reflected in the student’s desired post-school outcome statement on the Transition Individual Educational Plan.**

**Note:** The student performance standards for this requirement are to be selected from the *Vocational Education Program Course Standards* for Marketing Education.

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_
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- 7. Demonstrate, in a work environment, the skills required for the job(s) within the marketing field identified in the student's desired post-school outcome statement on the Transition Individual Educational Plan.**

**Note:** The student performance standards for this requirement are to be selected from the *Vocational Education Program Course Standards* for Marketing Education.

Indicate guidance and support necessary for mastery at supported level:

physical prompt                       verbal prompt                       visual prompt  
 assistive technology                       supervision                       other: \_\_\_\_\_

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