

Implementation Date
Fall 2008

- a. Identify e-marketing models and how they operate.
- b. Explain how e-marketing attracts consumers.
- c. Explore business problems unique to e-marketers.
- d. Explain the difference between e-commerce and e-business.
- e. Identify businesses most likely to succeed online.
- f. Explain the impact of e-marketing on a local economy.

ACADEMIC STANDARDS:

SSEMA1. The student will illustrate the means by which economic activity is measured.

SSEMI3. The student will explain how markets, prices and competition influence economic behavior.

SSEMI1. The student will describe how households, businesses and governments are interdependent and interact through flows of goods, services and money.

BUSINESS ISSUES INVOLVED IN E-MARKETING

Students will evaluate the current use of Internet marketing in today's business world addressing issues unique to the electronic world.

MKT-EM-3. Students will evaluate e-marketing websites for user friendliness.

- a. Identify factors in determining ease of use (i.e., navigation, payment procedures, consistency, design).
- b. Identify payment methods for online purchases.
- c. Explain order fulfillment.

ACADEMIC STANDARDS:

MC2P2. Students will reason and evaluate mathematical arguments.

MC3P1. Students will solve problems (using appropriate technology).

MKT-EM-4. Students will evaluate the legal and ethical issues affecting e-marketing.

- a. Distinguish between what is legal and what is ethical.
- b. Define cyberlaw.
- c. Define virus.
- d. Define and evaluate SPAM as a form of advertisement.
- e. Evaluate the Electronic Communications Privacy Act of 2000.
- f. Explain the value of copyright laws for e-marketers.

Implementation Date

Fall 2008

- g. Explain the importance of choosing an appropriate domain name (avoid disputes with other companies).
- h. Recognize the importance of protecting customer privacy.
- i. Evaluate the practice of cybersquatting.
- j. Evaluate various types of security protection (anti-virus software, encryption, firewalls, etc).
- k. Discuss the advantages and disadvantages of offering customers the ability to opt in/opt out of e-mail advertising.

ACADEMIC STANDARDS:

MC2P2. Students will reason and evaluate mathematical arguments.

MC3P1. Students will solve problems (using appropriate technology).

SSEF5. The student will describe the roles of government in a market economy.

MARKETING IN A DIGITAL WORLD

Students will discover the fundamentals of Internet marketing through study of the marketing mix, customer service, market research, and the overall functions of marketing in business.

MKT-EM-5. Students will analyze the role of e-marketing in the marketing mix.

- a. Define marketing mix.
- b. Differentiate between a good and a service.
- c. Explain the importance of designing a website to attract the target market of the business.
- d. Differentiate between business to business (B2B), business to consumer (B2C), and consumer to consumer (C2C) in relationship to e-marketing.

ACADEMIC STANDARDS:

SSEMI1. The student will describe how households, businesses and governments are interdependent and interact through flows of goods, services and money.

MKT-EM-6. Students will explore how market research is conducted in e-marketing.

- a. Differentiate between primary research and secondary research.
- b. Identify secondary research sources (e.g., U.S. Small Business Alliance, U.S. Census Bureau, American Marketing Association, etc.).
- c. Analyze patterns found in click stream data to learn about customers.

Implementation Date
Fall 2008

- d. Explain how market research is used to establish personal relationships with customers.

ACADEMIC STANDARDS:

MC4P4. Students will make connections among mathematical ideas and to other disciplines.

MM1D1. Students will determine the number of outcomes related to a given event.

MM1D2. Students will use the basic laws of probability.

MM1D3. Students will relate samples to a population.

MKT-EM-7. Students will plan an ad campaign for a website launch.

- a. Define the purpose of the website.
- b. Recognize the value of branding.
- c. Decide the best use of media for promoting a new website launch (TV/radio/print/direct).
- d. Define and evaluate sticky content and dynamic content and the value these provide to e-marketers.
- e. Discuss the use of online contests to promote a website.
- f. Evaluate the use of banner ads.

ACADEMIC STANDARDS:

ELABLRL5. The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELAWLRC4. The student establishes a context for information acquired by reading across subject areas.

ELA11C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

MKT-EM-8. Students will analyze distribution methods for e-marketing.

- a. Determine the channels of distribution available to e-marketers.
- b. Identify the advantages and disadvantages of purchasing goods online.
- c. Distinguish between direct and indirect channels of distribution.
- d. Define cybermediary.
- e. Evaluate various order processing software solutions.
- f. Discuss the issue of disenfranchisement of traditional retailers when companies adopt business to consumer distribution models.

Implementation Date
Fall 2008

ACADEMIC STANDARDS:

SSEF1. The student will explain why limited productive resources and unlimited wants result in scarcity, opportunity costs and trade offs for individuals, businesses and governments.

WEB SITE DEVELOPMENT

The student will develop a basic knowledge for website development that will result in a functioning website for a business idea.

MKT-EM-9. Students will explore professional design and website development from a marketing perspective.

- a. Understand the importance of planning and designing prior to building a website (ease of use/navigation).
- b. Define ASCII and WYSIWYG.
- c. Choose appealing images for the website based on the target market.
- d. Distinguish between image/graphic files (i.e. jpg, tiff).
- e. Determine the purpose of hyperlinks.
- f. Explain how the use of fonts and font size impact a website's appearance to customers.
- g. Differentiate between a site map and a navigation scheme.

ACADEMIC STANDARDS:

MM1D4. Students will explore variability of data by determining the mean absolute deviation (the average of the absolute values of the deviations).

MKT-EM-10. Students will analyze revenue generation in e-marketing.

- a. Describe different types of revenue models.
- b. Explain how revenue models are developed.
- c. Differentiate between a traditional business plan and an e-business plan.
- d. Create an e-business plan.

ACADEMIC STANDARDS:

MC2P3. Students will communicate mathematically.

MC1D1. Students will determine the number of outcomes related to a given event.

MC1A1. Students will explore and interpret the characteristics of functions, using graphs, tables, and simple algebraic techniques.

Implementation Date
Fall 2008

MKT-EM-11. Students will evaluate the impact globalization has on e-marketing.

- a. Define globalization.
- b. Explain the importance of cultural considerations when doing business online (language, currency, etc.).
- c. Explore the advantages and disadvantages for U.S. businesses entering the global market.
- d. Examine issues of taxation, quotas and other international trade policies that U.S. businesses must face when doing business in a global marketplace.

ACADEMIC STANDARDS:

SSEMI1. The student will describe how households, businesses and governments are interdependent and interact through flows of goods, services and money.

SSEMI4. The student will explain the organization and role of business, and analyze the four types of market structures in the U.S. economy.

SSEMA1. The student will illustrate the means by which economic activity is measured.

YOU AND E-COMMERCE

The student will explore career options in the field of Internet marketing as well as develop an appreciation for viable job skills to be used in multiple opportunities.

MKT-EM-12. Students will explore e-marketing careers.

- a. Differentiate between jobs and careers.
- b. Explain how career choices impact lifestyles.
- c. Determine careers available in e-marketing.
- d. Determine education, skills, and training necessary to obtain positions in this career area.
- e. Determine traits that appeal to employers.

ACADEMIC STANDARDS:

ELA11C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

CTAE Foundation Skills

Implementation Date
Fall 2008

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit in order to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEC), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

Implementation Date
Fall 2008

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.

Implementation Date
Fall 2008

**Marketing, Sales, and Service
National Cluster Knowledge and Skill Standards**

E-Marketing

National Standards for Marketing, Sales and Service Career Cluster E-Marketing	Marketing, Sales, and Service E-Marketing Course
<p>Pathway Statement: Acquire foundational knowledge of the Internet and e-commerce to understand its scope and impact on business and the economy.</p> <p>Performance element: Investigate the retail industry to explore the relationship between retailing and e-commerce.</p> <p>Performance element: Explore the relationship between e-commerce and the Internet to understand the role of the Internet and e-commerce.</p>	<p>MKT-EM1: Students will analyze how the Internet has influenced modern day business and industry.</p>
<p>Pathway Statement: Acquire foundational knowledge of the Internet and e-commerce to understand its scope and impact on business and the economy.</p> <p>Performance element: Analyze the economic impact of e-commerce.</p>	<p>MKT-EM2: Students will explore the nature of e-marketing.</p>
<p>Pathway Statement: Acquire foundational knowledge of the Internet and e-commerce to understand its scope and impact on business and the economy.</p> <p>Performance element: Utilize promotional knowledge and skill for communicating information to achieve a desired outcome.</p>	<p>MKT-EM3: Students will evaluate e-marketing websites for user-friendliness.</p>

Implementation Date
Fall 2008

**Marketing, Sales, and Service
National Cluster Knowledge and Skill Standards**

E-Marketing

<p>Pathway Statement: Implement e-business ethics, regulations, and safeguards to protect the business and to create trust.</p> <p>Performance element: Apply ethics and government regulations to protect the e-business.</p> <p>Performance element: Secure company and customer data to minimize loss and to create trust.</p>	<p>MKT-EM4: Students will evaluate the legal and ethical issues affecting e-marketing.</p>
<p>Pathway Statement: Manage marketing activities to facilitate-business development and growth.</p> <p>Performance element: Determine the impact of the Internet on marketing to determine the Internet's usefulness in carrying out marketing activities.</p> <p>Performance element: Compare and contrast in-store merchandising with online merchandising to determine their similarities and differences.</p> <p>Performance element: Identify the impact of the Internet on a business's purchasing activities to appreciate the value added by the Internet.</p> <p>Performance element: Obtain, develop, maintain, and improve a product/service mix to respond to marketing opportunities.</p>	<p>MKT-EM5: Students will analyze the role of e-marketing in the marketing mix.</p>
<p>Pathway Statement: Manage marketing activities to facilitate-business development and growth.</p> <p>Performance element: Manage marketing-information to make e-business decisions.</p>	<p>MKT-EM6: Students will explore how market research is conducted in e-marketing.</p>

Implementation Date
Fall 2008

**Marketing, Sales, and Service
National Cluster Knowledge and Skill Standards**

E-Marketing

<p>Pathway Statement: Manage marketing activities to facilitate-business development and growth.</p> <p>Performance element: Utilize promotional knowledge and skill for communicating information to achieve a desired outcome.</p> <p>Pathway statement: Manage the e-sales function to determine the client needs and wants to respond through planned, personalized communication.</p>	<p>MKT-EM7: Students will plan an ad campaign for a website launch.</p>
<p>Pathway Statement: Manage marketing activities to facilitate-business development and growth.</p> <p>Performance element: Utilize distribution knowledge and skill to manage supply-chain activities.</p>	<p>MKT-EM8: The student will analyze distribution methods for e-marketing.</p>
<p>Pathway Statement: Acquire the skills to create a web presence.</p> <p>Performance element: Employ technological tools to create a web presence.</p>	<p>MKT-EM9: Students will explore professional design and website development from a marketing perspective.</p>
<p>Pathway Statement: Manage marketing activities to facilitate-business development and growth.</p> <p>Performance element: Employ financial knowledge and skill to make e-business decisions.</p>	<p>MKT-EM10: Students will analyze revenue generation in e-marketing.</p>
<p>Pathway Statement: Acquire foundational knowledge of the Internet and e-commerce to understand its scope and impact on business and the economy.</p> <p>Performance element: Ascertain the impact of e-commerce on international trade to understand the global marketplace.</p>	<p>MKT-EM11: Students will evaluate the impact globalization has on e-marketing.</p>

Implementation Date
Fall 2008

**Marketing, Sales, and Service
National Cluster Knowledge and Skill Standards**

E-Marketing

<p>Pathway Statement: Assess e-marketing career information to enhance opportunities for career success.</p> <p>Performance element: Analyze e-marketing careers to determine careers of interest.</p> <p>Performance element: Compare individual's abilities, interests, and attitudes with those associated with e-marketing to determine the match between the two.</p>	<p>MKT-EM12: Students will explore e-marketing careers.</p>
---	--

National Standards' Source(s):

MarkED, Inc. (National Standards for Marketing, Sales & Service Career Cluster: E-Marketing)