

# Idaho PTE Business Education Course with Essential Learning Outcomes and Learning Indicators

Course Title	BUSINESS ESSENTIALS		
SDPTE Course ID	BE 0100 (ME 0100)	IBED	IBED 12001

A course designed to introduce students to career exploration strategies with a focus on foundational skills and knowledge necessary for occupations in business. Establishment of employability traits will occur through the study and development of interpersonal, communication and leadership skills and knowledge. The course includes integration of skills and knowledge in reading, writing, mathematics, and economics as they relate to business occupations.

Term	Semester/Trimester	Preq	None
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Notes:

## Career Development CDev\_1: Demonstrate Knowledge of Self-Awareness

### CDev\_1.1 Assess personal skills, abilities, and aptitudes as they relate to career exploration and development.

Learning Indicator: CDev_1.1.1	List positive characteristics about yourself
Learning Indicator: CDev_1.1.2	Identify personal likes and dislikes
Learning Indicator: CDev_1.1.3	Identify individual talents and interests
Learning Indicator: CDev_1.1.4	Identify personal, physical, and mental characteristics
Learning Indicator: CDev_1.1.5	Complete a series of standardized interest and career identification tests
Learning Indicator: CDev_1.1.6	Compare personal skills and aptitudes with various career options
Learning Indicator: CDev_1.1.7	Assess and analyze personal talents and interests as they may relate to a future career
Learning Indicator: CDev_1.1.8	Correlate personal, physical, and mental characteristics with the requirements of various career opportunities
Learning Indicator: CDev_1.1.9	Demonstrate a realistic understanding of self
Learning Indicator: CDev_1.1.10	Determine attitudes needed for career success
Learning Indicator: CDev_1.1.11	Model the concepts of honesty and dependability
Learning Indicator: CDev_1.1.12	Provide examples of how feelings and actions of oneself are influenced by other's behaviors
Learning Indicator: CDev_1.1.13	Demonstrate and practice the steps involved in resolving a conflict/stress situation
Learning Indicator: CDev_1.1.14	Demonstrate the ability to use mediation techniques based on peer feedback
Learning Indicator: CDev_1.1.15	Demonstrate ability to adapt to change

### CDev\_1.2 Assess personal strengths and weaknesses as they relate to career exploration and development.

Learning Indicator: CDev_1.2.1	Identify personal strengths and weaknesses
Learning Indicator: CDev_1.2.2	Assess and analyze strengths and weaknesses relative to a variety of career options
Learning Indicator: CDev_1.2.3	Formulate and implement a plan to address identified weaknesses
Learning Indicator: CDev_1.2.4	Enhance identified strengths related to selected career options
Learning Indicator: CDev_1.2.5	Monitor progress and restructure the plan as needed to manage identified weaknesses
Learning Indicator: CDev_1.2.6	Reassess personal strengths and weaknesses in relationship to career development

## Career Development CDev\_3: Demonstrate Knowledge of Workplace Expectations

### CDev\_3.1 Relate work ethic to career development.

Learning Indicator: CDev_3.1.1	Demonstrate personal qualities related to employability (e.g., promptness, getting along with others, dependability)
Learning Indicator: CDev_3.1.2	Demonstrate responsible behavior related to personal property (e.g. homework, portfolio, school/home communications)

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- Learning Indicator: CDev\_3.1.3 Discuss the importance of a job well done to an individual and a business
- Learning Indicator: CDev\_3.1.4 Describe how the following groups depend on one another, work together, and share responsibilities: family members, peers at school, co-workers
- Learning Indicator: CDev\_3.1.5 State ways in which honesty and integrity affect relationships with others
- Learning Indicator: CDev\_3.1.6 Describe how honesty and integrity of co-workers affect work performance
- Learning Indicator: CDev\_3.1.7 Illustrate how personal qualities transfer from school to the workplace
- Learning Indicator: CDev\_3.1.8 Discuss and/or role-play the effects of a well-developed work ethic on worker and workplace productivity
- Learning Indicator: CDev\_3.1.9 Model positive workplace behaviors

## CDev\_3.2 Relate workplace relationships to career development.

- Learning Indicator: CDev\_3.2.1 Demonstrate the importance of cooperation among people to accomplish a task
- Learning Indicator: CDev\_3.2.2 Describe work-related activities in the home, community, and school
- Learning Indicator: CDev\_3.2.3 Explain the importance of dress code, attendance, and other expectations in the workplace
- Learning Indicator: CDev\_3.2.4 Explain the importance of respect for the feelings and beliefs of others
- Learning Indicator: CDev\_3.2.5 Demonstrate appropriate social skills for the workplace
- Learning Indicator: CDev\_3.2.6 Demonstrate problem-solving skills
- Learning Indicator: CDev\_3.2.7 Describe how the workplace environment influences behavior
- Learning Indicator: CDev\_3.2.8 Show how behavior influences the actions of co-workers
- Learning Indicator: CDev\_3.2.9 Practice appropriate interpersonal skills for working with and for others
- Learning Indicator: CDev\_3.2.10 Role-play appropriate and inappropriate employer and employee interactions in workplace situations
- Learning Indicator: CDev\_3.2.11 Role-play teamwork and cooperation in business situations
- Learning Indicator: CDev\_3.2.12 Discuss the importance of positive attitudes in creating a positive working atmosphere

## CDev\_3.3 Relate workplace diversity to career development.

- Learning Indicator: CDev\_3.3.1 Discuss the importance of being able to work productively with people who are different from oneself
- Learning Indicator: CDev\_3.3.2 Describe ways in which work may be affected by social and economic problems
- Learning Indicator: CDev\_3.3.3 Provide an example of how personal beliefs and attitudes affect decision-making
- Learning Indicator: CDev\_3.3.4 Show how behavior towards diversity influences the actions of co-workers
- Learning Indicator: CDev\_3.3.5 Identify the changing roles of men and women in business and family
- Learning Indicator: CDev\_3.3.6 Describe different cultural behaviors and expectations
- Learning Indicator: CDev\_3.3.7 Discuss advantages and disadvantages of entering non-traditional occupations
- Learning Indicator: CDev\_3.3.8 Identify stereotypes, biases, and discriminatory behaviors that may impact opportunities for protected classes in certain occupations
- Learning Indicator: CDev\_3.3.9 Discuss social and economic factors that have resulted in changing career patterns for women and men
- Learning Indicator: CDev\_3.3.10 Specify techniques for eliminating gender bias and stereotyping
- Learning Indicator: CDev\_3.3.11 Formulate strategies for working effectively with co-workers of varying age groups

## CDev\_3.4 Relate workplace communication skills to career development.

- Learning Indicator: CDev\_3.4.1 Practice effective interpersonal skills in a work relationship

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Learning Indicator: CDev_3.4.2	Express thoughts and ideas succinctly using various forms of communication (e.g., verbal, written, body language, etc.)
Learning Indicator: CDev_3.4.3	Explain the importance of tolerance and flexibility in interpersonal and group situations
Learning Indicator: CDev_3.4.4	Illustrate strategies for responding to and working with individuals under stress
Learning Indicator: CDev_3.4.5	Develop skills to give/receive constructive criticism
Learning Indicator: CDev_3.4.6	Demonstrate appropriate workplace communication skills and competencies

## Career Development CDev\_4: Demonstrate Knowledge of Career Strategy

**CDev\_4.2 Demonstrate an understanding of the goal setting process through setting short- and long-term career goals.**

Learning Indicator: CDev_4.2.1	Identify problems that interfere with obtaining career goals
Learning Indicator: CDev_4.2.2	Apply steps in the decision-making process; evaluate consequences of decisions
Learning Indicator: CDev_4.2.3	Describe how career development is a continuous process with a series of choices
Learning Indicator: CDev_4.2.4	Determine how the expectations of others affect career goals
Learning Indicator: CDev_4.2.5	Identify personal goals that may be satisfied through a combination of work, community, social, and family roles
Learning Indicator: CDev_4.2.6	Analyze personal leisure choices in relation to lifestyle and the attainment of career goals
Learning Indicator: CDev_4.2.7	Compare advantages and disadvantages of various secondary and post secondary programs to the attainment of career goals
Learning Indicator: CDev_4.2.8	Relate skills developed in academic and technical programs to career goals
Learning Indicator: CDev_4.2.9	Determine how educational achievement impacts one's choice of a college major, further training, and/or entry into the job market
Learning Indicator: CDev_4.2.10	Relate the necessity of lifelong learning to one's ability to achieve goals

## Career Development CDev\_5: Demonstrate Knowledge of School-to-Work Transition

**CDev\_5.1 Utilize different workplace experiences to make an effective transition from school to work.**

Learning Indicator: CDev_5.1.1	Develop an awareness of occupational opportunities (e.g., speakers and field trips)
Learning Indicator: CDev_5.1.2	Research a variety of career clusters (e.g. field trips, speakers, case studies, shadowing, or community service)
Learning Indicator: CDev_5.1.3	Experience paid/unpaid work opportunities in one or more career clusters (e.g., shadowing, mentoring, cooperative work experiences, or community service)

## Communications Comm\_1: Demonstrate Knowledge of Foundations of Communications

**Comm\_1.1 Through vocal expression, communicate in a clear, courteous, concise, and correct manner on personal and professional levels.**

Learning Indicator: Comm_1.1.1	Express wants, needs and feelings
Learning Indicator: Comm_1.1.2	Differentiate between and practice correct pronunciation and enunciation
Learning Indicator: Comm_1.1.3	Select language appropriate to the situation
Learning Indicator: Comm_1.1.4	Ask questions with confidence to elicit general and/or specific
Learning Indicator: Comm_1.1.5	Use proper telephone techniques and etiquette

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Learning Indicator: Comm_1.1.6	Organize thoughts to reflect logical thinking before speaking
Learning Indicator: Comm_1.1.7	Express opinions and discuss issues positively and tactfully
Learning Indicator: Comm_1.1.8	Use appropriate techniques to organize impromptu speeches and deliver one
Learning Indicator: Comm_1.1.9	Identify regional and cultural differences in spoken communications
Learning Indicator: Comm_1.1.10	Plan and present short presentations, individually or as a member of a group
Learning Indicator: Comm_1.1.11	Prepare, outline, and deliver a short oral presentation with attention to audience, suitable topic, and scope, with preparation including practicing speech on tape
Learning Indicator: Comm_1.1.12	Prepare visual material to support an oral presentation with attention to audience, site, appropriateness to topic, and necessary equipment to be used
Learning Indicator: Comm_1.1.13	Demonstrate an awareness and acceptance of international, regional, and multicultural speech
Learning Indicator: Comm_1.1.14	Exchange ideas in a formal/informal setting
Learning Indicator: Comm_1.1.15	Participate in group discussion and role playing
Learning Indicator: Comm_1.1.16	Participate in group discussions for problem resolution
Learning Indicator: Comm_1.1.17	Identify various roles within the group and practice listening, synthesizing, and restating information
Learning Indicator: Comm_1.1.18	Organize and lead discussions
Learning Indicator: Comm_1.1.19	Preside at meetings
Learning Indicator: Comm_1.1.20	Answer questions in formal and informal situations
Learning Indicator: Comm_1.1.21	Dictate using recording equipment
<b>Comm_1.2 Obtain and interpret information through reading.</b>	
Learning Indicator: Comm_1.2.1	Establish a vocabulary
Learning Indicator: Comm_1.2.2	Read for enjoyment and appreciation
Learning Indicator: Comm_1.2.3	Read textbooks for information
Learning Indicator: Comm_1.2.4	Express reading comprehension by restating, annotating, or summarizing
Learning Indicator: Comm_1.2.5	Retain and interpret information gained through reading
Learning Indicator: Comm_1.2.6	Apply reading skills to gather information from casual print media
Learning Indicator: Comm_1.2.7	Obtain appropriate information from graphics, maps, or signs
Learning Indicator: Comm_1.2.8	Locate and record information from written resources, including current business periodicals
Learning Indicator: Comm_1.2.9	Analyze the integrity of printed materials
Learning Indicator: Comm_1.2.10	Read and follow simple directions; evaluate results
Learning Indicator: Comm_1.2.11	Determine if clarification is necessary in written instructions
Learning Indicator: Comm_1.2.12	Distinguish between fact and opinion in written materials; identify propaganda and its impact on decision-making
Learning Indicator: Comm_1.2.13	Expand scope of reading materials to include simple business terms
Learning Indicator: Comm_1.2.14	Use corporate vocabulary appropriate for entry-level jobs
Learning Indicator: Comm_1.2.15	Expand scope of reading materials to include business-related publications
Learning Indicator: Comm_1.2.16	Use contextual clues to recognize word meaning
Learning Indicator: Comm_1.2.17	Determine when printed media may have been used out of context to distort reality
Learning Indicator: Comm_1.2.18	Use basic research techniques

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Learning Indicator: Comm\_1.2.19 Interpret business correspondence, professional articles, and supporting graphic materials.

Learning Indicator: Comm\_1.2.20 Interpret information from manuals, computer printouts, and electronic sources

Learning Indicator: Comm\_1.2.21 Select an appropriate reading method for a particular situation (e.g., skimming, scanning, speed reading, and in-depth reading)

Learning Indicator: Comm\_1.2.22 Distinguish between literal and inferential statements

## Comm\_1.3 Communicate in a written format in a clear, courteous, concise, and correct manner on personal and professional levels.

Learning Indicator: Comm\_1.3.1 Discuss the importance of correct spelling, grammar, word usage, mechanics, and legible writing

Learning Indicator: Comm\_1.3.2 Write logical, coherent phrases, sentences, and paragraphs incorporating correct grammar, mechanics, and word usage

Learning Indicator: Comm\_1.3.3 Compose simple requests for information, reports, and summaries; edit and revise written work

Learning Indicator: Comm\_1.3.4 Outline to facilitate logical and understandable written documents

Learning Indicator: Comm\_1.3.5 Use acceptable standards for grammar, mechanics, and word usage

Learning Indicator: Comm\_1.3.6 Write coherent business correspondence, instructions, descriptions, summaries, and reports using appropriate formats

Learning Indicator: Comm\_1.3.7 Proofread documents to ensure correct grammar, spelling, and punctuation

Learning Indicator: Comm\_1.3.8 Distinguish between paraphrasing, documentation, and plagiarism; use proper documentation procedures to avoid plagiarism

Learning Indicator: Comm\_1.3.9 Demonstrate a sensitivity to language bias (e.g., sexist, gender, race, religious, physically challenged, etc.) and avoid use of language bias

Learning Indicator: Comm\_1.3.10 Use note taking skills incorporating critical listening and reading techniques

Learning Indicator: Comm\_1.3.11 Identify factors affecting the readability of text

Learning Indicator: Comm\_1.3.12 Compare drafts to final documents and make editorial changes

Learning Indicator: Comm\_1.3.13 Proofread business documents to ensure that they are clear, correct, concise, complete, consistent, and courteous

Learning Indicator: Comm\_1.3.14 Compose messages that promote positive human behavior

Learning Indicator: Comm\_1.3.15 Use a wide variety of references and resources (both electronic and printed) for the purpose of writing business documents

Learning Indicator: Comm\_1.3.16 Write formal and informal reports using suitable format supported by appropriate graphic aids

Learning Indicator: Comm\_1.3.17 Use the direct or indirect approach in appropriate correspondence situations

Learning Indicator: Comm\_1.3.18 Analyze and respond in writing to routine business problems both individually and collaboratively

Learning Indicator: Comm\_1.3.19 Write business communications that are sensitive to multicultural situations

Learning Indicator: Comm\_1.3.20 Write appropriate messages for specific audiences, i.e., using empathy in a message, or addressing specific needed improvements

Learning Indicator: Comm\_1.3.21 Write business communications that reflect international differences and address current practice and protocol

## Comm\_1.4 Students will demonstrate active listening skills.

Learning Indicator: Comm\_1.4.1 Follow oral directions

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Learning Indicator: Comm_1.4.2	Demonstrate courtesy and respect for the speaker through attentive listening
Learning Indicator: Comm_1.4.3	Listen for meaning
Learning Indicator: Comm_1.4.4	Record complete and accurate telephone messages
Learning Indicator: Comm_1.4.5	Determine when more information is needed and ask appropriate questions
Learning Indicator: Comm_1.4.6	Identify relevant information in oral messages
Learning Indicator: Comm_1.4.7	Listen attentively for the purpose of taking accurate notes or completing forms
Learning Indicator: Comm_1.4.8	Include nonverbal cues in message interpretation
Learning Indicator: Comm_1.4.9	Use active listening techniques
Learning Indicator: Comm_1.4.10	Listen discriminately to separate fact from opinion
Learning Indicator: Comm_1.4.11	Evaluate media and oral presentations analytically and critically
Learning Indicator: Comm_1.4.12	Assess and respond to a speaker's nonverbal messages
Learning Indicator: Comm_1.4.13	Identify and overcome major barriers to listening
Learning Indicator: Comm_1.4.14	Discuss the value of silence in communication as a nonverbal cue
Learning Indicator: Comm_1.4.15	Direct courteous attention to multiple speakers within a group to obtain key facts
Learning Indicator: Comm_1.4.16	Give examples of how nonverbal messages have different meanings in different cultures

## **Communications Comm\_2: Demonstrate Knowledge of Social Communications**

### **Comm\_2.1 Demonstrate the development of a positive self-concept through personal appearance and interaction with others.**

Learning Indicator: Comm_2.1.1	Analyze personal self-concept and design a program for improvement
Learning Indicator: Comm_2.1.2	Use courtesy, basic etiquette, and tact when dealing with others
Learning Indicator: Comm_2.1.3	Discuss personal hygiene and grooming
Learning Indicator: Comm_2.1.4	Identify characteristics of both negative and positive role models
Learning Indicator: Comm_2.1.5	List characteristics inherent in a positive attitude
Learning Indicator: Comm_2.1.6	Demonstrate respect for differences of others
Learning Indicator: Comm_2.1.7	Apply principles of manners and etiquette in a variety of situations
Learning Indicator: Comm_2.1.8	Practice simple introductions in a variety of situations
Learning Indicator: Comm_2.1.9	Initiate conversations with people outside one's inner circle
Learning Indicator: Comm_2.1.10	Demonstrate confidence through participation in group activities
Learning Indicator: Comm_2.1.11	Explain the role that self-concept plays in one's personal and professional life
Learning Indicator: Comm_2.1.12	Exhibit professional behavior in the work environment
Learning Indicator: Comm_2.1.13	Discuss the impact of careless performance on professional image and job retention
Learning Indicator: Comm_2.1.14	Discuss the impact of time management practices on one's personal and professional image
Learning Indicator: Comm_2.1.15	Demonstrate an understanding of and respect for diverse international business manners and etiquette
Learning Indicator: Comm_2.1.16	Respect and adapt to the perspectives and opinions of the establishment and mature workers in the business environment
Learning Indicator: Comm_2.1.17	Participate in a shadowing or mentoring program with a positive, professional role model
Learning Indicator: Comm_2.1.18	Display a positive attitude in personal and professional settings

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- Learning Indicator: Comm\_2.1.19 Participate in school, community, and/or volunteer activities
- Learning Indicator: Comm\_2.1.20 Demonstrate appropriate work ethic in a business environment
- Learning Indicator: Comm\_2.1.21 Apply team skills in a business environment
- Learning Indicator: Comm\_2.1.22 Use leadership abilities in a business setting
- Learning Indicator: Comm\_2.1.23 Establish a work-related network through social contacts
- Learning Indicator: Comm\_2.1.24 Differentiate among appropriate business attire (e.g., casual, business-casual, professional business, and formal attire)

## Comm\_2.2 Apply basic social communication skills in personal and professional situations.

- Learning Indicator: Comm\_2.2.1 Define interpersonal communications and human relations skills
- Learning Indicator: Comm\_2.2.2 Respect the rights and feelings of others
- Learning Indicator: Comm\_2.2.3 Demonstrate proper respect for authority
- Learning Indicator: Comm\_2.2.4 Work cooperatively with one's peers and authority figures
- Learning Indicator: Comm\_2.2.5 Develop a sensitivity for and awareness of cultural diversity
- Learning Indicator: Comm\_2.2.6 Practice tact and courtesy in relationships with peers and authority figures
- Learning Indicator: Comm\_2.2.7 Explain the value of interpersonal communications in personal/social relationships
- Learning Indicator: Comm\_2.2.8 Model the process for conflict resolution
- Learning Indicator: Comm\_2.2.9 Address cultural conflicts and identify appropriate solutions
- Learning Indicator: Comm\_2.2.10 Explain the basic principles of group dynamics
- Learning Indicator: Comm\_2.2.11 Discuss the types of discrimination and their impact on interpersonal relationships
- Learning Indicator: Comm\_2.2.12 Explain the purpose of authority
- Learning Indicator: Comm\_2.2.13 Differentiate among passive, assertive, and aggressive behaviors
- Learning Indicator: Comm\_2.2.14 Demonstrate appropriate responses to passive, assertive, and aggressive behaviors
- Learning Indicator: Comm\_2.2.15 Explain the value and impact of interpersonal relationships in the business environment
- Learning Indicator: Comm\_2.2.16 Practice conflict resolution in academic, social, and business environments
- Learning Indicator: Comm\_2.2.17 Discuss the negative impact of different types of discrimination
- Learning Indicator: Comm\_2.2.18 Apply the principles of group dynamics in structured activities
- Learning Indicator: Comm\_2.2.19 Explain the importance of following chains of command
- Learning Indicator: Comm\_2.2.20 Discuss discrimination cases and legal precedents

## Communications Comm\_3: Demonstrate Knowledge of Technological Communications

### Comm\_3.1 Use technology to enhance the effectiveness of communications.

- Learning Indicator: Comm\_3.1.1 Demonstrate proper telephone etiquette, including cellular phones
- Learning Indicator: Comm\_3.1.2 Demonstrate basic keyboarding and computer functions
- Learning Indicator: Comm\_3.1.3 Use basic software applications (e.g., word processing, spreadsheets, etc.)
- Learning Indicator: Comm\_3.1.4 Use CD-ROMs, laser disks, videos, and modems for knowledge acquisition
- Learning Indicator: Comm\_3.1.5 Project a positive first impression on the telephone
- Learning Indicator: Comm\_3.1.6 Use the telephone to gather personal and consumer information
- Learning Indicator: Comm\_3.1.7 Use basic functions of databases, spreadsheets, and programming languages by formatting documents

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Learning Indicator: Comm_3.1.8	Refine documents using an electronic spell checker, a thesaurus and a grammar checker
Learning Indicator: Comm_3.1.9	Use a wide variety of references and research resources such as electronic bulletin boards and information services
Learning Indicator: Comm_3.1.10	Operate electronic message technologies to include voice mail, conference calls, pagers, and e-mail
Learning Indicator: Comm_3.1.11	Use computer networks (e.g., communicating computers, Internet, or on-line databases) to facilitate collaborative or individual learning and communicating
Learning Indicator: Comm_3.1.12	Discuss the use of the following communication systems: WATS lines, LAN systems, cellular technology, and voice recognition dictation
Learning Indicator: Comm_3.1.13	Enhance documents through the use of advanced layout, design, and graphics production software and scanning hardware
Learning Indicator: Comm_3.1.14	Address the ethical issues regarding ownership of information generated electronically
Learning Indicator: Comm_3.1.15	Apply the rules of electronic messaging etiquette
Learning Indicator: Comm_3.1.16	Evaluate the select messages which may be addressed best by electronic media
Learning Indicator: Comm_3.1.17	Incorporate the use of international electronic resources such as the Internet to complete higher level projects
Learning Indicator: Comm_3.1.18	Use techniques to protect confidential messages that are transmitted via technology to avoid identity theft

## Communications *Comm\_4: Demonstrate Knowledge of Employment Communications*

### **Comm\_4.1 Integrate all forms of communication in the successful pursuit of a career.**

Learning Indicator: Comm_4.1.1	Write a simple application letter and resume for simulated job opportunities
Learning Indicator: Comm_4.1.2	Role-play interview situations for simulated job opportunities
Learning Indicator: Comm_4.1.3	Discuss the importance of an informal personal network in job search strategy
Learning Indicator: Comm_4.1.4	Use a personal network in the job search situation
Learning Indicator: Comm_4.1.5	Write a formal application letter, resume, and follow-up letter for job opportunities
Learning Indicator: Comm_4.1.6	Participate in and analyze mock interviews, emphasizing critical times at the beginning and the end of an interview
Learning Indicator: Comm_4.1.7	Discuss and demonstrate the importance of appropriate dress in an interview situation
Learning Indicator: Comm_4.1.8	Respond to mock interview questions
Learning Indicator: Comm_4.1.9	Complete job application forms
Learning Indicator: Comm_4.1.10	List and discuss qualities that employers expect in potential employees
Learning Indicator: Comm_4.1.11	Use correct strategies for accepting or rejecting an offer
Learning Indicator: Comm_4.1.12	Discuss alternative sources for job placement (e.g., career centers, employment agencies, headhunters, etc.)
Learning Indicator: Comm_4.1.13	Discuss potential problems with signing employment contracts
Learning Indicator: Comm_4.1.14	Use established network of professionals to assist in the job search
Learning Indicator: Comm_4.1.15	Discuss the significance of nonverbal communications in the interviewing process
Learning Indicator: Comm_4.1.16	Prepare a list of questions to ask interviewer
Learning Indicator: Comm_4.1.17	Research the job market and specific potential employers
Learning Indicator: Comm_4.1.18	Discuss appropriate oral and written steps in leaving a job (resignation, down-sizing, exit interview)

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Learning Indicator: Comm\_4.1.19 Discuss expectations of an exit interview

## Communications *Comm\_5: Demonstrate Knowledge of Organizational Communications*

### Comm\_5.1 Incorporate appropriate customer-service strategies to communicate effectively with various business constituencies.

- Learning Indicator: Comm\_5.1.1 Differentiate between internal and external customers
- Learning Indicator: Comm\_5.1.2 Discuss the use of customer profiles
- Learning Indicator: Comm\_5.1.3 Discuss the importance of the telephone as a customer service tool
- Learning Indicator: Comm\_5.1.4 Demonstrate how one might take personal responsibility for customer satisfaction by adopting an entrepreneurial spirit
- Learning Indicator: Comm\_5.1.5 Employ appropriate strategies for dealing with dissatisfied customers on the telephone, face-to-face, and in writing
- Learning Indicator: Comm\_5.1.6 Establish reciprocal relationships with customers
- Learning Indicator: Comm\_5.1.7 Discuss the concept of a comprehensive customer service philosophy
- Learning Indicator: Comm\_5.1.8 Define corporate culture; compare and contrast corporate cultures of diverse organizations
- Learning Indicator: Comm\_5.1.9 Analyze the impact of company policies and procedures on communications
- Learning Indicator: Comm\_5.1.10 Demonstrate initiative to do more than the minimum required
- Learning Indicator: Comm\_5.1.11 List reasons why customers leave the company
- Learning Indicator: Comm\_5.1.12 Explain the long-term monetary impact of a lost customer
- Learning Indicator: Comm\_5.1.13 Analyze situations in which technology can positively and negatively impact customer service

### Comm\_5.2 Incorporate appropriate standards of personal ethics to communicate effectively with various business constituencies.

- Learning Indicator: Comm\_5.2.1 Discuss the fact that all organizations are political entities because they distribute the power, resources, and rewards
- Learning Indicator: Comm\_5.2.2 Define and discuss office politics
- Learning Indicator: Comm\_5.2.3 Express gratitude to colleagues when appropriate
- Learning Indicator: Comm\_5.2.4 Discuss the pros and cons of romantic relationships in the workplace
- Learning Indicator: Comm\_5.2.5 Discuss the career impact of decisions relating to family and friends
- Learning Indicator: Comm\_5.2.6 Discuss sexual harassment and its implications
- Learning Indicator: Comm\_5.2.7 Discuss the positive and negative aspects of the "grapevine"
- Learning Indicator: Comm\_5.2.8 Promote and gain acceptance for one's ideas and retain credit for them
- Learning Indicator: Comm\_5.2.9 Show interest in and support of the ideas of others
- Learning Indicator: Comm\_5.2.10 Write personal notes to business colleagues in special circumstances (e.g., congratulations, sympathy, appreciation, etc.)
- Learning Indicator: Comm\_5.2.11 Discuss the potential relationship between nonverbal cues and political posturing
- Learning Indicator: Comm\_5.2.12 Use assertiveness to overcome feelings of intimidation
- Learning Indicator: Comm\_5.2.13 Assess an audience in a social situation and select conversation and behavior accordingly
- Learning Indicator: Comm\_5.2.14 Discuss the ramifications of social behavior on professional image

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**Comm\_5.3 Incorporate appropriate leadership techniques to communicate effectively with various business constituencies.**

- Learning Indicator: Comm\_5.3.1 Identify effective leader characteristics
- Learning Indicator: Comm\_5.3.2 Organize and lead informal groups
- Learning Indicator: Comm\_5.3.3 Write short-term personal goals and professional goals
- Learning Indicator: Comm\_5.3.4 Explain why each meeting should have a purpose
- Learning Indicator: Comm\_5.3.5 Prepare and distribute an agenda prior to the meeting
- Learning Indicator: Comm\_5.3.6 Assess the impact of physical environment on meeting success
- Learning Indicator: Comm\_5.3.7 Plan, organize, and conduct meetings to achieve identified purpose
- Learning Indicator: Comm\_5.3.8 Demonstrate proper parliamentary procedures
- Learning Indicator: Comm\_5.3.9 Seek opportunities to practice leadership techniques
- Learning Indicator: Comm\_5.3.10 Demonstrate effective consensus building techniques
- Learning Indicator: Comm\_5.3.11 Identify and discuss different motivational theories
- Learning Indicator: Comm\_5.3.12 Determine the wants, needs, and motives of the audience to identify a motivational strategy
- Learning Indicator: Comm\_5.3.13 Use appropriate leadership language that includes optimism, encouragement, and action
- Learning Indicator: Comm\_5.3.14 Assume a leadership posture that incorporates confidence, assurance, and conviction
- Learning Indicator: Comm\_5.3.15 Lead a brainstorming session
- Learning Indicator: Comm\_5.3.16 Discuss behavior alteration techniques
- Learning Indicator: Comm\_5.3.17 Discuss reward and punishment theories as they relate to the business setting
- Learning Indicator: Comm\_5.3.18 Explain the concepts of employee empowerment

**Comm\_5.4 Incorporate appropriate supervision techniques to communicate effectively with various business constituencies.**

- Learning Indicator: Comm\_5.4.1 Participate in group activities in a supervisor position
- Learning Indicator: Comm\_5.4.2 Supervise a group activity promoting team-building concepts
- Learning Indicator: Comm\_5.4.3 Use delegation techniques
- Learning Indicator: Comm\_5.4.4 Discuss supervision as a process for reaching goals through the use of human resources, technology, and material resources
- Learning Indicator: Comm\_5.4.5 Discuss the importance of listening to subordinates
- Learning Indicator: Comm\_5.4.6 Use techniques to provide appropriate feedback
- Learning Indicator: Comm\_5.4.7 Discuss the concept that power is a trust and a responsibility
- Learning Indicator: Comm\_5.4.8 Explain the types of power and identify appropriate uses of each
- Learning Indicator: Comm\_5.4.9 Discuss basic concepts of negotiations

**Comm\_5.5 Incorporate standards of personal ethics to communicate effectively with various business constituencies.**

- Learning Indicator: Comm\_5.5.1 Discuss common types of unethical behavior in the workplace
- Learning Indicator: Comm\_5.5.2 Define ethics and identify the process by which individuals develop the foundation for making ethical decisions
- Learning Indicator: Comm\_5.5.3 Discuss the importance of taking moral responsibility for all oral and written communications and actions taken
- Learning Indicator: Comm\_5.5.4 Solve problems using techniques which include considerations of personal and ethical values

# Idaho PTE Business Education Course with Essential Learning Outcomes and Learning Indicators

Course Title	BUSINESS ESSENTIALS		
SDPTE Course ID	BE 0100 (ME 0100)	IBED	IBED 12001

## **Computation Comp\_1: Demonstrate Knowledge of Mathematical Foundations for All Computational Skills and Concepts**

### **Comp\_1.1 Apply basic mathematical operations to solve problems.**

Learning Indicator: Comp_1.1.1	Determine the correct mathematical process to use for various problem situations and use formulas when appropriate
Learning Indicator: Comp_1.1.2	Select and use appropriate tools when solving problems (e.g., paper, pencil, manipulatives, calculators, computer numerical keypad, and spreadsheets)
Learning Indicator: Comp_1.1.3	Define and use appropriate mathematical symbols for given problems
Learning Indicator: Comp_1.1.4	Round numbers for estimation and other purposes
Learning Indicator: Comp_1.1.5	Estimate and then calculate answers to problems using addition, subtraction, multiplication, and division
Learning Indicator: Comp_1.1.6	Compare computed result with estimated result to determine the reasonableness of the solution
Learning Indicator: Comp_1.1.7	Explain relationships between mathematical processes
Learning Indicator: Comp_1.1.8	Communicate understanding of problems through oral and written assessment

## **Computation Comp\_6: Demonstrate Knowledge of Problem-Solving Applications**

### **Comp\_6.5 Use mathematical procedures to analyze and solve business problems for financial statements.**

Learning Indicator: Comp_6.5.1	Calculate net sales, cost of goods sold, gross profit, operating expenses, and net profit for the income statement
Learning Indicator: Comp_6.5.2	Calculate total assets, liabilities, and owner's equity for the balance sheet
Learning Indicator: Comp_6.5.3	Calculate the cash flow and determine cash sufficiency for a given period of time
Learning Indicator: Comp_6.5.4	Calculate the change in equity for the statement of change of owner's equity or retained earnings statement
Learning Indicator: Comp_6.5.5	Calculate the distribution of profit/loss to the proprietor, partners, or stockholders

## **Economics and Personal Finance EcPF\_2: Demonstrate Knowledge of Personal Decision Making**

### **EcPF\_2.1 Use a rational decision-making process as it applies to the roles of citizens, workers, and consumers.**

Learning Indicator: EcPF_2.1.1	Recognize the consequences of making economic choices
Learning Indicator: EcPF_2.1.2	Identify alternative choices
Learning Indicator: EcPF_2.1.3	Make simple economic choices based on personal resources
Learning Indicator: EcPF_2.1.4	Apply the steps in a rational decision-making process to a situation involving an economic decision by an individual
Learning Indicator: EcPF_2.1.5	Differentiate between types of decisions and identify those that require a formal decision-making process
Learning Indicator: EcPF_2.1.6	Apply a rational decision-making process to various types of decisions at different stages of the life cycle

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## *Economics and Personal Finance EcPF\_4: Demonstrate Knowledge of Economic Systems*

**EcPF\_4.1 Explain why societies develop economic systems, identify the basic features of different economic systems, and discuss the major features of the U.S. economy.**

Learning Indicator: EcPF_4.1.1	Identify why a society needs an economic system
Learning Indicator: EcPF_4.1.2	Identify basic concepts of the free enterprise economic system
Learning Indicator: EcPF_4.1.3	Identify questions that must be answered by any economic system (e.g., what is to be produced, how it is to be produced, and for whom)
Learning Indicator: EcPF_4.1.4	Discuss advantages and disadvantages of different types of economic systems with primary focus on planned and market systems
Learning Indicator: EcPF_4.1.5	Explain the concept of a mixed economy
Learning Indicator: EcPF_4.1.6	Identify the type of economic system found in the United States
Learning Indicator: EcPF_4.1.7	Describe the major features of the U.S. economy (e.g., profit, competitive markets, and private ownership of property)
Learning Indicator: EcPF_4.1.8	Describe the role of individual households and business firms in making production and distribution decisions in a market economy
Learning Indicator: EcPF_4.1.9	Describe the components of the circular flow of economic activity and illustrate how they interact with each other
Learning Indicator: EcPF_4.1.10	Describe the difference in determining wages and prices in command and market economies
Learning Indicator: EcPF_4.1.11	Explain why economic systems are evaluated for their ability to achieve non-economic as well as economic goals
Learning Indicator: EcPF_4.1.12	Discuss private ownership of property, profit, competition, and private enterprise as basic features of a market economy
Learning Indicator: EcPF_4.1.13	Explain how the U.S. economy encourages entrepreneurs
Learning Indicator: EcPF_4.1.14	Analyze the strengths and weaknesses of alternative economic systems
Learning Indicator: EcPF_4.1.15	Critique the merits of an economic system's performance based on the criteria of freedom, efficiency, equity, security, employment, stability, and growth

## *Economics and Personal Finance EcPF\_8: Demonstrate Knowledge of Supply and Demand*

**EcPF\_8.1 Analyze the role of the law of supply and demand in the U.S. economy.**

Learning Indicator: EcPF_8.1.1	Describe supply and demand
Learning Indicator: EcPF_8.1.2	Identify determinants of supply and demand for goods and services
Learning Indicator: EcPF_8.1.3	Define the laws of supply and demand
Learning Indicator: EcPF_8.1.4	Explain how decisions made by individual consumers (buyers) and producers (sellers) affect supply and demand
Learning Indicator: EcPF_8.1.5	Define market clearing price
Learning Indicator: EcPF_8.1.6	Explain why quantity demanded and quantity supplied change with price levels
Learning Indicator: EcPF_8.1.7	Explain why supply and demand shifts occur
Learning Indicator: EcPF_8.1.8	Explain why equilibrium price changes due to shifts in supply and demand
Learning Indicator: EcPF_8.1.9	Explain why prices set by supply and demand are measures of the relative scarcity of a good or service

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Learning Indicator: EcPF_8.1.10	Explain why shortages, surpluses, and long-run allocation problems occur when price controls are enforced
Learning Indicator: EcPF_8.1.11	Explain the concept of elasticity and inelasticity and its importance to buyers and sellers
Learning Indicator: EcPF_8.1.12	Identify factors that affect the price of goods or services in markets that are not purely competitive

## Economics and Personal Finance EcPF\_10: Demonstrate Knowledge of the Role of Consumers

### EcPF\_10.1 Demonstrate sound consumer decision making when purchasing goods or services and the effects they have on budgeting.

Learning Indicator: EcPF_10.1.1	Comparison shop for purchases
Learning Indicator: EcPF_10.1.2	Identify alternative sources for purchases such as co-op, retail, discount, mail, and television
Learning Indicator: EcPF_10.1.3	Explain why there is variance in price for a given item bought from different suppliers
Learning Indicator: EcPF_10.1.4	Identify goods and services and distinguish between the two
Learning Indicator: EcPF_10.1.5	Analyze the role that supply and demand play in determining the availability and price of goods and services
Learning Indicator: EcPF_10.1.6	Identify personal wants and needs for goods and services
Learning Indicator: EcPF_10.1.7	Collect information about products that meet specific needs and wants
Learning Indicator: EcPF_10.1.8	Determine personal resources for meeting needs and wants
Learning Indicator: EcPF_10.1.9	Evaluate available buying options given personal financial resources
Learning Indicator: EcPF_10.1.10	Identify the steps in a rational decision-making process and how they are used in making a buying decision
Learning Indicator: EcPF_10.1.11	Apply a rational decision-making process to making personal buying decisions
Learning Indicator: EcPF_10.1.12	Use published consumer resources to collect information for making buying decisions
Learning Indicator: EcPF_10.1.13	Given a buying decision involving significant financial resources, use a rational decision-making process to make effective buying decisions
Learning Indicator: EcPF_10.1.14	Explain when and why borrowing is used for the purchase of goods or services
Learning Indicator: EcPF_10.1.15	Describe the risks associated with borrowing money
Learning Indicator: EcPF_10.1.16	Explain credit and why it is used
Learning Indicator: EcPF_10.1.17	Define interest and explain why it is charged
Learning Indicator: EcPF_10.1.18	Complete a loan application form neatly and accurately
Learning Indicator: EcPF_10.1.19	Identify and figure interest types
Learning Indicator: EcPF_10.1.20	Explain the role of credit in a market economy
Learning Indicator: EcPF_10.1.21	Identify sources of credit and the types of credit they offer
Learning Indicator: EcPF_10.1.22	Select an appropriate form of credit for a particular buying decision
Learning Indicator: EcPF_10.1.23	Identify elements of a contract
Learning Indicator: EcPF_10.1.24	Determine advantages and disadvantages of credit
Learning Indicator: EcPF_10.1.25	Explain credit ratings and describe why they are important to consumers in our economic system

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## ***Economics and Personal Finance EcPF\_15: Demonstrate Knowledge of Making Career Choices***

**EcPF\_15.1** Relate personal interests, wants and abilities to career choices and assess how conditions in the labor market may affect career choices.

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|----------------------------------|---|
| Learning Indicator: EcPF_15.1.1  | Give examples of various types of jobs  |
| Learning Indicator: EcPF_15.1.2  | Explain how types and availability of jobs are determined by consumer demand  |
| Learning Indicator: EcPF_15.1.3  | Assess personal interests, abilities, and life goals  |
| Learning Indicator: EcPF_15.1.4  | Differentiate among various occupational choices (e.g., service, manufacturing, agricultural, public service, professional, technical)  |
| Learning Indicator: EcPF_15.1.5  | Analyze the characteristics and requirements of occupations of interest   |
| Learning Indicator: EcPF_15.1.6  | Discuss the factors that affect income such as supply and demand, location, level of education, type of industry, union or non-union membership, gender, ethnicity, skill levels, and work ethics |
| Learning Indicator: EcPF_15.1.7  | Identify trends that cause change in the labor market   |
| Learning Indicator: EcPF_15.1.8  | Describe the role of entrepreneurs in our economy, and assess entrepreneurship as a career option   |
| Learning Indicator: EcPF_15.1.9  | Use a rational decision-making process in the selection of possible career choices  |
| Learning Indicator: EcPF_15.1.10 | Produce a plan for preparing to enter a specific career   |

## ***Entrepreneurship Entr\_1: Demonstrate Knowledge of Entrepreneurship Characteristics***

**Entr\_1.2** Characterize the role of an entrepreneur in business.

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|--------------------------------|--|
| Learning Indicator: Entr_1.2.1 | Describe the differences between an employer and an employee               |
| Learning Indicator: Entr_1.2.2 | Differentiate between a manager and an entrepreneur                        |
| Learning Indicator: Entr_1.2.3 | Analyze the tradeoffs between the roles of a manager and an entrepreneur   |
| Learning Indicator: Entr_1.2.4 | Describe the unique contributions of entrepreneurs in the American economy |

## ***Entrepreneurship Entr\_3: Demonstrate Knowledge of Economics***

**Entr\_3.1** Apply economic concepts when making decisions for an entrepreneurial venture.

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|--------------------------------|---|
| Learning Indicator: Entr_3.1.1 | Define opportunity costs and give examples                          |
| Learning Indicator: Entr_3.1.2 | Explain the importance of opportunity costs when making a decision  |
| Learning Indicator: Entr_3.1.3 | Analyze a decision in terms of marginal costs and marginal benefits |
| Learning Indicator: Entr_3.1.4 | Determine the differences between marginal costs and sunk costs     |

## ***International Business IntB\_1: Demonstrate Knowledge of International Business Awareness***

**IntB\_1.1** Explain the role of international business and analyze its impact on careers and doing business at the local, state, national, and international levels.

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|--------------------------------|--|
| Learning Indicator: IntB_1.1.1 | Explain the difference between a domestic and international company  |
| Learning Indicator: IntB_1.1.2 | List examples of international trade in the local community  |
| Learning Indicator: IntB_1.1.3 | Report on historical developments illustrating the past experience of the U.S.'s role in international trade |

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Learning Indicator: IntB_1.1.4	Demonstrate an understanding of the relationship between international events and the daily conduct of business
Learning Indicator: IntB_1.1.5	Interpret the impact of emerging economic and political changes in international operations
Learning Indicator: IntB_1.1.6	Identify international trade partners and point out the trading patterns of companies based on region, state, and country
Learning Indicator: IntB_1.1.7	Explain the role of international business at local, regional, and national levels
Learning Indicator: IntB_1.1.8	Describe the impact of international business activities on the local, regional, national, and international economies
Learning Indicator: IntB_1.1.9	Analyze the potential impact (on a community, region, state, and country in which it is located) of a domestic company involving itself in international trade opportunities

## Marketing Mktg\_1: Demonstrate Knowledge of Marketing Roles

**Mktg\_1.1 Identify the roles of marketing and analyze the impact of marketing on the individual, business, and society.**

Learning Indicator: Mktg_1.1.1	Describe the historical evolution of marketing
Learning Indicator: Mktg_1.1.2	Define and describe the marketing concept
Learning Indicator: Mktg_1.1.3	Explain the impact of marketing on personal life
Learning Indicator: Mktg_1.1.4	Explain diversity of activities involved in marketing
Learning Indicator: Mktg_1.1.5	Compare and contrast marketing strategies for products, services, ideas, and persons
Learning Indicator: Mktg_1.1.6	Analyze ethical and social responsibility issues related to marketing
Learning Indicator: Mktg_1.1.7	Explain the role of utility in facilitating exchange (i.e., form, time, place, possession, information)
Learning Indicator: Mktg_1.1.8	Compare the American marketing system with those found in other countries

## Marketing Mktg\_3: Demonstrate Knowledge of External Factors to Business

**Mktg\_3.2 Identify and explain how the economic environment influences/dictates marketing decisions.**

Learning Indicator: Mktg_3.2.1	Determine the ways in which economic conditions, both domestically and internationally, affect marketing strategy
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## Marketing Mktg\_4: Demonstrate Product Knowledge

**Mktg\_4.4 Describe the characteristics of a product mix and extensions.**

Learning Indicator: Mktg_4.4.1	Define the nature of a product mix in a particular company
Learning Indicator: Mktg_4.4.2	Identify product mix decisions that must be made in order to market the product or service
Learning Indicator: Mktg_4.4.3	Explain the advantages and disadvantages of product line diversification (e.g., extending product lines and adding new ones)
Learning Indicator: Mktg_4.4.4	Explain the need for comprehensive marketing of the extended product such as warranty, service contract, etc.

# Idaho PTE Business Education Course with Essential Learning Outcomes and Learning Indicators

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## Marketing Mktg\_5: Demonstrate Knowledge of Price

**Mktg\_5.1** Explain the role of pricing in the marketing process.

Learning Indicator: Mktg\_5.1.1 Identify the various objectives of pricing (e.g., revenue maximization, profit maximization)

## Marketing Mktg\_9: Identify Characteristics of a Market

**Mktg\_9.1** Identify buying motives and strategies to influence buying.

Learning Indicator: Mktg\_9.1.1 Differentiate between rational and emotional buying motives

Learning Indicator: Mktg\_9.1.2 Develop strategies to influence rational and emotional buying motives

**Mktg\_9.2** Differentiate between the types of markets.

Learning Indicator: Mktg\_9.2.1 Differentiate between the consumer market and non-consumer market (e.g., government, industry, organizations)

**Mktg\_9.3** Describe market segmentation, why it is important, and how a business uses market segmentation to reach market goals.

Learning Indicator: Mktg\_9.3.1 Describe various methods of market segmentation (e.g., demographics, psychographics, benefits, product usage)

Learning Indicator: Mktg\_9.3.2 Identify a target market for a given product or service

Learning Indicator: Mktg\_9.3.3 Explain why market segmentation is important to the achievement of market goals

Learning Indicator: Mktg\_9.3.4 Explain the marketing strategies used to reach a given target market

Learning Indicator: Mktg\_9.3.5 Devise a plan to market a given product to a specific target market