



## **Section IV**

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### Wisconsin Standards for Marketing, Management and Entrepreneurship



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### Wisconsin Standards for Marketing Management and Entrepreneurship

Curriculum opportunities related to Marketing, Management and Entrepreneurship support career growth within the 16 areas identified by the U.S. Department of Education’s Career Clusters and transcend every career setting. Regardless of a student’s future endeavors as an employee and/or as an entrepreneur, the **Wisconsin Standards for Marketing, Management and Entrepreneurship** address increased academic, technical and employability knowledge and skills that are critical for students to be college and career ready. Within business and marketing related learning priorities across multiple content area standards, the following career clusters are specifically emphasized: Business Management and Administration; Finance; Marketing; and Hospitality & Tourism. The effective delivery of Career and Technical Education through Marketing, Management and Entrepreneurship standards can be best observed through quality programs that provide local communities access to the following educational experiences:

- Work-Based Learning Programs such as State Certified Skills Cooperative Education Certificate
- Career and Technical Student Organization such as DECA; and
- classroom delivery of learning priorities that document the integration of academic and technical skills.

### Courses in Marketing, Management & Entrepreneurship

Elementary, middle level and high school programs that are taught by licensed business and marketing teachers provide the ability for students to build their academic capacity through rigorous curriculum offerings. Students that are introduced to basic knowledge and skills at early grade levels can effectively engage in exploratory middle level coursework in preparation for a career focused high school academic plan that leads to college and career readiness through postsecondary options.

Local districts that desire to develop programs of study across career clusters must work to ensure a balanced approach to the multiple aspects of coursework available within Marketing, Management and Entrepreneurship. The following areas are identified within the National Center for Educational Statistics (NCES) course codes:

- Business and Marketing--Subject Area 12.

The Wisconsin Standards for Marketing, Management and Entrepreneurship are broken into three areas: Marketing Foundations, Marketing Core, and Management. Each of these areas is interdependent on the other; however, for ease of use by classroom teachers, the standards have been set up in this manner. These sections are further delineated as follows:

Marketing Foundations	Marketing Core	Management
Introduction to Marketing	Market Planning	Human Resources
Economics	Marketing Information Management	Information & Knowledge
Selling & Customer Relations	Channel Management & Distribution	Quality & Risk
Entrepreneurship	Product Service Management	Project & Strategic
Operations	Pricing	
	Promotion	

The three areas are strategically organized within the book. The primary standards for the fundamental marketing courses will be derived from the Marketing Foundations and Marketing Core sections. Whereas, the advanced courses will reinforce these concepts, but will also have a primary focus on the Management standards.

There is not a definitive length of instruction time associated with each standard; more specifically, the standard may be taught as a single lesson, unit, or even a course.



The following chart outlines a curriculum alignment of the content area standards into a variety of course types that may be developed within local school districts.

*Note: The chart identifies the primary standard source (P) for a specific type of course. Additionally, the secondary standard sources (s) may also be used to complement the primary standard source within a type of course. The types of courses listed are not inclusive of all marketing, management and entrepreneurship courses. School districts may have a variety of names for these types of courses.*

P=Primary source/s=secondary source

Type of Course  <i>Possible Length: Semester (S)/Year (Y)</i>	Wisconsin Common Career Technical Standards						Marketing, Management and Entrepreneurship Standards																
	Global Awareness	Life & Career Skills, Career Development, & Employability Skills	Information, Media & Technology	Sustainability, Environmental, & Safety	Leadership	Communication, Creativity, Collaboration, & Critical Thinking	Marketing Foundations					Marketing Core Standards					Management						
							Intro. to Marketing	Economics	Selling & Customer Relations	Entrepreneurship	Operations	Market Planning	Marketing Info. Mgt.	Channel Mgt. & Distribution	Product Service Mgt.	Pricing	Promotion	Human Resource	Info. & Knowledge	Quality & Risk	Project & Strategic		
Global Business & Marketing (S)	P		P	P		P	s			s		P		s	s	s	s	s	s	s	s	s	s
Intro. to Business & Marketing (MS) (S)		P			P	P	P	P	s		s	s		s	s	s	s						
Intro. to Business & Marketing (HS) (S)	S			s			P	s	s	s	s	s		P	P	P	P	s	s	s	s	s	s
Entrepreneurship (S or Y)	P		s	s		P	P	P	P	P	s	s	s	s	s	s	s	P	P	P	P	P	P
Leadership (S)					P	s	s	s	s		s			s				s	s	s	s	s	s
Principles of Marketing (Y)	s		s	s	P	s	P			s	P	P	s	P	P	P	P	s	s	s	s	s	s
Advanced Marketing (Y)	P		P	P	s	s	s	P	P	P	s	s	P	P	s	s	s	P	P	P	P	P	P
Marketing Cooperative/Internship (Y)	P	P	P	P	P	P	P	s	s	P	P	P	s	P	P	s	P	P	P	P	P	P	P
Retail Management (S)	s		P	P	s	P	s	P	P	P	P	P	s	s	P	s	P	P	P	P	P	P	P
Sports & Entertainment Marketing (S)	s		P	s	P	P	P	P	P	s	P	P	s	s	P	s	P	s	s	s	s	s	s

**Delivery of Marketing, Management & Entrepreneurship Courses**

Marketing courses should be delivered as a coherent sequence within a pathway. Pathway knowledge builds on foundation knowledge and skills. These courses should include differentiated instruction to meet the needs of all learners.

These are multiple ways that students access Marketing, Management and Entrepreneurship courses within the K-12 system.

- Face-to-Face Classroom Instruction
- Digital Learning (models may include blended, hybrid and online distance learning at multiple grade levels)
- Transcribed Credit (partnering with local Technical College or University should be strongly considered)
- Youth Options
- Work-Based Learning (State Certified Skill Standards, School-Based Enterprises, etc.)





In Wisconsin, each district determines the best setting for courses within the school.

The table below illustrates an example sequence of courses within a quality secondary marketing program. The marketing courses listed within the table can be offered at any grade level and course length; consequently, each local school district has the ability to design the most impactful scope and sequence of marketing courses to meet the needs of their student population.

**Example Scope & Sequence of a Quality Marketing, Management and Entrepreneurship Program**

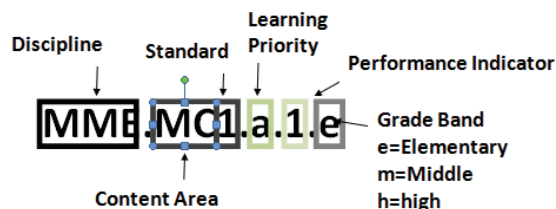
<i>Grade Level</i>	<i>Possible Type of Course</i>
Elementary School (K – 5)	N/A—Standards integrated within academic core instruction
Middle School (6 – 8)	Introduction to Business & Marketing
<b>High School</b>	
9 <sup>th</sup> Grade	Introduction to Business & Marketing Global Business & Marketing Leadership
10 <sup>th</sup> Grade	Principles of Marketing
11 <sup>th</sup> Grade	Retail Management Sports & Entertainment Marketing
12 <sup>th</sup> Grade	Advanced Marketing Entrepreneurship Marketing Cooperative/Internship



## Standard Structure

The Wisconsin Standards for Career and Technical Education, including the Wisconsin Common Career Technical Standards, each follow a similar structure.

### Standard Coding



**Performance Indicator by Grade Band:**  
 Measurable degree to which a standard has been developed and/or met

### Standard Formatting

**Discipline** →

**Content Area** →

**Standard:** Broad statement that tells what students are expected to know or be able to do →

**Learning Priority:** Breaks down the broad statement into manageable learning pieces →

Wisconsin Standards for Marketing, Management and Entrepreneurship (MME)			
Content Area: MF/Marketing Foundations – Introduction to Marketing			
Standard: MME.MF1: Students will explain the tools, techniques and systems that businesses use to create exchanges and satisfy organizational objectives.			
Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
MF1.a: Describe marketing's role and function in business to facilitate economic exchanges with customers.	MF1.a.1.e: Define marketing and the role it plays in our daily lives.	MF1.a.2.m: Explain the significance of marketing in the United States economy.	MF1.a.4.h: Explain marketing and its importance in a global economy.
		MF1.a.3.m: Identify Marketing Core standards and related activities.	MF1.a.5.h: Analyze Marketing Core standards and related activities.
MF1.b: Identify what motivates decision making through interpretation of customer, client, or business behavior.	MF1.b.1.e: Recognize the role of marketing in consumer choice.	MF1.b.4.m: Give examples to show how media may influence the behavior and decision-making of individuals and groups.	MF1.b.7.h: Explain customer/client/business buying behavior.
	MF1.b.2.e: Identify why customers purchase goods and services.	MF1.b.5.m: List factors that motivate decision-making.	MF1.b.8.h: Discuss actions employees can take to achieve the company's desired results.
	MF1.b.3.e: List businesses that compete within the same industry.	MF1.b.6.m: Define market share.	MF1.b.9.h: Demonstrate connections between company actions and results (e.e., influence

### Grade Bands

Grade bands of PK-5, 6-8 and 9-12 align to typical elementary, middle and high school levels.

- Grade band PK-5 performance indicators represent knowledge and skills that should be integrated throughout the elementary curriculum. Career and technical education teachers in districts are an excellent resource to assist in the development of curriculum and activities.
- Career and technical education should be part of the core curriculum for all middle school students. Awareness, exploration and building foundational skills for career pathways occur in middle school. The performance indicators in grade band 6-8 showcase these foundational skills with an emphasis on career development.
- Career and technical education at the high school level must go beyond awareness and exploration. Students should be developing specific knowledge and skills that are transferrable to other coursework, a job-site or postsecondary options. Performance indicators for grades 9-12 align specifically to industry standards and expectations for career clusters and pathways.



## Wisconsin Standards for Marketing, Management and Entrepreneurship (MME)

### Content Area: MF/Marketing Foundations – Introduction to Marketing

**Standard: MME.MF1:** Students will explain the tools, techniques and systems that businesses use to create exchanges and satisfy organizational objectives.

	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MF1.a:</b> Describe marketing’s role and function in business to facilitate economic exchanges with customers.	<b>MF1.a.1.e:</b> Define marketing and the role it plays in our daily lives.	<b>MF1.a.2.m:</b> Explain the significance of marketing in the United States economy.	<b>MF1.a.4.h:</b> Explain marketing and its importance in a global economy.
		<b>MF1.a.3.m:</b> Identify Marketing Core standards and related activities.	<b>MF1.a.5.h:</b> Analyze Marketing Core standards and related activities.
<b>MF1.b:</b> Identify what motivates decision making through interpretation of customer, client, or business behavior.	<b>MF1.b.1.e:</b> Recognize the role of marketing in consumer choice.	<b>MF1.b.4.m:</b> Give examples to show how media may influence the behavior and decision-making of individuals and groups.	<b>MF1.b.7.h:</b> Explain customer/client/business buying behavior.
	<b>MF1.b.2.e:</b> Identify why customers purchase goods and services.	<b>MF1.b.5.m:</b> List factors that motivate decision-making.	<b>MF1.b.8.h:</b> Discuss actions employees can take to achieve the company’s desired results.
	<b>MF1.b.3.e:</b> List businesses that compete within the same industry.	<b>MF1.b.6.m:</b> Define market share.	<b>MF1.b.9.h:</b> Demonstrate connections between company actions and results (e.g., influencing consumer buying behavior, gaining market share, etc.).
<b>MF1.c:</b> Explain company’s unique selling proposition to recognize what sets the company apart from its competitors.	<b>MF1.c.1.e:</b> Develop a product or service appropriate to a target audience.	<b>MF1.c.3.m:</b> Illustrate how different products and services meet the needs of consumers.	<b>MF1.c.5.h:</b> Identify company’s unique selling proposition.
	<b>MF1.c.2.e:</b> Explain how positive customer service can impact sales.	<b>MF1.c.4.m:</b> Identify a business that illustrates outstanding customer service.	<b>MF1.c.6.h:</b> Research companies that implement excellent internal and external service standards.
<b>MF1.d:</b> Recognize the relationship between marketing and marketing communications to show command of their nature and scope.	<b>MF1.d.1.e:</b> Identify the difference between products and services.	<b>MF1.d.3.m:</b> Differentiate between service marketing and product marketing.	<b>MF1.d.5.h:</b> Compare and contrast companies that specialize in selling services versus products.
	<b>MF1.d.2.e:</b> Explain the relationship between promotion and marketing.	<b>MF1.d.4.m:</b> Compare and contrast the components of a promotional plan and a marketing plan.	<b>MF1.d.6.h:</b> Defend the importance of a comprehensive promotional plan and marketing plan to the success of a business.



## Wisconsin Standards for Marketing, Management and Entrepreneurship (MME)

### Content Area: MF/Marketing Foundations — Economics

Standard: MME.MF2: Students will evaluate how resources are allocated in society.

	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MF2.a:</b> Describe how productive resources are limited and people must make choices in how they are used.	<b>MF2.a.1.e:</b> List economic wants.	<b>MF2.a.4.m:</b> Demonstrate economic decision making.	<b>MF2.a.7.h:</b> Evaluate an economic growth strategy that stimulates a sluggish economy.
	<b>MF2.a.2.e:</b> Identify economic choices students make.	<b>MF2.a.5.m:</b> Analyze economic choices that have both present and future consequences.	
	<b>MF2.a.3.e:</b> Identify the opportunity costs involved in making personal decisions.	<b>MF2.a.6.m:</b> Develop a solution to a problem and identify the opportunity cost.	
<b>MF2.b:</b> Use effective decision making processes to compare the costs and benefits of alternatives.	<b>MF2.b.1.e:</b> Describe the choices that people make that require them to give up something in order to receive something else.	<b>MF2.b.3.m:</b> Examine how a cost is something people give up when they receive something in exchange.	<b>MF2.b.5.h:</b> Measure the opportunity costs for solving various societal problems while still achieving economic goals.
	<b>MF2.b.2.e:</b> Identify the benefits that satisfy peoples' wants.	<b>MF2.b.4.m:</b> Determine the best consumption level of a particular product.	<b>MF2.b.6.h:</b> Assess how marginal utility affects both consumers and producers.
<b>MF2.c:</b> Differentiate between the methods that are used to allocate resources.	<b>MF2.c.1.e:</b> Explain why no individual method of distributing goods and services can satisfy all wants and needs.	<b>MF2.c.4.m:</b> Differentiate between how resources are allocated in traditional, command, market, and mixed economies.	<b>MF2.c.7.h:</b> Evaluate the effectiveness in allocating resources in different economic systems (i.e. traditional, command, market, and mixed economies).
	<b>MF2.c.2.e:</b> Recognize that goods and services are distributed using various methods.	<b>MF2.c.5.m:</b> Analyze how scarcity requires the use of a distribution method.	<b>MF2.c.8.h:</b> Compare the costs and benefits of different allocation methods.
	<b>MF2.c.3.e:</b> Discuss how people must either work individually or collectively to determine how resources are allocated.	<b>MF2.c.6.m:</b> Examine the following economic questions that all economies must address: what goods and services will be produced; how will they be produced; and who will consume them?	



<b>Standard: MME.MF3: Students will analyze how an economy functions.</b>			
	<b>Performance Indicators (By Grade Band)</b>		
<b>Learning Priority</b>	<b>PK-5</b>	<b>6-8</b>	<b>9-12</b>
<b>MF3.a:</b> Analyze the various macroeconomic measures of economic activity.	<b>MF3.a.1.e:</b> Describe inflation and deflation.	<b>MF3.a.3.m:</b> Evaluate how inflation and deflation affect purchasing power.	<b>MF3.a.6.h:</b> Evaluate the advantages and disadvantages of inflation and deflation.
	<b>MF3.a.2.e:</b> Illustrate how inflation reduces the value of money.	<b>MF3.a.4.m:</b> Analyze the relationship between purchasing power and inflation.	<b>MF3.a.7.h:</b> Measure how the Consumer Price Index (CPI) affects purchasing power.
		<b>MF3.a.5.m:</b> Analyze how changes in disposable income can affect an economy.	<b>MF3.a.8.h:</b> Evaluate the various stages of the business cycle, such as recovery, expansion, trough, and peak.
			<b>MF3.a.9.h:</b> Calculate the real interest rate.
<b>MF3.b:</b> Describe how the economy can fluctuate based on spending and production decisions at the microeconomic and macroeconomic levels.	<b>MF3.b.1.e:</b> Define standard of living.	<b>MF3.b.4.m:</b> Analyze the effects of GDP.	<b>MF3.b.7.h:</b> Compare and contrast potential GDP to real GDP.
	<b>MF3.b.2.e:</b> Identify the relationship of production levels (goods and services) to the standard of living.	<b>MF3.b.5.m:</b> Calculate the per capita GDP of a given country.	<b>MF3.b.8.h:</b> Compare the GDPs of various nations to their standards of living.
	<b>MF3.b.3.e:</b> List productive resources.	<b>MF3.b.6.m:</b> Examine roles and resources available of households, businesses, and the government.	<b>MF3.b.9.h:</b> Assess the interrelated roles of households, businesses, and the government in an economy.
<b>MF3.c:</b> Examine how unemployment imposes costs on individuals and the overall economy.	<b>MF3.c.1.e:</b> Compare and contrast employment vs. unemployment.	<b>MF3.c.4.m:</b> Evaluate the effects of unemployment on an economy.	<b>MF3.c.7.h:</b> Compare and contrast the various types of unemployment, such as frictional, structural, cyclical, and seasonal.
	<b>MF3.c.2.e:</b> List reasons why a person may not be currently employed.	<b>MF3.c.5.m:</b> Analyze the demographics of a labor force.	<b>MF3.c.8.h:</b> Compare unemployment rates based on age, gender, race, and education levels.
	<b>MF3.c.3.e:</b> Explain the purpose of unemployment.	<b>MF3.c.6.m:</b> Describe how unemployment affects our purchasing power.	<b>MF3.c.9.h:</b> Explain why the national unemployment rate differs from other estimates of actual unemployment.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MF3.d:</b> Analyze the factors that stimulate economic growth and adjust the standard of living.	<b>MF3.d.1.e:</b> Discuss how physical capital, such as tools and machinery, can help workers improve their productivity.	<b>MF3.d.2.m:</b> Measure productivity in terms of input and output.	<b>MF3.d.4.h:</b> Appraise economic growth and identify the factors that cause it.
		<b>MF3.d.3.m:</b> Evaluate how technological change leads to new and improved goods and services.	<b>MF3.d.5.h:</b> Summarize how economic growth impacts poverty and the standard of living.
			<b>MF3.d.6.h:</b> Measure the opportunity costs and economic risks involved in investing in new physical and/or human capital.
<b>MF3.e:</b> Analyze the role of government, especially the U.S., in economic systems.	<b>MF3.e.1.e:</b> Describe how governments provide various kinds of public goods and services in a market economy.	<b>MF3.e.2.m:</b> Explain how individuals pay for public goods and services through taxes and fees.	<b>MF3.e.7.h:</b> Examine the distribution of public goods and services to the related funding sources.
		<b>MF3.e.3.m:</b> Inventory the various payments that constitute the majority of federal, state, and local governmental spending.	<b>MF3.e.8.h:</b> Assess the impact of government expenditures to society.
		<b>MF3.e.4.m:</b> Compare local, state, and federal tax receipts and expenditures.	<b>MF3.e.9.h:</b> Evaluate progressive, regressive, and proportional taxes, and list their effect on specific income groups.
		<b>MF3.e.5.m:</b> Distinguish how local, state, and federal government regulations impact business, society, and individuals in a society.	<b>MF3.e.10.h:</b> Interpret the various fiscal policies that the federal government uses to regulate the economy.
		<b>MF3.e.6.m:</b> Define federal budget deficit and budget surplus.	<b>MF3.e.11.h:</b> Summarize how stabilizers, such as unemployment compensation, welfare benefits, Social Security subsidies, and tax rates, affect economies in transition.
			<b>MF3.e.12.h:</b> Evaluate how the national debt affects the economy and the effects of short- and long-term spending.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MF3.f:</b> Measure the cost of government policies.			<b>MF3.f.1.h:</b> Contrast the benefits and costs of political decisions.
			<b>MF3.f.2.h:</b> Assess government decisions based on long-term and short-term decisions.
			<b>MF3.f.3.h:</b> Evaluate why price controls are sometimes advocated by special interest groups.
<b>MF3.g:</b> Evaluate how the federal government budgetary policy and the Federal Reserve System’s monetary policy influence the employment, output, and price levels in our economy.	<b>MF3.g.1.e:</b> Identify that the Federal Reserve is the central banking system of the United States.	<b>MF3.g.2.m:</b> Examine the history of banking in the United States and explain how monetary and fiscal policies evolved.	<b>MF3.g.5.h:</b> Assess how the Federal Reserve System uses monetary policies to regulate the economy.
		<b>MF3.g.3.m:</b> Analyze the actions of the federal government when it runs a budget deficit and surplus.	<b>MF3.g.6.h:</b> Measure the effects of increasing/ decreasing federal spending and reducing/increasing taxes.
		<b>MF3.g.4.m:</b> Identify when the federal government’s annual budget is balanced.	<b>MF3.g.7.h:</b> Compare and give examples of various monetary policies.
			<b>MF3.g.8.h:</b> Evaluate how society allocates resources through laws, public policy, and taxation.
<b>Standard: MME.MF4:</b> Students will assess the role that money plays in our society.			
<b>MF4.a:</b> Analyze the role of economic institutions and how they help individuals and groups accomplish their goals.	<b>MF4.a.1.e:</b> Identify how people contribute to the productive resources of land, labor, capital, and entrepreneurship.	<b>MF4.a.4.m:</b> Compare the various types of economic institutions that exist in a market economy.	<b>MF4.a.7.h:</b> Assess and analyze the historic events that influenced the creation of our current banking system.
	<b>MF4.a.2.e:</b> Differentiate how saving and spending affect the economy differently.	<b>MF4.a.5.m:</b> Examine the role of profit and how it is related to risk and uncertainty.	<b>MF4.a.8.h:</b> Assess the advantages and disadvantages that result when an organization incorporates and issues stocks.
	<b>MF4.a.3.e:</b> Explain the role of banks in a market economy.	<b>MF4.a.6.m:</b> Analyze how labor unions represent workers.	<b>MF4.a.9.h:</b> Distinguish between the various types of non-profit organizations.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MF4.b:</b> Evaluate how money influences our economy and economic decision making.	<b>MF4.b.1.e:</b> Discuss how people use money.	<b>MF4.b.4.m:</b> Evaluate the basic money supply in our economy.	<b>MF4.b.7.h:</b> Assess how the money supply in an economy is influenced when banks make loans and when the loans are paid off.
	<b>MF4.b.2.e:</b> Explain the historical progression of the current currency system.	<b>MF4.b.5.m:</b> Analyze how money is used as a “store of value.”	<b>MF4.b.8.h:</b> Evaluate borrowing behaviors in relation to changes in interest rates.
	<b>MF4.b.3.e:</b> Evaluate how resources are used to make goods and services.	<b>MF4.b.6.m:</b> Describe the role of interest rates.	<b>MF4.b.9.h:</b> Interpret how interest rates are affected by the forces of supply and demand.
<b>MF4.c:</b> Analyze an individual’s earning power.	<b>MF4.c.1.e:</b> State how human labor is a resource that is used to produce goods and services.	<b>MF4.c.3.m:</b> Identify the value of productive workers to employers and the benefits generated by being a productive employee.	<b>MF4.c.6.h:</b> Analyze how supply and demand for workers impacts salary.
	<b>MF4.c.2.e:</b> Describe how people earn income by exchanging their productive resources for either wages or salaries.	<b>MF4.c.4.m:</b> Define the price of labor and measure how a wage or salary is the price of labor.	<b>MF4.c.7.h:</b> Examine how worker’s income is impacted by the demand for goods and services.
		<b>MF4.c.5.m:</b> Support the rationale for employers paying hourly wages or salaries to workers.	<b>MF4.c.8.h:</b> Assess how the economy, the GDP, technology, governmental policies, and discrimination can affect personal income.
<b>Standard: MME.MF5:</b> Students will analyze how market structures and prices affect the economy.			
<b>MF5.a:</b> Differentiate between buyers and sellers.	<b>MF5.a.1.e:</b> Discuss how each country has its own currency.	<b>MF5.a.7.m:</b> Illustrate how market prices are set.	<b>MF5.a.12.h:</b> Analyze market effects on supply and demand and how it reacts to government intervention.
	<b>MF5.a.2.e:</b> Define a market.	<b>MF5.a.8.m:</b> Demonstrate the process in which the equilibrium price of a good or service equals demand.	<b>MF5.a.13.h:</b> Interpret how the changes in supply or demand often cause buyers and sellers to adjust their purchase and sales decisions based on relative price.
	<b>MF5.a.3.e:</b> Explain how prices are used to allocate resources.	<b>MF5.a.9.m:</b> Examine how markets are interrelated and changes in the price of one good or service can lead to changes in the price of other goods and services.	<b>MF5.a.14.h:</b> Discuss factors contributing to the demand for a product.





Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
	<b>MF5.a.4.e:</b> Define the price of a good or service.	<b>MF5.a.10.m:</b> Demonstrate how an increase or a decrease in the price of a good or service affects the quantity that producers are willing to make.	<b>MF5.a.15.h:</b> Illustrate shortages and surpluses and discuss the effects of each.
	<b>MF5.a.5.e:</b> Illustrate the law of demand (i.e. When prices are high, people buy less of a product.)	<b>MF5.a.11.m:</b> Discuss when consumers look for substitutes.	<b>MF5.a.16.h:</b> Interpret supply and demand curves.
	<b>MF5.a.6.e:</b> Identify substitutes for commonly-used products.		
<b>MF5.b:</b> Evaluate how competition between buyers and sellers influences both the quantity produced and the price of a good or service.	<b>MF5.b.1.e:</b> Define competition in a market economy.	<b>MF5.b.2.m:</b> Differentiate how competition is influenced.	<b>MF5.b.5.h:</b> Evaluate how competition levels are determined.
		<b>MF5.b.3.m:</b> Examine how competition for similar products impacts buyers and sellers.	<b>MF5.b.6.h:</b> Explain why collusion impacts the market's equilibrium and influences the level of competition.
		<b>MF5.b.4.m:</b> Discuss the effect of competition on products and prices.	<b>MF5.b.7.h:</b> Assess the effect of the introduction of new products and production methods on competition.
<b>MF5.c:</b> Interpret how specialization allows goods and services to be produced, which impacts both production and consumption.	<b>MF5.c.1.e:</b> Identify how economic specialization occurs when people concentrate their productive efforts on fewer goods and services than they actually use.	<b>MF5.c.3.m:</b> Describe how the specialization of labor influences the interdependence between producers and consumers.	<b>MF5.c.6.h:</b> Compare factors that prompt international trade such as the availability of productive resources and differences in relative prices.
	<b>MF5.c.2.e:</b> Recognize when people specialize and divide labor tasks, how this impacts productivity, costs, and money.	<b>MF5.c.4.m:</b> Measure labor productivity as output per worker.	<b>MF5.c.7.h:</b> Assess how specialization facilitates international trade and interdependence between nations.
		<b>MF5.c.5.m:</b> Evaluate how economic conditions and policies in one country can affect another country because of international economic interdependence.	<b>MF5.c.8.h:</b> Measure the effect that transaction costs have on international trade.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MF5.d:</b> Analyze cost/profit relationships to guide business decision-making.		<b>MF5.d.1.m:</b> Define productivity.	<b>MF5.d.4.h:</b> Explain the concept of productivity.
		<b>MF5.d.2.m:</b> Define law of diminishing returns.	<b>MF5.d.5.h:</b> Analyze impact of specialization/division of labor on productivity.
		<b>MF5.d.3.m:</b> Define economies of scale.	<b>MF5.d.6.h:</b> Explain the concept of organized labor and business.
			<b>MF5.d.7.h:</b> Explain the impact of the law of diminishing returns.
			<b>MF5.d.8.h:</b> Describe the concept of economies of scale.
<b>MF5.e:</b> Determine global trade's impact on business decision-making.		<b>MF5.e.1.m:</b> Describe the importance of global trade.	<b>MF5.e.2.h:</b> Explain the nature of global trade.
			<b>MF5.e.3.h:</b> Describe the determinants of exchange rates and their effects on the domestic economy.
			<b>MF5.e.4.h:</b> Discuss the impact of cultural and social environments on global trade.
			<b>MF5.e.5.h:</b> Explain labor issues associated with global trade.



## Wisconsin Standards for Marketing, Management and Entrepreneurship (MME)

### Content Area: MF/Marketing Foundations — Selling and Customer Relations

**Standard: MME.MF6:** Students will describe the techniques and strategies used to foster positive, ongoing, relationships with customers.

	Performance Indicators By Grade Band		
Learning Priority	PK-5	6-8	9-12
<b>MF6.a:</b> Foster positive relationships with customers to enhance company image and build sales.	<b>MF6.a.1.e:</b> Define positive customer relations.	<b>MF6.a.5.m:</b> Explain the relationship between customer service and sales.	<b>MF6.a.9.h:</b> Evaluate the impact of positive customer relations on a real sales activity.
	<b>MF6.a.2.e:</b> Practice a customer-service mindset in the classroom.	<b>MF6.a.6.m:</b> Demonstrate a customer-service mindset in a sales activity.	<b>MF6.a.10.h:</b> Demonstrate a customer-service mindset in a school-based enterprise.
	<b>MF6.a.3.e:</b> Explain the importance of 2-way communication.	<b>MF6.a.7.m:</b> Demonstrate 2-way communication in the classroom.	<b>MF6.a.11.h:</b> Reinforce service orientation through communication.
			<b>MF6.a.12.h:</b> Respond to customer inquiries.
	<b>MF6.a.4.e:</b> Identify cultural differences in communication.	<b>MF6.a.8.m:</b> Explain the need to adapt communication to the cultural and social differences among clients.	<b>MF6.a.13.h:</b> Adapt communication to the cultural and social differences among clients.
			<b>MF6.a.14.h:</b> Interpret business policies to customers/clients.
			<b>MF6.a.15.h:</b> Explain management's role in customer relations.
<b>MF6.b:</b> Resolve conflicts with/for customers to encourage repeat business.	<b>MF6.b.1.e:</b> Use effective listening skills to solve a problem.	<b>MF6.b.3.m:</b> List possible solutions on how to handle difficult customers.	<b>MF6.b.5.h:</b> Handle difficult customers.
	<b>MF6.b.2.e:</b> Use problem solving skills to diagnose a situation.	<b>MF6.b.4.m:</b> Review an example customer/client complaint and provide a solution.	<b>MF6.b.6.h:</b> Handle customer/client complaints.
<b>MF6.c:</b> Reinforce company's image to exhibit the company's brand promise.		<b>MF6.c.1.m:</b> Explain why a company develops a brand promise.	<b>MF6.c.2.h:</b> Identify company's brand promise.
			<b>MF6.c.3.h:</b> Determine ways of reinforcing the company's image through employee performance.



	Performance Indicators By Grade Band		
Learning Priority	PK-5	6-8	9-12
<b>MF6.d:</b> Explain the nature of customer relationship management to show its contributions to a company.			<b>MF6.d.1.h:</b> Discuss the nature of customer relationship management.
			<b>MF6.d.2.h:</b> Explain the role of ethics in customer relationship management.
			<b>MF6.d.3.h:</b> Describe the use of technology in customer relationship management.
<b>MF6.e:</b> Use technology to facilitate customer relationship management.			<b>MF6.e.1.h:</b> Explain the use of databases in customer relationship management.
			<b>MF6.e.2.h:</b> Use CRM technology.
<b>Standard: MME.MF7:</b> Students will explore the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities.			
<b>MF7.a:</b> Describe the nature and scope of selling in marketing.	<b>MF7.a.1.e:</b> Identify the role of selling within a business.	<b>MF7.a.4.m:</b> Explain the difference between promoting and selling.	<b>MF7.a.7.h:</b> Explain the nature and scope of the selling function.
	<b>MF7.a.2.e:</b> Describe the role of customer service.	<b>MF7.a.5.m:</b> Discuss how customer service impacts a sale.	<b>MF7.a.8.h:</b> Explain the role of customer service as a component of selling relationships.
	<b>MF7.a.3.e:</b> Identify ethical practices in the sales function.	<b>MF7.a.6.m:</b> Research case studies involving ethics and sales.	<b>MF7.a.9.h:</b> Analyze the impact of illegal past practices on current sales procedures.
			<b>MF7.a.10.h:</b> Explain key factors in building a clientele.
			<b>MF7.a.11.h:</b> Explain company selling policies.
			<b>MF7.a.12.h:</b> Explain business ethics in selling.
			<b>MF7.a.13.h:</b> Describe the use of technology in the selling function.
			<b>MF7.a.14.h:</b> Describe the nature of selling regulations.
		<b>MF7.a.15.h:</b> Guide sales staff to improve their success rate and to minimize staff turnover.	



Learning Priority	Performance Indicators By Grade Band		
	PK-5	6-8	9-12
<b>MF7.b:</b> Acquire product knowledge to communicate product features and benefits to ensure customer satisfaction.	<b>MF7.b.1.e:</b> Discuss how a variety of resources are used in selling.	<b>MF7.b.3.m:</b> Acquire product information for use in selling.	<b>MF7.b.7.h:</b> Use acquired product information in a sales situation.
		<b>MF7.b.4.m:</b> Discuss how the brand of a product impacts the customer's perception.	<b>MF7.b.8.h:</b> Explain the use of brand names in selling.
	<b>MF7.b.2.e:</b> Define product/service features and benefits.	<b>MF7.b.5.m:</b> Identify product/service features and benefits.	<b>MF7.b.9.h:</b> Show and tell the main features and benefits of a product/service.
		<b>MF7.b.6.m:</b> Identify the current popular technology products and services.	<b>MF7.b.10.h:</b> Differentiate between consumer and organizational buying behavior.
			<b>MF7.b.11.h:</b> Identify emerging trends for use in selling.
<b>MF7.c:</b> Perform pre-sales activities to facilitate sales presentation.	<b>MF7.c.1.e:</b> Identify the role of a customer.	<b>MF7.c.3.m:</b> Identify potential customers for a specific product/service.	<b>MF7.c.6.h:</b> Explain the use of marketing- research information in professional selling.
	<b>MF7.c.2.e:</b> Distinguish between businesses that sell products and those that offer services.	<b>MF7.c.4.m:</b> Explain how companies can qualify customers/clients.	<b>MF7.c.7.h:</b> Prospect for customers.
			<b>MF7.c.8.h:</b> Qualify customers/clients.
			<b>MF7.c.9.h:</b> Conduct pre-visit research (e.g., customer's markets/products, customer's competitors, and competitors' offerings).
			<b>MF7.c.10.h:</b> Determine sales strategies.
			<b>MF7.c.11.h:</b> Identify ways to communicate to prospective clients.
			<b>MF7.c.12.h:</b> Prepare a sales presentation.
	<b>MF7.c.5.m:</b> Identify technology resources available to assist with the sales presentation.	<b>MF7.c.13.h:</b> Develop a sales demonstration that uses technology.	



Learning Priority	Performance Indicators By Grade Band		
	PK-5	6-8	9-12
<b>MF7.d:</b> Employ sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.	<b>MF7.d.1.e:</b> Identify the difference between needs and wants.	<b>MF7.d.4.m:</b> Determine customer/client needs.	<b>MF7.d.10.h:</b> Assess product/service needs of individual personalities.
		<b>MF7.d.5.m:</b> Identify reasons why a customer makes purchases.	<b>MF7.d.11.h:</b> Qualify customer's buying motives for use in selling.
		<b>MF7.d.6.m:</b> Identify negotiation tactics.	<b>MF7.d.12.h:</b> Facilitate customer/client buying decisions.
			<b>MF7.d.13.h:</b> Recommend specific product/service.
			<b>MF7.d.14.h:</b> Demonstrate product.
			<b>MF7.d.15.h:</b> Prescribe solution to customer/client needs.
	<b>MF7.d.2.e:</b> Explain the difference between a customer/client excuse and an objection.	<b>MF7.d.7.m:</b> Generate feedback to overcome objections.	<b>MF7.d.16.h:</b> Convert customer/client objections into selling points.
		<b>MF7.d.8.m:</b> Describe different ways to successfully complete the sale.	<b>MF7.d.17.h:</b> Close the sale.
	<b>MF7.d.3.e:</b> Explain the importance of suggestion selling.	<b>MF7.d.9.m:</b> Identify additional products/services that could be added to the purchase.	<b>MF7.d.18.h:</b> Demonstrate suggestion selling.
			<b>MF7.d.19.h:</b> Negotiate sales terms.
<b>MF7.e:</b> Process the sale and collect payment to complete the exchange.	<b>MF7.e.1.e:</b> Identify various monetary values.	<b>MF7.e.3.m:</b> Explain the various payment methods used in processing a sale.	<b>MF7.e.5.h:</b> Explain how to calculate, process, and document orders.
	<b>MF7.e.2.e:</b> Identify various point-of-sale systems available.	<b>MF7.e.4.m:</b> Describe how a point-of-sale system operates and benefits a business.	<b>MF7.e.6.h:</b> Process the sale using various payment methods.
			<b>MF7.e.7.h:</b> Plan follow-up strategies for use in selling.
			<b>MF7.e.8.h:</b> Prepare sales reports.



	Performance Indicators By Grade Band		
Learning Priority	PK-5	6-8	9-12
<b>MF7.f:</b> Conduct post-sales follow-up activities to foster ongoing relationships with customers.		<b>MF7.f.1.m:</b> Discuss methods used to improve customer service.	<b>MF7.f.2.h:</b> Provide post-sales service.
			<b>MF7.f.3.h:</b> Process returns/exchanges.
			<b>MF7.f.4.h:</b> Identify methods to obtain customer/client feedback to improve service.
			<b>MF7.f.5.h:</b> Conduct self-assessment of sales performance.



## Wisconsin Standards for Marketing, Management and Entrepreneurship (MME)

### Content Area: MF/Marketing Foundations — Entrepreneurship

**Standard: MME.MF8:** Students will describe the concepts and processes associated with successful entrepreneurial performance.

	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MF8.a:</b> Describe the role and function of entrepreneurship.	<b>MF8.a.1.e:</b> Explain the concept of entrepreneurship.	<b>MF8.a.7.m:</b> Describe goals of entrepreneurship.	<b>MF8.a.13.h:</b> Form a business (partnership or corporation) to produce, distribute, promote, and sell a product, service, or idea.
	<b>MF8.a.2.e:</b> Explain skills needed for entrepreneurial success.	<b>MF8.a.8.m:</b> Describe desirable entrepreneurial personality traits and skills.	<b>MF8.a.14.h:</b> Conduct a self-assessment to determine entrepreneurial potential.
	<b>MF8.a.3.e:</b> Identify successful entrepreneurs from the past.	<b>MF8.a.9.m:</b> Research the impact of past entrepreneurs on our economy.	<b>MF8.a.15.h:</b> Predict and describe the impact of current entrepreneurial success on the future.
	<b>MF8.a.4.e:</b> Describe the impact of a trend.	<b>MF8.a.10.m:</b> Summarize environmental and technological trends in entrepreneurship.	<b>MF8.a.16.h:</b> Research the correlation between trends and entrepreneurial success.
	<b>MF8.a.5.e:</b> Summarize the need for management within a business.	<b>MF8.a.11.m:</b> Explain the primary responsibilities of an entrepreneur, employee and manager.	<b>MF8.a.17.h:</b> Differentiate between an entrepreneur from an employee or manager.
	<b>MF8.a.6.e:</b> Interpret the benefits and concerns of entrepreneurship from a guest speaker.	<b>MF8.a.12.m:</b> Examine career opportunities in entrepreneurship.	<b>MF8.a.18.h:</b> Shadow a local entrepreneur to discover the strengths, weaknesses, opportunities and threats (SWOT) of entrepreneurship.
<b>MF8.b:</b> Analyze the impact of different types of business ownership.	<b>MF8.b.1.e:</b> List the different types of business ownership.	<b>MF8.b.2.m:</b> Compare and contrast the types of business ownership.	<b>MF8.b.3.h:</b> Conduct a SWOT analysis of each type of business ownership.
			<b>MF8.b.4.h:</b> Research different companies and evaluate the form of business ownership.





**Standard: MME.MF9:** Students will describe the concepts, processes and skills associated with identifying new ideas, opportunities and methods and with creating or starting a new project or venture.

	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MF9.a:</b> Employ entrepreneurial discovery strategies to generate feasible ideas for business ventures.	<b>MF9.a.1.e:</b> Identify the impact of entrepreneurship on our economy.	<b>MF9.a.6.m:</b> Describe the need for entrepreneurial innovation.	<b>MF9.a.11.h:</b> Explain the need for entrepreneurial discovery.
	<b>MF9.a.2.e:</b> Develop and analyze a SMART goal.	<b>MF9.a.7.m:</b> Explain the importance of how an entrepreneur generates ideas, recognizes opportunities and determines the feasibility of the venture.	<b>MF9.a.12.h:</b> Discuss entrepreneurial discovery processes.
	<b>MF9.a.3.e:</b> Identify current consumer needs and wants in the local community.	<b>MF9.a.8.m:</b> Analyze the components of the marketing mix within a variety of local competing industries.	<b>MF9.a.13.h:</b> Assess domestic and global trends/opportunities for business ventures.
	<b>MF9.a.4.e:</b> Use a variety of idea-generation methods (i.e. brainstorming, creativity activities, research, etc.) to complete a project or activity.	<b>MF9.a.9.m:</b> List possible products or services that would be feasible to sell within the school district.	<b>MF9.a.14.h:</b> Assess opportunities for venture creation.
	<b>MF9.a.5.e:</b> Define feasibility.	<b>MF9.a.10.m:</b> Describe ways to measure the feasibility of a venture idea (i.e. time commitment, money available, competition, size of the business, the idea itself).	<b>MF9.a.15.h:</b> Generate venture ideas for a school-based enterprise.
			<b>MF9.a.16.h:</b> Determine feasibility of venture ideas for a school-based enterprise or community activity.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
<b>MF9.b:</b> Develop concept for new business venture to evaluate its success potential.	<b>MF9.b.1.e:</b> Identify the purpose of using venture planning tools (market research, local organizations, chamber of commerce, etc.) when developing the concept for a new business.	<b>MF9.b.6.m:</b> Explain tools used by entrepreneurs for venture planning (i.e. market research, local organizations, chamber of commerce, etc.).	<b>MF9.b.11.h:</b> Analyze local, state, national, and global venture opportunities using a variety of venture planning resources.
	<b>MF9.b.2.e:</b> Compare and contrast advantages and disadvantages of owning a franchise.	<b>MF9.b.7.m:</b> Research the costs associated with a start-up with a franchise.	<b>MF9.b.12.h:</b> Assess start-up requirements.
	<b>MF9.b.3.e:</b> Distinguish the difference between risk and threat.	<b>MF9.b.8.m:</b> Explain ways to transfer or reduce risks associated with owning a business.	<b>MF9.b.13.h:</b> Assess risks associated with venture.
	<b>MF9.b.4.e:</b> Define intellectual property.	<b>MF9.b.9.m:</b> Describe strategies to protect intellectual property.	<b>MF9.b.14.h:</b> Analyze the connection between intellectual property and its relationship to entrepreneurship.
	<b>MF9.b.5.e:</b> Identify the components of a business plan.	<b>MF9.b.10.m:</b> Describe the importance of a business plan.	<b>MF9.b.15.h:</b> Use components of business plan to define venture idea.
<b>MF9.c:</b> Determine needed resources for a new business venture to contribute to its start-up viability.	<b>MF9.c.1.e:</b> Define resources (financial, human and capital).	<b>MF9.c.3.m:</b> Explain how to determine the amount of adequate resources for a new business venture.	<b>MF9.c.6.h:</b> Describe processes used to acquire adequate resources for venture creation/start-up.
	<b>MF9.c.2.e:</b> Identify the challenge of obtaining financial support from the financial institutions and community.	<b>MF9.c.4.m:</b> Describe ways to obtain financial support from the community.	<b>MF9.c.7.h:</b> Develop proposals to obtain financial support for a school-based enterprise and/or student organization.
		<b>MF9.c.5.m:</b> Describe considerations in selecting capital resources.	<b>MF9.c.8.h:</b> Generate capital resources and support from financial institutions and local community.
			<b>MF9.c.9.h:</b> Assess the costs/benefits associated with resources.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MF9.d:</b> Actualize new business venture to generate profit and/or meet objectives.	<b>MF9.d.1.e:</b> Summarize the departments of a retail store.	<b>MF9.d.4.m:</b> Identify ways to help the new business venture be successful.	<b>MF9.d.11.h:</b> Use external resources to supplement entrepreneur's expertise.
	<b>MF9.d.2.e:</b> Use creative problem-solving in a classroom activity/decision.	<b>MF9.d.5.m:</b> List ways to manage or oversee all of the components of the business.	<b>MF9.d.12.h:</b> Explain the complexity of business operations.
		<b>MF9.d.6.m:</b> Describe how changes to vendors, products, services, etc. will create business risks.	<b>MF9.d.13.h:</b> Evaluate risk-taking opportunities within the school-based enterprise.
		<b>MF9.d.7.m:</b> Describe the use of operating procedures.	<b>MF9.d.14.h:</b> Analyze the organizational system and operation for a school-based enterprise.
		<b>MF9.d.8.m:</b> Explain methods/processes for organizing work flow.	<b>MF9.d.15.h:</b> Assess work flow and productivity in a school-based enterprise or student organization.
		<b>MF9.d.9.m:</b> Use creative problem-solving in a classroom activity/decision.	<b>MF9.d.16.h:</b> Develop and/or provide product/service.
	<b>MF9.d.3.e:</b> Explain the importance of employee morale.	<b>MF9.d.10.m:</b> List ways to recognize employee and business achievement.	<b>MF9.d.17.h:</b> Recognize employee and business success.
			<b>MF9.d.18.h:</b> Develop plan to invest resources into improving current products or creating new ones.
			<b>MF9.d.19.h:</b> Adapt to changes in business environment.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MF9.e:</b> Describe the process in which the entrepreneur decides on the venture's future (growth, development, demise).	<b>MF9.e.1.e:</b> List ways to improve and become more successful in the future.	<b>MF9.e.4.m:</b> Evaluate past shortcomings and design a plan to improve in the future.	<b>MF9.e.8.h:</b> Explain the need for continuation planning.
	<b>MF9.e.2.e:</b> Define harvesting and entrepreneurship.	<b>MF9.e.5.m:</b> Describe methods of venture harvesting.	<b>MF9.e.9.h:</b> Assess a component of a school-based enterprise and determine the future (growth, development or demise).
	<b>MF9.e.3.e:</b> Explain the different options of exit strategies	<b>MF9.e.6.m:</b> List ways a local company could improve business success.	<b>MF9.e.10.h:</b> Evaluate options for continued venture involvement.
		<b>MF9.e.7.m:</b> Explain the different options of exit strategies	<b>MF9.e.11.h:</b> Develop exit strategies.

\*\*In building a course around Entrepreneurship, be sure to include standards in the three major areas:

- **Business Functions**—The business activities performed in starting and running a business
  - Reference Management Section
- **Ready Skills**—The business, or entrepreneurial, knowledge and skills that are prerequisites or co-requisites for the study of entrepreneurship.
  - Reference Wisconsin Common Career and Technical Standards (CCTS) and Marketing Core
- **Entrepreneurial Traits & Behaviors**—The unique traits, behaviors, and processes that differentiate an entrepreneur from an employee or manager.
  - Reference Wisconsin Common Career and Technical Standards (CCTS)



## Wisconsin Standards for Marketing, Management, and Entrepreneurship (MME)

### Content Area: MF/Marketing Foundations – Operations

**Standard: MME.MF10:** Students will execute the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
<b>MF10.a:</b> Comprehend operation's role and function in business to value its contribution to a company.	<b>MF10.a.1.e:</b> Explain the basic components of business operations.	<b>MF10.a.4.m:</b> Describe the business operation components of a local business.	<b>MF10.a.7.h:</b> Explain the nature of operations.
	<b>MF10.a.2.e:</b> Describe how to determine what is right or wrong.	<b>MF10.a.5.m:</b> Discuss the importance of ethics in operations.	<b>MF10.a.8.h:</b> Analyze the impact a case study involving ethics and operations.
	<b>MF10.a.3.e:</b> Explain how a business uses technology with their operations.	<b>MF10.a.6.m:</b> Identify the types of technology used in operations.	<b>MF10.a.9.h:</b> Describe the use of technology in operations.
<b>MF10.b:</b> Describe the fundamental principles of money as a medium of financial exchange.	<b>MF10.b.1.e:</b> State the value of money.	<b>MF10.b.3.m:</b> Describe functions of money.	<b>MF10.b.6.h:</b> Explain the importance of money in operating a business.
		<b>MF10.b.4.m:</b> Explain sources of income.	<b>MF10.b.7.h:</b> Examine sources of income.
	<b>MF10.b.2.e:</b> Define credit.	<b>MF10.b.5.m:</b> Explain the wise use of credit.	<b>MF10.b.8.h:</b> Demonstrate the wise use of business credit.
			<b>MF10.b.9.h:</b> Explain legal responsibilities associated with financial exchanges.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MF10.c:</b> Manage personal finances to achieve financial goals.	<b>MF10.c.1.e:</b> Explain ways to save money to make a future purchase.	<b>MF10.c.3.m:</b> Identify financial goals.	<b>MF10.c.7.h:</b> Explain the nature of financial needs.
	<b>MF10.c.2.e:</b> Explain the purpose of a pay stub.	<b>MF10.c.4.m:</b> Develop personal budget.	<b>MF10.c.8.h:</b> Set financial goals for a marketing or business initiative/project.
		<b>MF10.c.5.m:</b> Identify the important parts of a pay stub.	<b>MF10.c.9.h:</b> Explain the nature of business tax liabilities.
		<b>MF10.c.6.m:</b> Describe the different types of financial statements.	<b>MF10.c.10.h:</b> Interpret a pay stub to determine state and federal taxes paid.
<b>MF10.d:</b> Explain commerce laws and regulations that impact business operations.			<b>MF10.c.11.h:</b> Maintain financial statements.
	<b>MF10.d.1.e:</b> Discuss why there are trading rules and regulations.	<b>MF10.d.4.m:</b> Explain the nature of trade regulations.	<b>MF10.d.7.h:</b> Evaluate the impact of trade regulations on a company's marketing plan.
	<b>MF10.d.2.e:</b> Define monopoly.	<b>MF10.d.5.m:</b> Describe the impact of anti-trust legislation on a company's products and pricing.	<b>MF10.d.8.h:</b> Conduct case reviews of historic anti-trust legislation and identify the impact on current business practices.
<b>MF10.e:</b> Describe the nature and scope of accounting in marketing..	<b>MF10.d.3.e:</b> Explain why companies pay tax.	<b>MF10.d.6.m:</b> List the impact of taxes at the local, state, and federal levels.	<b>MF10.d.9.h:</b> Differentiate the different types of tax regulations on a business.
	<b>MF10.e.1.e:</b> Sequence and order money by denomination and its value.	<b>MF10.e.2.m:</b> Tell about the concept of accounting.	<b>MF10.e.5.h:</b> Explain the need for accounting standards (GAAP) in marketing and business.
		<b>MF10.e.3.m:</b> Discuss the role of ethics in accounting.	<b>MF10.e.6.h:</b> Review case studies involving ethics and accounting.
		<b>MF10.e.4.m:</b> Identify different types of technology used in accounting for a business.	<b>MF10.e.7.h:</b> Explain the use of technology in accounting.
			<b>MF10.e.8.h:</b> Explain legal considerations for accounting.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MF10.f:</b> Analyze and describe safety procedures that support employees.	<b>MF10.f.1.e:</b> Explain the negative impact of stealing on the business and customer.	<b>MF10.f.5.m:</b> Analyze merchandise security measures to minimize inventory shrinkage.	<b>MF10.f.10.h:</b> Devise/Enact merchandise security measures to minimize inventory shrinkage.
	<b>MF10.f.2.e:</b> Explain the importance of following directions.	<b>MF10.f.6.m:</b> Follow instructions for use of equipment, tools, and machinery.	<b>MF10.f.11.h:</b> Maintain a safe work environment.
		<b>MF10.f.7.m:</b> Follow safety precautions.	<b>MF10.f.12.h:</b> Explain routine security precautions.
	<b>MF10.f.3.e:</b> Describe what to do in an emergency.	<b>MF10.f.8.m:</b> Identify example emergency situations in a business.	<b>MF10.f.13.h:</b> Handle and report emergency situations.
	<b>MF10.f.4.e:</b> Practice safety policies and procedures.	<b>MF10.f.9.m:</b> Explain the need for safety policies and procedures.	<b>MF10.f.14.h:</b> Establish policies and procedures to maintain physical security of the work environment.
<b>MF10.g:</b> Implement purchasing activities to obtain business supplies, equipment, and services.		<b>MF10.g.1.m:</b> Define purchasing.	<b>MF10.g.4.h:</b> Explain the nature and scope of purchasing.
		<b>MF10.g.2.m:</b> Maintain inventory of supplies in a sales activity.	<b>MF10.t.5.h:</b> Describe business objectives/strategies that influence purchasing.
		<b>MF10.g.3.m:</b> Explore different suppliers.	<b>MF10.g.6.h:</b> Place orders/reorders.
			<b>MF10.g.7.h:</b> Maintain inventory of supplies in a school-based enterprise.
			<b>MF10.g.8.h:</b> Select vendors for products and services for a school-based enterprise.
			<b>MF10.g.9.h:</b> Evaluate vendor performance.
<b>MF10.h:</b> Describe inventory control and management methods to maintain appropriate levels of stock/supplies.	<b>MF10.h.1.e:</b> Count and organize a variety of items.	<b>MF10.h.2.m:</b> Define Inventory.	<b>MF10.h.4.h:</b> Discuss types of inventory.
		<b>MF10.h.3.m:</b> Identify methods of inventory control.	<b>MF10.h.5.h:</b> Explain methods of inventory control.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MF10.i:</b> Analyze purchasing activities to obtain business materials and services.		<b>MF10.i.1.m:</b> Discuss where a company can purchase their goods and services.	<b>MF10.i.3.h:</b> Discuss the impact of vendor competition on purchasing.
		<b>MF10.i.2.m:</b> Explain how ethics and purchasing are related.	<b>MF10.i.4.h:</b> Discuss the importance of utilizing ethical purchasing methods.
			<b>MF10.i.5.h:</b> Explain the impact of the purchasing process on productivity.
			<b>MF10.i.6.h:</b> Discuss the nature of purchasing methods.





Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
<b>MF10.j:</b> Implement expense-control strategies to enhance a business's financial wellbeing.		<b>MF10.j.1.m:</b> List operating costs.	<b>MF10.j.2.h:</b> Explain the nature of overhead/operating costs.
			<b>MF10.j.3.h:</b> Explain employee's role in expense control.
			<b>MF10.j.4.h:</b> Control use of supplies.
			<b>MF10.j.5.h:</b> Conduct breakeven analysis.
			<b>MF10.j.6.h:</b> Use budgets to control operations.
<b>MF10.k:</b> Prepare registers/terminals for sales operations.	<b>MF10.k.1.e:</b> Identify different denominations of money.	<b>MF10.k.2.m:</b> Explain the use of cash drawers in business.	<b>MF10.k.4.h:</b> Prepare cash drawers/banks.
		<b>MF10.k.3.m:</b> Identify strategies for protecting business's online communication strategies.	<b>MF10.k.5.h:</b> Open/Close register/terminal.
<b>MF10.l:</b> Evaluate security issues with technology to protect customer information and corporate image.		<b>MF10.l.1.m:</b> Identify strategies to protect online customer transactions.	<b>MF10.l.2.h:</b> Explain security considerations in business operations.
			<b>MF10.l.3.h:</b> Discuss data security.
			<b>MF10.l.4.h:</b> Explain strategies for protecting business's online communication strategies.
			<b>MF10.l.5.h:</b> Explain strategies to protect online customer transactions.
<b>MF10.m:</b> Conduct supply chain management activities to coordinate the movement of materials, information, and funds into an organization and the movement of finished products/services out of an organization.			<b>MF10.m.1.h:</b> Explain types of supply chain activities.
			<b>MF10.m.2.h:</b> Discuss organizational dependence on effective supply chains.
			<b>MF10.m.3.h:</b> Discuss the nature of supply chain management.
			<b>MF10.m.4.h:</b> Describe the relationship between supply chain management and logistics.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MF10.n:</b> Implement accounting procedures to track money flow and to determine financial status.	<b>MF10.n.1.e:</b> Track the balance of a savings account.	<b>MF10.n.3.m:</b> Describe the nature of cash flow statements.	<b>MF10.n.6.h:</b> Prepare cash flow statements.
	<b>MF10.n.2.e:</b> Differentiate between income and expense.	<b>MF10.n.4.m:</b> Explain the nature of income statements.	<b>MF10.n.7.h:</b> Prepare income statements.
		<b>MF10.n.5.m:</b> Explain the nature of balance sheets.	<b>MF10.n.8.h:</b> Prepare balance sheets.
			<b>MF10.n.9.h:</b> Calculate product or service profitability.
<b>MF10.o:</b> Manage financial resources to ensure marketing and business success	<b>MF10.o.1.e:</b> Plan a savings strategy that allows for the purchase a want or need.	<b>MF10.o.2.m:</b> Describe the nature of budgets.	<b>MF10.o.4.h:</b> Interpret the nature of budgets.
		<b>MF10.o.3.m:</b> Identify elements of a marketing budget.	<b>MF10.o.5.h:</b> Explain the nature of operating budgets.
			<b>MF10.o.6.h:</b> Conduct a cost/benefit analysis with the product mix in a school-based enterprise.
			<b>MF10.o.7.h:</b> Illustrate relationship among total revenue, marginal revenue, output, and profit in a school-based enterprise.
			<b>MF10.o.8.h:</b> Develop school-based enterprise budget.
			<b>MF10.o.9.h:</b> Calculate return on marketing investment (ROMI).
			<b>MF10.o.10.h:</b> Forecast sales.
			<b>MF10.o.11.h:</b> Calculate financial ratios for school-based enterprise.
			<b>MF10.o.12.h:</b> Interpret financial statements.



## Wisconsin Standards for Marketing, Management and Entrepreneurship (MME)

### Content Area: MC/Marketing Core – Market Planning

**Standard: MME.MC1:** Students will analyze the concepts and strategies utilized to determine and target marketing strategies to a select audience.

	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MC1.a:</b> Employ marketing-information to develop a marketing plan.	<b>MC1.a.1.e:</b> Learn why products and services get marketed.	<b>MC1.a.6.m:</b> Describe how marketing is valuable in educating consumers.	<b>MC1.a.11.h:</b> Describe the concept of marketing strategies.
	<b>MC1.a.2.e:</b> Explain why companies evaluate their customers and competitors.	<b>MC1.a.7.m:</b> Identify how market data will improve the success of a business.	<b>MC1.a.12.h:</b> Explain the nature of marketing planning.
	<b>MC1.a.3.e:</b> List why companies make product changes to reach customers in different countries.	<b>MC1.a.8.m:</b> Identify considerations in implementing global marketing strategies.	<b>MC1.a.13.h:</b> Compare and contrast a company's global marketing strategies when selling products in different countries.
	<b>MC1.a.4.e:</b> Indicate why products and services get targeted to different people.	<b>MC1.a.9.m:</b> Determine the market and customer profile for a business.	<b>MC1.a.14.h:</b> Review the concept of market and market identification.
	<b>MC1.a.5.e:</b> Define target marketing.	<b>MC1.a.10.m:</b> Summarize the importance of target marketing.	<b>MC1.a.15.h:</b> Describe the nature of target marketing in marketing.
<b>MC1.b:</b> Apply marketing information to determine and meet customer needs.		<b>MC1.b.1.m:</b> Explain how a business predicts customer demand.	<b>MC1.b.2.h:</b> Determine and evaluate market needs and opportunities.
			<b>MC1.b.3.h:</b> Determine customer demand for merchandise.
			<b>MC1.b.4.h:</b> Identify market segments.
			<b>MC1.b.5.h:</b> Develop customer/client profiles (demographics, geographics, psychographics, behavioral, etc.).
			<b>MC1.b.6.h:</b> Select target market.
<b>MC1.c:</b> Analyze market data to determine and meet customer needs.		<b>MC1.c.2.m:</b> List the importance of the situational analysis data.	<b>MC1.c.6.h:</b> Explain the role of situational analysis in the marketing planning process.
	<b>MC1.c.1.e:</b> Describe examples of interdependence among individuals, groups, and nations.	<b>MC1.c.3.m:</b> Review an example of a market analysis (market size, area, potential, etc.).	<b>MC1.c.7.h:</b> Analyze the data from a market analysis (market size, area, potential, etc.).



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
		<b>MC1.c.4.m:</b> Explain how a competitive analysis will benefit a business.	<b>MC1.c.8.h:</b> Present the findings from a competitive analysis.
		<b>MC1.c.5.m:</b> Describe the movement of people, ideas, and products throughout the world.	<b>MC1.c.9.h:</b> Identify and analyze cultural factors; such as, human needs, values, ideals, and public policies that affect global marketing.
<b>MC1.d:</b> Assess marketing strategies to improve return on marketing investment (ROMI).	<b>MC1.d 1.e:</b> Justify the benefit of sales forecasts.	<b>MC1.d 4.m:</b> Identify ways a business may estimate future sales.	<b>MC1.d.8.h:</b> Explain the nature of sales forecasts.
	<b>MC1.d.2.e:</b> Define budget.	<b>MC1.d.5.m:</b> Develop a personal budget.	<b>MC1.d.9.h:</b> Forecast sales for marketing plan.
	<b>MC1.d.3.e:</b> Develop a SMART goal.	<b>MC1.d.6.m:</b> Summarize the components of SMART goals.	<b>MC1.d.10.h:</b> Set marketing budget.
		<b>MC1.d.7.m:</b> Identify the components of a marketing plan.	<b>MC1.d.11.h:</b> Set marketing goals and objectives.
			<b>MC1.d 12.h:</b> Develop marketing plan.
			<b>MC1.d.13.h:</b> Monitor and evaluate performance of marketing plan.



## Wisconsin Standards for Marketing, Management and Entrepreneurship (MME)

### Content Area: MC/Marketing Core – Marketing-Information Management

**Standard: MME.MC2:** Students will describe the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.

	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MC2.a:</b> Describe the nature and scope of marketing information management.	<b>MC2.a.1.e:</b> Describe how a business keeps track of what it sells.	<b>MC2.a.2.m:</b> Identify software that facilitates data collection.	<b>MC2.a.4.h:</b> Describe the need for marketing information.
		<b>MC2.a.3.m:</b> Describe the process of making data informed decisions.	<b>MC2.a.5.h:</b> Explain the nature and scope of the marketing information management function.
			<b>MC2.a.6.h:</b> Explain the role of ethics in marketing-information management.
			<b>MC2.a.7.h:</b> Describe the use of technology in the marketing-information management function.
<b>MC2.b:</b> Describe the nature and scope of marketing-research and evaluate its appropriateness for the research problem/issue.	<b>MC2.b.1.e:</b> Describe how individuals make decisions based on their wants or needs.	<b>MC2.b.2.m:</b> Identify strategies used to describe consumer decision-making.	<b>MC2.b.4.h:</b> Explain the nature of marketing research.
		<b>MC2.b.3.m:</b> Describe primary and secondary data.	<b>MC2.b.5.h:</b> Differentiate between primary and secondary marketing research.
			<b>MC2.b.6.h:</b> Identify sources of primary and secondary data.
			<b>MC2.b.7.h:</b> Determine the marketing-research problem/issue.
			<b>MC2.b.8.h:</b> Explain the nature and purpose of quantitative marketing research.
			<b>MC2.b.9.h:</b> Explain the nature and purpose of qualitative research.
			<b>MC2.b.10.h:</b> Differentiate between marketing research methods.
			<b>MC2.b.11.h:</b> Discuss the nature of sampling plans.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
			<b>MC2.b.12.h:</b> Describe types of data collection.
			<b>MC2.b.13.h:</b> Identify ethics and ethical practices in marketing research.
			<b>MC2.b.14.h:</b> Identify information monitored for marketing decision.
			<b>MC2.b.15.h:</b> Describe data-collection methods.
<b>MC2.c:</b> Design and apply a marketing - research study to ensure appropriateness of data-collection efforts.	<b>MC2.c.1.e:</b> Develop a student opinion survey.	<b>MC2.c.3.m:</b> Develop a product or service questionnaire.	<b>MC2.c.6.h:</b> Obtain information from customer databases.
	<b>MC2.c.2.e:</b> Collect student opinion data.	<b>MC2.c.4.m:</b> Collect data using surveys.	<b>MC2.c.7.h:</b> Obtain marketing information from online sources.
		<b>MC2.c.5.m:</b> Explain the meaning of data on a graph, table, or chart.	<b>MC2.c.8.h:</b> Identify transactional data through electronic means.
			<b>MC2.c.9.h:</b> Gather brand information.
			<b>MC2.c.10.h:</b> Track performance of promotional activities.
			<b>MC2.c.11.h:</b> Track trends (e.g., social, buying, advertising agency, etc.).
			<b>MC2.c.12.h:</b> Analyze consumer behavior (e.g., media-consumption, buying, etc.).
			<b>MC2.c.13.h:</b> Develop a customer-satisfaction research study.
		<b>MC2.c.14.h:</b> Describe techniques for processing marketing information.	



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
			<b>MC2.c.15.h:</b> Explain the use of descriptive statistics in marketing decision-making.
			<b>MC2.c.16.h:</b> Interpret qualitative research findings.
			<b>MC2.c.17.h:</b> Identify sources of error and bias in marketing research.
			<b>MC2.c.18.h:</b> Evaluate questionnaire design.
<b>MC2.d:</b> Utilize marketing information to drive merchandising activities.			<b>MC2.d.1.h:</b> Analyze information from suppliers.
			<b>MC2.d.2.h:</b> Scan marketplace to identify factors that could influence merchandising decisions.
			<b>MC2.d.3.h:</b> Analyze competitors' offerings.
			<b>MC2.d.4.h:</b> Reconcile marketing plans with assortment and financial plans.
			<b>MC2.d.5.h:</b> Assess trading area.
			<b>MC2.d.6.h:</b> Determine price sensitivity.



## Wisconsin Standards for Marketing, Management and Entrepreneurship (MME)

### Content Area: MC/Marketing Core – Channel Management and Distribution

**Standard: MME.MC3:** Students will analyze the concepts and processes needed to identify, select, monitor and evaluate sales channels.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
<b>MC3.a:</b> Describe the role of channel management in marketing.	<b>MC3.a.1.e:</b> List the many ways that products get from producer to consumer.	<b>MC3.a.3.m:</b> Explain the nature of channels of distribution.	<b>MC3.a.7.h:</b> Describe the nature and scope of channel management.
		<b>MC3.a.4.m:</b> Explain the difference between a buyer and a supplier/vendor.	<b>MC3.a.8.h:</b> Explain the relationship between customer service and channel management.
	<b>MC3.a.2.e:</b> Identify if the product/service is an import or export.	<b>MC3.a.5.m:</b> Describe the movement of people, ideas and products throughout the world.	<b>MC3.a.9.h:</b> Explain how import and export of products/services impacts the economy.
		<b>MC3.a.6.m:</b> List different types of technology used within channel management function.	<b>MC3.a.10.h:</b> Describe the use of technology in the channel management function.
			<b>MC3.a.11.h:</b> Describe ethical and legal considerations in channel management.
<b>MC3.b:</b> Manage channel activities to minimize costs and to determine distribution strategies.	<b>MC3.b.1.e:</b> Describe how products are transported to the sales location.	<b>MC3.b.2.m:</b> Illustrate how a product/service gets to the consumer.	<b>MC3.b.4.h:</b> Coordinate channel management with other marketing activities.
		<b>MC3.b.3.m:</b> Describe how channel members add value to consumer product/service choice.	<b>MC3.b.5.h:</b> Explain the nature of channel-member relationships.
			<b>MC3.b.6.h:</b> Explain the nature of channel strategies.
			<b>MC3.b.7.h:</b> Select and evaluate channels of distribution.





Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
<b>MC3.c:</b> Develop channel-management strategies to minimize costs.			<b>MC3.c.1.h:</b> Establish distribution points.
			<b>MC3.c.2.h:</b> Develop performance standards for suppliers.
			<b>MC3.c.3.h:</b> Develop new channels for products/services.
			<b>MC3.c.4.h:</b> Develop channel-management strategies.
			<b>MC3.c.5.h:</b> Evaluate buyer-seller relationships.
			<b>MC3.c.6.h:</b> Assess distribution channels.
<b>Standard: MME.MC4:</b> Students will evaluate the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.			
<b>MC4.a:</b> Evaluate the role of distribution in business.	<b>MC4.a.1.e:</b> Learn where products and services are sold.	<b>MC4.a.3.m:</b> Choose best ways to ship different products and services.	<b>MC4.a.4.h:</b> Explain distribution issues and trends.
	<b>MC4.a.2.e:</b> Identify how products and services get shipped.		
<b>MC4.b:</b> Use order-fulfillment processes to move product through the supply chain.		<b>MC4.b.1.m:</b> Learn ways orders can be taken.	<b>MC4.b.2.h:</b> Explain the relationship between customer service and distribution.
			<b>MC4.b.3.h:</b> Explain how to fulfill orders.
			<b>MC4.b.4.h:</b> Analyze capabilities of electronic business systems to facilitate order fulfillment.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
<b>MC4.c:</b> Implement receiving processes to ensure accuracy and quality of incoming shipments.	<b>MC4.c.1.e:</b> Count and verify the contents in an order.	<b>MC4.c.2.m:</b> Explain why a business checks accuracy of orders shipped to them.	<b>MC4.c.4.h:</b> Explain the receiving process.
		<b>MC4.c.3.m:</b> Compare and contrast the packing slip with the contents of an order.	<b>MC4.c.5.h:</b> Explain stock-handling techniques used in receiving deliveries.
			<b>MC4.c.6.h:</b> Process incoming merchandise.
			<b>MC4.c.7.h:</b> Resolve problems with incoming shipments.
<b>MC4.d:</b> Explain warehousing procedures to store merchandise until needed.		<b>MC4.d.1.m:</b> Describe the purpose of warehousing.	<b>MC4.d.2.h:</b> Explain storing considerations.
			<b>MC4.d.3.h:</b> Explain the nature of warehousing.
			<b>MC4.d.4.h:</b> Select appropriate storage equipment.
			<b>MC4.d.5.h:</b> Plan storage space.
<b>MC4.e:</b> Evaluate transportation processes to move products through the supply chain.			<b>MC4.e.3.h:</b> Explain shipping processes.
	<b>MC4.e.1.e:</b> Identify factors considered when selecting best shipping methods.	<b>MC4.e.2.m:</b> List the best method of shipping.	<b>MC4.e.4.h:</b> Analyze and determine the best method of receiving products for school-based enterprise.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
<b>MC4.f:</b> Explain inventory-control methods to minimize costs and to meet customer demand.		<b>MC4.f.1.m:</b> Describe why businesses have inventory.	<b>MC4.f.4.h:</b> Explain importance of maintaining proper inventory levels.
			<b>MC4.f.5.h:</b> Summarize the purpose of conducting inventory counts.
			<b>MC4.f.6.h:</b> Monitor merchandise classification system.
			<b>MC4.f.7.h:</b> Allocate merchandise to stores/regions.
			<b>MC4.f.8.h:</b> Describe inventory control systems.
		<b>MC4.f.2.m:</b> Define shrinkage.	<b>MC4.f.9.h:</b> Determine why there might be inventory shrinkage.
			<b>MC4.f.10.h:</b> Maintain inventory-control systems.
			<b>MC4.f.11.h:</b> Develop inventory-control systems.
		<b>MC4.f.3.m:</b> Explain seasonal merchandising.	<b>MC4.f.12.h:</b> Plan merchandise flow (turnover, lead time, peak seasons, delivery dates, etc.).
<b>MC4.g:</b> Manage distribution activities to minimize costs and to determine distribution strategies.			<b>MC4.g.1.h:</b> Develop collaborative relationships with channel members.
			<b>MC4.g.2.h:</b> Interpret channel strategies.
			<b>MC4.g.3.h:</b> Establish system for processing dead/excess merchandise.
<b>MC4.h:</b> Assess distribution strategies to improve their effectiveness and to be cost effective.			<b>MC4.h.1.h:</b> Evaluate buyer-seller relationships.
			<b>MC3.h.2.h:</b> Identify new vendors.
			<b>MC3.h.3.h:</b> Assess sales and stock performance.
			<b>MC3.h.4.h:</b> Conduct inventory valuation (LIFO, FIFO).



## Wisconsin Standards for Marketing, Management and Entrepreneurship (MME)

### Content Area: MC/Marketing Core – Product Service Management

**Standard: MME.MC5:** Students will analyze the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.

	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MC5.a:</b> Describe the nature and scope of product/service management.	<b>MC5.a.1.e:</b> Build product/service related vocabulary.	<b>MC5.a.4.m:</b> Define target market and identify market for selected product.	<b>MC5.a.7.h:</b> Explain the nature and scope of the product/service management function.
	<b>MC5.a.2.e:</b> Recognize the product life cycle graph.	<b>MC5.a.5.m:</b> Plot a given product in the appropriate position along the life cycle graph.	<b>MC5.a.8.h:</b> Identify the impact of product life cycles on marketing decisions.
	<b>MC5.a.3.e:</b> Discover and match products using technology.	<b>MC5.a.6.m:</b> Describe the use of technology in the product/service management function.	<b>MC5.a.9.h:</b> Analyze current technology used in the product/service management function.
			<b>MC5.a.10.h:</b> Explain business ethics in product/service management.
<b>MC5.b:</b> Generate product ideas to contribute to ongoing business success.	<b>MC5.b.1.e:</b> Define a product or service.	<b>MC5.b.5.m:</b> Identify product opportunities.	<b>MC5.b.8.h:</b> Identify methods/techniques to generate a product idea.
	<b>MC5.b.2.e:</b> Provide examples of products sold by local businesses.	<b>MC5.b.6.m:</b> Generate product ideas.	<b>MC5.b.9.h:</b> Construct a new product idea.
	<b>MC5.b.3.e:</b> Generate list of products families purchase and identify family/community product/service needs and wants.	<b>MC5.b.7.m:</b> Discuss feasibility of a new product idea.	<b>MC5.b.10.h:</b> Determine initial feasibility of product idea.
	<b>MC5.b.4.e:</b> Discuss new products ideas.		



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MC5.c:</b> Apply quality assurances to enhance product/service offerings.	<b>MC5.c.1.e:</b> Define quality features of existing product.	<b>MC5.c.3.m:</b> Rank products into appropriate grades/standards.	<b>MC5.c.6.h:</b> Describe the uses of grades and standards in marketing.
	<b>MC5.c.2.e:</b> Classify warranty and guarantee examples and non-examples.	<b>MC5.c.4.m:</b> Explain warranties and guarantees.	<b>MC5.c.7.h:</b> Compare and contrast warranties and guarantees for similar products.
		<b>MC5.c.5.m:</b> Summarize consumer protection.	<b>MC5.c.8.h:</b> Identify consumer protection provisions of appropriate agencies for different products and services.
<b>MC5.d:</b> Explain the correlation between contracts and the legal environment of business.	<b>MC5.d.1.e:</b> Define tort law.	<b>MC5.d.3.m:</b> Identify the basic torts relating to business enterprises.	<b>MC5.d.5.h:</b> Compare and contrast tort and criminal law relating to business enterprises.
	<b>MC5.d.2.e:</b> Discuss the basic components of legally binding contracts.	<b>MC5.d.4.m:</b> Describe the nature of legally binding contracts.	<b>MC5.d.6.h:</b> Analyze how legally binding contracts impact business operations.
<b>MC5.e:</b> Summarize how contracts impact business relationships.	<b>MC5.e.1.e:</b> Identify reasons a contract would be suspended.	<b>MC5.e.5.m:</b> Discuss nature of contract suspensions.	<b>MC5.e.9.h:</b> Review examples of contract suspensions.
	<b>MC5.e.2.e:</b> Explain how a contract would be terminated.	<b>MC5.e.6.m:</b> Describe ways of terminating contracts.	<b>MC5.e.10.h:</b> Interpret the impact of contract termination on a business.
	<b>MC5.e.3.e:</b> Define contract exclusivity.	<b>MC5.e.7.m:</b> Identify real examples of contract exclusivity.	<b>MC5.e.11.h:</b> Analyze the benefits and drawbacks of contract exclusivity.
	<b>MC5.e.4.e:</b> Explain examples of intellectual property.	<b>MC5.e.8.m:</b> Describe methods used to protect intellectual property.	<b>MC5.e.12.h:</b> Research case studies involving intellectual property.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MC5.f:</b> Employ product-mix strategies to meet customer expectations.	<b>MC5.f.1.e:</b> Analyze the products and services at a local business.	<b>MC5.f.3.m:</b> Define product width and depth.	<b>MC5.f.8.h:</b> Explain the concept of product mix.
	<b>MC5.f.2.e:</b> Review examples of product bundling.	<b>MC5.f.4.m:</b> Define product bundling.	<b>MC5.f.9.h:</b> Describe the nature of product bundling.
			<b>MC5.f.10.h:</b> Explain the nature of product extension in services marketing.
		<b>MC5.f.5.m:</b> Determine a product or service that could be sold at school.	<b>MC5.f.11.h:</b> Identify product to fill customer need.
		<b>MC5.f.6.m:</b> Identify components of the product mix.	<b>MC5.f.12.h:</b> Plan product mix.
			<b>MC5.f.13.h:</b> Determine services to provide customers.
		<b>MC5.f.7.m:</b> Develop alternative uses for products or services.	<b>MC5.f.14.h:</b> Analyze product needs and opportunities.
<b>MC5.g:</b> Plan product/service management activities to facilitate product development.	<b>MC5.g.1.e:</b> Discuss and identify company brands.	<b>MC5.g.2.m:</b> Classify generic vs. brand name product.	<b>MC5.g.4.h:</b> Create a product/brand plan.
		<b>MC5.g.3.m:</b> Recognize historical product inventions and trends of products.	<b>MC5.g.5.h:</b> Plan/Manage product/brand lifecycle.
			<b>MC5.g.6.h:</b> Develop new-product launch plan
			<b>MC5.g.7.h:</b> Coordinate product launches.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MC5.h:</b> Position products/services to acquire desired business image.	<b>MC5.h.1.e</b> Define competition.	<b>MC5.h.2.m:</b> Identify a product brand and discuss its image.	<b>MC5.h.4.h:</b> Describe factors used by marketers to position products/services.
		<b>MC5.h.3.m:</b> Explain product's/service's competitive advantage.	<b>MC5.h.5.h:</b> Explain the nature of product/service branding.
			<b>MC5.h.6.h:</b> Explain the role of customer service in positioning/image.
			<b>MC5.h.7.h:</b> Develop strategies to position products/services.
			<b>MC5.h.8.h:</b> Develop positioning concept/statement for a new product idea.
			<b>MC5.h.9.h:</b> Communicate core values of product/service.
			<b>MC5.h.10.h:</b> Compare and contrast product/service's competitive advantages.
			<b>MC5.h.11.h:</b> Identify product's/service's competitive advantage
<b>MC5.i:</b> Position company to acquire desired business image.	<b>MC5.i.1.e:</b> Discuss and identify company brands.	<b>MC5.i.4.m:</b> Identify components of a retail image.	<b>MC5.i.6.h:</b> Explain the nature of corporate branding.
	<b>MC5.i.2.e:</b> Describe what sets familiar local competing companies apart.	<b>MC5.i.5.m:</b> Discuss and describe corporate brand positioning strategies.	<b>MC5.i.7.h:</b> Describe factors used by businesses to position corporate brands.
	<b>MC5.i.3.e:</b> Identify and match product to brand name.		<b>MC5.i.8.h:</b> Develop strategies to position corporate brands.
			<b>MC5.i.9.h:</b> Identify new private brand opportunities.
			<b>MC5.i.10.h:</b> Create corporate brands.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MC5.j:</b> Assess product/service management activities to increase profitability.			<b>MC5.j.7.h:</b> Evaluate alternative marketing techniques and procedures for achieving product-development objectives.
	<b>MC5.j.1.e:</b> Identify a range of products sold by the same company.	<b>MC5.j.4.m:</b> Describe a new product modification.	<b>MC5.j.8.h:</b> Evaluate product mix.
	<b>MC5.j.2.e:</b> Define product modification.	<b>MC5.j.5.m:</b> Analyze the effectiveness of a recent product launch.	<b>MC5.j.9.h:</b> Assess product-development activities in a school-based enterprise.
	<b>MC5.j.3.e:</b> Identify and discuss a recent product launch.	<b>MC5.j.6.m:</b> Research historical product launches in recent history.	<b>MC5.j.10.h:</b> Evaluate product/service launches.
<b>MC5.k:</b> Assess product packaging to improve its function and to improve its brand recognition.	<b>MC5.k.1.e:</b> Measure and communicate product packaging length, width, and height and describe the packaging for an existing product.	<b>MC5.k.2.m:</b> Compare and contrast packaging of similar/different products.	<b>MC5.k.4.h:</b> Assess product-packaging requirements new/existing product.
		<b>MC5.k.3.m:</b> Evaluate graphic design on packages.	<b>MC5.k.5.h:</b> Design packaging graphics for a product.
			<b>MC5.k.6.h:</b> Test and Evaluate adequacy of product packaging.
			<b>MC5.k.7.h:</b> Test and conduct reviews of product packaging.





	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MC5.I:</b> Use assortment-mix strategies to create maximum mix of products at minimum cost.	<b>MC5.I.1.e:</b> Show and discuss product samples compared to regular products. (Size, dimension, volume, purpose, etc.).	<b>MC5.I.3.m:</b> Obtain samples.	<b>MC5.I.6.h:</b> Analyze the costs and benefits for offering product samples.
		<b>MC5.I.4.m:</b> Discuss and communicate product quality of various product brands.	<b>MC5.I.7.h:</b> Determine quality of merchandise to offer.
			<b>MC5.I.8.h:</b> Determine product width and depth of assortment strategies.
			<b>MC5.I.9.h:</b> Select mix of brands.
	<b>MC5.I.2.e:</b> Group products by style, size, quantities, color, etc.	<b>MC5.I.5.m:</b> Explain the importance of organizing merchandise.	<b>MC5.I.10.h:</b> Plan merchandise assortment (e.g., styling, sizes, quantities, colors).
			<b>MC5.I.11.h:</b> Develop seasonal assortment strategies.
<b>MC5.m:</b> Develop merchandise plans (budgets) to guide selection of retail products.			<b>MC5.m.1.h:</b> Explain the nature of merchandise plans.
			<b>MC5.m.2.h:</b> Calculate open-to-buy.
			<b>MC5.m.3.h:</b> Create/maintain daily sales plan.
			<b>MC5.m.4.h:</b> Identify emerging trends.
			<b>MC5.m.5.h:</b> Plan stock.
			<b>MC5.m.6.h:</b> Plan reductions (e.g., anticipated markdowns, employee/other discounts, stock shortages).
			<b>MC5.m.7.h:</b> Plan purchases.
			<b>MC5.m.8.h:</b> Compare and contrast buying from domestic sources with that of foreign sources.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MC5.n:</b> Perform buying activities to obtain products for resale.			<b>MC5.n.1.h:</b> Determine final cost of purchases from domestic and international sources.
			<b>MC5.n.2.h:</b> Calculate gross margin.
			<b>MC5.n.3.h:</b> Prepare merchandising plans (budgets).
			<b>MC5.n.4.h:</b> Write purchase orders.
			<b>MC5.n.5.h:</b> Analyze the use of central buying.
			<b>MC5.n.6.h:</b> Determine stock turnover.
			<b>MC5.n.7.h:</b> Determine what to buy/reorder.
			<b>MC5.n.8.h:</b> Determine quantities to buy/reorder.
			<b>MC5.n.9.h:</b> Determine when to buy/reorder.
			<b>MC5.n.10.h:</b> Establish reorder points.
<b>MC5.o:</b> Analyze vendor performance to choose vendors and merchandise.			<b>MC5.o.1.h:</b> Evaluate vendors' merchandise.
			<b>MC5.o.2.h:</b> Choose vendors.
			<b>MC5.o.3.h:</b> Negotiate terms with vendors.



## Wisconsin Standards for Marketing, Management and Entrepreneurship (MME)

### Content Area: MC/Marketing Core – Pricing

**Standard: MME.MC6:** Students will apply concepts and strategies used in determining and adjusting prices to maximize return and meet customers' perceptions of value.

	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MC6.a:</b> Describe the role of pricing in marketing.	<b>MC6.a.1.e:</b> Define price.	<b>MC6.a.3.m:</b> Explain reasons why price is important marketing.	<b>MC6.a.7.h:</b> Explain the nature and scope of the pricing function.
	<b>MC6.a.2.e:</b> Discuss personal ethical and un-ethical behavior.	<b>MC6.a.4.m:</b> Differentiate between ethical and non-ethical business behavior situations.	<b>MC6.a.8.h:</b> Describe the role of business ethics in pricing.
		<b>MC6.a.5.m:</b> Explain the use of technology in the pricing function.	<b>MC6.a.9.h:</b> Use technology (i.e. Excel, POS, etc.) with the price function.
		<b>MC6.a.6.m:</b> Discuss/Explain how the government affects pricing decisions.	<b>MC6.a.10.h:</b> Explain legal considerations for pricing.
			<b>MC6.a.11.h:</b> Explain factors affecting pricing decisions.
<b>MC6.b:</b> Describe pricing strategies to determine optimal prices.	<b>MC6.b.1.e:</b> Explain what cost is.	<b>MC6.b.4.m:</b> Define and classify variable and fixed costs.	<b>MC6.b.8.h:</b> Establish pricing objectives.
	<b>MC6.b.2.e:</b> Describe profit.	<b>MC6.b.5.m:</b> Describe options for pricing policies and strategies.	<b>MC6.b.9.h:</b> Select and analyze pricing policies and strategies.
		<b>MC6.b.6.m:</b> Differentiate between cost, demand, and competition.	<b>MC6.b.10.h:</b> Select approach for setting a base price (cost, demand, competition).
	<b>MC6.b.3.e:</b> Identify and describe environmental seasons.	<b>MC6.b.7.m:</b> Explain retail/marketing seasons.	<b>MC6.b.11.h:</b> Develop seasonal pricing strategies.
<b>MC6.c:</b> Apply pricing strategies to determine optimal prices.	<b>MC6.c.1.e:</b> Calculate cost with a list of provided expenses.	<b>MC6.c.5.m:</b> Determine cost of product (breakeven, ROI, markup).	<b>MC6.c.9.h:</b> Calculate base price (cost, demand, competition).
	<b>MC6.c.2.e:</b> Add and subtract numbers to calculate break-even point.	<b>MC6.c.6.m:</b> Discuss the importance of calculating breakeven point.	<b>MC6.c.10.h:</b> Analyze the product cost calculations (breakeven, ROI, markup).
	<b>MC6.c.3.e:</b> Add and subtract numbers to calculate discounts and allowances.	<b>MC6.c.7.m:</b> Calculate sales discounts.	<b>MC6.c.11.h:</b> Calculate break-even point.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
			<b>MC6.c.12.h:</b> Determine discounts and allowances that can be used to adjust base prices.
	<b>MC6.c.4.e:</b> Graph changes in price.	<b>MC6.c.8.m:</b> Calculate changes in prices.	<b>MC6.c.13.h:</b> Adjust and interpret price data to maximize profitability.
<b>MC6.d:</b> Assess pricing strategies to identify needed changes and to improve profitability.			<b>MC6.d.1.h:</b> Ensure price fairness.
			<b>MC6.d.2.h:</b> Assess changes in price structure.
			<b>MC6.d.3.h:</b> Analyze variances to planned pricing.
			<b>MC6.d.4.h:</b> Evaluate pricing decisions.
			<b>MC6.d.5.h:</b> Analyze discounts and allowance offered by vendors and retail.



## Wisconsin Standards for Marketing, Management and Entrepreneurship (MME)

### Content Area: MC/Marketing Core – Promotion

**Standard: MME.MC7:** Students will describe the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.

	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MC7.a:</b> Explain the nature and scope of promotion.	<b>MC7.a.1.e:</b> Define ethics.	<b>MC7.a.3.m:</b> Explain types of promotion.	<b>MC7.a.8.m:</b> Explain the role of promotion as a marketing function.
		<b>MC7.a.4.m:</b> Describe examples of unethical or misleading promotions.	<b>MC7.a.9.h:</b> Describe the use of business ethics in promotion.
		<b>MC7.a.5.m:</b> Identify how companies use mobile marketing tactics to reach their customers.	<b>MC7.a.10.h:</b> Describe the use of technology in the promotion function.
	<b>MC7.a.2.e:</b> Explain how companies change their promotional strategies to connect with customers in different countries.	<b>MC7.a.6.m:</b> Discuss global promotion.	<b>MC7.a.11.h:</b> Explain considerations affecting global promotion.
		<b>MC7.a.7.m:</b> Justify why there are rules and regulations regarding promotion.	<b>MC7.a.12.h:</b> Describe the regulation of promotion.
<b>MC7.b:</b> Manage promotional activities to maximize return on promotional efforts.	<b>MC7.b.1.e:</b> List the main components of a promotional plan.	<b>MC7.b.2.m:</b> Explain the purpose of a promotional plan.	<b>MC7.b.5.h:</b> Explain the nature of a promotional plan.
		<b>MC7.b.3.m:</b> Identify the components of the promotional mix.	<b>MC7.b.6.h:</b> Coordinate activities in the promotional mix.
		<b>MC7.b.4.m:</b> Identify ways to assess results of promotional efforts.	<b>MC7.b.7.h:</b> Evaluate results of promotional efforts in a school-based enterprise.
			<b>MC7.b.8.h:</b> Develop promotional calendar.
			<b>MC7.b.9.h:</b> Plan/Schedule displays/themes.
			<b>MC7.b.10.h:</b> Execute seasonal vendor co-op participation plans.
			<b>MC7.b.11.h:</b> Measure success of promotional efforts.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MC7.c:</b> Describe promotional channels used to communicate with targeted audiences.	<b>MC7.c.1.e:</b> Identify types of advertising that business use.	<b>MC7.c.4.m:</b> Explain the role of advertising in society and in business.	<b>MC7.c.9.h:</b> Explain types of advertising media.
		<b>MC7.c.5.m:</b> Research examples of word of mouth promotions.	<b>MC7.c.10.h:</b> Describe word of mouth channels used to communicate with targeted audiences.
		<b>MC7.c.6.m:</b> Identify types of marketing channels.	<b>MC7.c.11.h:</b> Explain the nature of direct marketing channels.
	<b>MC7.c.2.e:</b> List examples of sales promotion.	<b>MC7.c.7.m:</b> Explain why companies offer sales promotions.	<b>MC7.c.12.h:</b> Identify communications channels used in sales promotion.
	<b>MC7.c.3.e:</b> Describe public relations.	<b>MC7.c.8.m:</b> Distinguish the difference between public relations and advertising.	<b>MC7.c.13.h:</b> Explain communication channels used in public relations activities.
<b>MC7.d:</b> Explain the use of an advertisement's components to communicate with targeted audiences.	<b>MC7.d.1.e:</b> Define advertising.	<b>MC7.d.2.m:</b> Identify the different elements of an advertisement.	<b>MC7.d.3.h:</b> Explain the components of advertisements.
			<b>MC7.d.4.h:</b> Explain the importance of coordinating elements in advertising.
<b>MC7.e:</b> Develop and execute an advertising campaign to achieve marketing objectives.	<b>MC7.e.1.e:</b> Explain the term advertising campaign.	<b>MC7.e.2.m:</b> Review examples of advertising campaigns.	<b>MC7.e.5.h:</b> Determine advertising campaign objectives.
			<b>MC7.e.6.h:</b> Select advertising strategies for campaign.
		<b>MC7.e.3.m:</b> Define advertising research.	<b>MC7.e.7.h:</b> Coordinate advertising research.
		<b>MC7.e.4.m:</b> Define budget.	<b>MC7.e.8.h:</b> Prepare advertising budget.
			<b>MC7.e.9.h:</b> Develop a media plan (includes budget, media allocation, and timing of ads).
		<b>MC7.e.10.h:</b> Implement advertising strategies for campaign.	



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MC7.f:</b> Describe design principles to be able to communicate needs to designers.	<b>MC7.f.1.e:</b> Research career opportunities in advertising design.	<b>MC7.f.4.m:</b> Identify types of technology used in designing advertising.	<b>MC7.f.10.h:</b> Describe the elements of design.
	<b>MC7.f.2.e:</b> List different types of illustrations used in advertisements.	<b>MC7.f.5.m:</b> Explain the use of illustrations in advertisements.	<b>MC7.f.11.h:</b> Evaluate illustrations in advertisements.
		<b>MC7.f.6.m:</b> List different types of advertising layouts.	<b>MC7.f.12.h:</b> Describe effective advertising layouts.
		<b>MC7.f.7.m:</b> Compare and contrast advertisements with color versus without the use of color.	<b>MC7.f.13.h:</b> Describe purpose of color in advertisements.
		<b>MC7.f.8.m:</b> Describe what makes an effective advertisement.	<b>MC7.f.14.h:</b> Check advertising proofs.
	<b>MC7.f.3.e:</b> Explain how storyboards are similar to cartoons.	<b>MC7.f.9.m:</b> Explain purpose of storyboards.	<b>MC7.f.15.h:</b> Evaluate storyboards for broadcast advertisements.
			<b>MC7.f.16.h:</b> Assess collateral pieces for direct marketing.
			<b>MC7.f.17.h:</b> Critique the main components of advertisements.
<b>MC7.g:</b> Evaluate advertising copy strategies that can be used to create interest in advertising messages.	<b>MC7.g.1.e:</b> Write descriptive, informational, and persuasive text.	<b>MC7.g.2.m:</b> Define copy.	<b>MC7.g.5.h:</b> Describe the nature of effective copy (direct-marketing, internet, mobile ad, etc.).
		<b>MC7.g.3.m:</b> Define target market.	<b>MC7.g.6.h:</b> Identify promotional messages that appeal to targeted markets.
		<b>MC7.g.4.h:</b> Explain type styles used in advertisements.	<b>MC7.g.7.h:</b> Evaluate copy.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MC7.h:</b> Summarize types of digital advertising strategies that can be used to achieve promotional goals.			<b>MC7.h.9.h:</b> Explain the nature of online advertisements.
	<b>MC7.h.1.e:</b> Explain concept of e-mail.	<b>MC7.h.5.m:</b> Identify how to reach potential customers via e-mail.	<b>MC7.h.10.h:</b> Explain the nature of e-mail marketing strategies.
	<b>MC7.h.2.e:</b> Discuss the variety of uses of a handheld device.	<b>MC7.h.6.m:</b> Describe mobile advertising strategies.	<b>MC7.h.11.h:</b> Analyze current examples of mobile advertising strategies.
	<b>MC7.h.3.e:</b> Define search engine.	<b>MC7.h.7.m:</b> Explain how search engines work.	<b>MC7.h.12.h:</b> Discuss the use of search-engine optimization strategies.
	<b>MC7.h.4.e:</b> Identify different types of social media strategies business use to obtain the customer.	<b>MC7.h.8.m:</b> Explain the use of social media in marketing communications to obtain customer attention and/or to gain customer insight.	<b>MC7.h.13.h:</b> Analyze and determine the effectiveness of social media strategies.
<b>MC7.i:</b> Manage media planning and placement to enhance return on marketing investment.		<b>MC7.i.3.m:</b> Define reach in terms of advertising.	<b>MC7.i.9.h:</b> Determine advertising reach of media.
		<b>MC7.i.4.m:</b> Describe the purpose of a media schedule.	<b>MC7.i.10.h:</b> Read media schedule.
	<b>MC7.i.1.e:</b> Define cost.	<b>MC7.i.5.m:</b> Explain the basics of media costs.	<b>MC7.i.11.h:</b> Calculate media costs.
		<b>MC7.i.6.m:</b> Identify characteristics of different types of media.	<b>MC7.i.12.h:</b> Select advertising media.
	<b>MC7.i.2.e:</b> Define media.	<b>MC7.i.7.m:</b> Identify factors that determine media selection.	<b>MC7.i.13.h:</b> Choose appropriate media outlets.
		<b>MC7.i.8.m:</b> Describe the factors of various time slots.	<b>MC7.i.14.h:</b> Schedule ads and commercials.
			<b>MC7.i.15.h:</b> Select placement of advertisements.
			<b>MC7.i.16.h:</b> Identify techniques to increase ad response time.





	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MC7.j:</b> Explain the use of public relations activities to communicate with targeted audiences.		<b>MC7.j.1.m:</b> Identify types of public relation activities.	<b>MC7.j.2.h:</b> Analyze examples of public relation activities.
			<b>MC7.j.3.h:</b> Discuss internal and external audiences for public relations activities.
<b>MC7.k:</b> Use publicity/public-relations activities to create goodwill with stakeholders.	<b>MC7.k.1.e:</b> Describe why businesses get involved in the community.	<b>MC7.k.3.m:</b> Explain the importance of company involvement in community activities.	<b>MC7.k.8.h:</b> Participate in community outreach activities.
	<b>MC7.k.2.e:</b> Define public relations.	<b>MC7.k.4.m:</b> Identify public relations activities.	<b>MC7.k.9.h:</b> Propose community issues for company involvement.
		<b>MC7.k.5.m:</b> Define press release.	<b>MC7.k.10.h:</b> Analyze costs/benefits of community outreach activities.
		<b>MC7.k.6.m:</b> Describe the purpose of public service announcements.	<b>MC7.k.11.h:</b> Explain current issues/trends in public relations.
		<b>MC7.k.7.m:</b> Examine components of a press kit.	<b>MC7.k.12.h:</b> Describe the use of crisis management in public relations.
			<b>MC7.k.13.h:</b> Write a press release.
			<b>MC7.k.14.h:</b> Create a public-service announcement.
			<b>MC7.k.15.h:</b> Create a press kit.
<b>MC7.l:</b> Employ sales-promotion activities to inform or remind customers of business/product.	<b>MC7.l.1.e:</b> Define sales promotion.	<b>MC7.l.5.m:</b> Create promotional poster for a sales activity.	<b>MC7.l.11.h:</b> Create promotional signage for school-based enterprise.
	<b>MC7.l.2.e:</b> Define slogan/tagline.	<b>MC7.l.6.m:</b> Review examples of slogans/taglines.	<b>MC7.l.12.h:</b> Collaborate in the design of slogans/taglines.
	<b>MC7.l.3.e:</b> Define branding.	<b>MC7.l.7.m:</b> Explain why companies use brand identifiers (i.e. marks, characters, etc.).	<b>MC7.l.13.h:</b> Set and develop strategy for brand identifiers for a product/service in the school-based enterprise.
	<b>MC7.l.4.e:</b> Describe the purpose of a frequency/loyalty marketing program.	<b>MC7.l.8.m:</b> Identify local businesses that offer loyalty marketing programs.	<b>MC7.l.14.h:</b> Explain considerations in designing a frequency/loyalty marketing program.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
		<b>MC7.I.9.m:</b> Summarize different types of specialty promotions.	<b>MC7.I.15.h:</b> Develop frequency/loyalty marketing strategy.
		<b>MC7.I.10.m:</b> Define cross promotion.	<b>MC7.I.16.h:</b> Analyze use of specialty promotions.
			<b>MC7.I.17.h:</b> Participate in the design of collateral materials to promote special event.
			<b>MC7.I.18.h:</b> Develop strategy for creating a special event.
			<b>MC7.I.19.h:</b> Set up cross-promotions.
			<b>MC7.I.20.h:</b> Participate in trade shows/expositions.
			<b>MC7.I.21.h:</b> Develop a sales-promotion plan.
<b>MC7.m:</b> Use word-of-mouth strategies to build brand and to promote products.	<b>MC7.m.1.e:</b> Define word of mouth.	<b>MC7.m.4.m:</b> Describe the effectiveness of word of mouth in terms of promotion.	<b>MC7.m.10.h:</b> Select word-of-mouth strategies appropriate for promotional objectives.
		<b>MC7.m.5.m:</b> Define buzz marketing.	<b>MC7.m.11.h:</b> Explain the nature of buzz-marketing.
		<b>MC7.m.6.m:</b> Explain considerations in developing viral marketing campaigns.	<b>MC7.m.12.h:</b> Develop buzz-marketing strategies for an event or school-based enterprise.
		<b>MC7.m.7.m:</b> Explain the use of celebrities/influencers as a word of mouth strategy.	<b>MC7.m.13.h:</b> Select celebrity/influencer to deliver promotional message.
			<b>MC7.m.14.h:</b> Describe referral programs that can be used to build brand/promote products.
	<b>MC7.m.2.e:</b> Define product placement.	<b>MC7.m.8.m:</b> Explain the use of product placement.	<b>MC7.m.15.h:</b> Evaluate examples of product placement.
	<b>MC7.m.3.e:</b> Discuss types of direct marketing strategies.	<b>MC7.m.9.m:</b> Explain the role of media in delivering direct marketing messages.	<b>MC7.m.16.h:</b> Describe the use of direct marketing to attract attention and to build brand.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MC7.n:</b> Employ visual merchandising techniques to increase interest in product offerings.		<b>MC7.n.1.m:</b> Explain the use of visual merchandising in retailing.	<b>MC7.n.4.h:</b> Design visual merchandising in school-based enterprise.
		<b>MC7.n.2.m:</b> Distinguish between visual merchandising and display.	<b>MC7.n.5.h:</b> Evaluate visual merchandising and displays at local businesses.
			<b>MC7.n.6.h:</b> Place merchandise for impact.
			<b>MC7.n.7.h:</b> Determine on-floor assortments.
		<b>MC7.n.3.m:</b> Define planograms.	<b>MC7.n.8.h:</b> Read/Implement planograms.
			<b>MC7.n.9.h:</b> Create planograms.
<b>MC7.o:</b> Implement display techniques to attract customers and increase sales potential.		<b>MC7.o.1.m:</b> Explain types of display arrangements.	<b>MC7.o.3.h:</b> Identify types of display arrangements at a local business.
			<b>MC7.o.4.h:</b> Maintain displays.
			<b>MC7.o.5.h:</b> Dismantle/Store displays/display fixtures/forms.
			<b>MC7.o.6.h:</b> Select and use display fixtures/forms.
		<b>MC7.o.2.m:</b> Describe how lighting impacts the product presentation.	<b>MC7.o.7.h:</b> Use lighting to highlight products.
			<b>MC7.o.8.h:</b> Set up point-of-sale displays and handouts.
			<b>MC7.o.9.h:</b> Create displays.



## Wisconsin Standards for Marketing, Management and Entrepreneurship (MME)

### Content Area: MGT/Management – Human Resource Management

**Standard: MME.MGT1:** Students will distinguish the tools, techniques and systems that businesses use to plan, staff, lead and organize human resources.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
<b>MGT1.a:</b> Describe the role and function of human resources management.	<b>MGT1.a.1.e:</b> Identify characteristics of qualified employees.	<b>MGT1.a.3.m:</b> Define human resource management.	<b>MGT1.a.7.h:</b> Discuss the nature of human resources management.
	<b>MGT1.a.2.e:</b> Define ethics.	<b>MGT1.a.4.m:</b> Explain why companies have policies.	<b>MGT1.a.8.h:</b> Describe phases of human resources management.
		<b>MGT1.a.5.m:</b> Describe a personal/business code of ethics.	<b>MGT1.a.9.h:</b> Discuss factors that impact human resources management (e.g., availability of qualified employees, employment laws/regulations, company policies/procedures, compensation and benefit programs, staff diversity, etc.).
		<b>MGT1.a.6.m:</b> Discuss and give examples of types of technology a business may use.	<b>MGT1.a.10.h:</b> Explain the role of ethics in human resources management.
			<b>MGT1.a.11.h:</b> Describe the use of technology in human resources management.
<b>MGT1.b:</b> Describe human-resources laws and regulations to facilitate business operations.	<b>MGT1.b.1.e:</b> Describe the role of human resources.	<b>MGT1.b.3.m:</b> Explain the nature of human resources regulations.	<b>MGT1.b.5.h:</b> Summarize the nature of human resources regulations.
	<b>MGT1.b.2.e:</b> Explain the importance of workplace regulations (including OSHA, ADA).	<b>MGT1.b.4.m:</b> Explain the nature of workplace regulations (including OSHA, ADA).	<b>MGT1.b.6.h:</b> Research and present case law revolving around workplace regulations (including OSHA, ADA).
<b>MGT1.c:</b> Implement organizational skills to facilitate others' work efforts.	<b>MGT1.c.1.e:</b> Prioritize daily activities.	<b>MGT1.c.5.m:</b> Identify and prioritize work responsibilities.	<b>MGT1.c.9.h:</b> Assist employees with prioritizing work responsibilities.
	<b>MGT1.c.2.e:</b> Explain the term delegate.	<b>MGT1.c.6.m:</b> Discuss ways business can delegate work.	<b>MGT1.c.10.h:</b> Delegate work to others.
	<b>MGT1.c.3.e:</b> Participate in a team to complete an activity.	<b>MGT1.c.7.m:</b> Discuss why companies would use cross-functional teams to complete tasks.	<b>MGT1.c.11.h:</b> Coordinate efforts of cross- functional teams to achieve project/company goals.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
	<b>MGT1.c.4.e:</b> Define collaboration.	<b>MGT1.c.8.m:</b> Explain effective collaboration.	<b>MGT1.c.12.h:</b> Manage collaborative efforts.
			<b>MGT1.c.13.h:</b> Harmonize tasks, projects, and employees in the context of business priorities.
<b>MGT1.d:</b> Staff a business unit to satisfy work demands while adhering to budget constraints.	<b>MGT1.d.1.e:</b> Discuss types of jobs.	<b>MGT1.d.3.m:</b> Explain why and when businesses hire employees.	<b>MGT1.d.9.h:</b> Determine hiring needs.
	<b>MGT1.d.2.e:</b> Explain how individuals get jobs.	<b>MGT1.d.4.m:</b> Create employability resources (i.e. cover letter, application, resume, etc.).	<b>MGT1.d.10.h:</b> Screen job applications/resumes.
		<b>MGT1.d.5.m:</b> Explain how employees are paid.	<b>MGT1.d.11.h:</b> Interview job applicants.
		<b>MGT1.d.6.m:</b> Define an exit interview.	<b>MGT1.d.12.h:</b> Discuss employee compensation.
		<b>MGT1.d.7.m:</b> Explain reasons why employees would be fired.	<b>MGT1.d.13.h:</b> Select and hire new employees.
		<b>MGT1.d.8.m:</b> Discuss the contents and uses of an employee file.	<b>MGT1.d.14.h:</b> Evaluate adequacy of staffing levels.
			<b>MGT1.d.15.h:</b> Conduct exit interviews.
			<b>MGT1.d.16.h:</b> Dismiss/Fire employees.
			<b>MGT1.d.17.h:</b> Maintain human resources records.
<b>MGT1.e:</b> Manage staff growth and development to increase productivity and employee satisfaction.	<b>MGT1.e.1.e:</b> Define management.	<b>MGT1.e.4.m:</b> Explain employee training programs.	<b>MGT1.e.13.h:</b> Orient new employees.
	<b>MGT1.e.2.e:</b> Explain the importance of having an enjoyable experience during work.	<b>MGT1.e.5.m:</b> Define what training an employee means.	<b>MGT1.e.14.h:</b> Orient new employees (management's role).
	<b>MGT1.e.3.e:</b> Define innovation.	<b>MGT1.e.6.m:</b> Explain management roles.	<b>MGT1.e.15.h:</b> Explain the role of training and human resources development.
		<b>MGT1.e.7.m:</b> Explain employee recognition.	<b>MGT1.e.16.h:</b> Explain the nature of management/supervisory training.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
		<b>MGT1.e.8.m:</b> Identify activities that will motivate employees' job performance.	<b>MGT1.e.17.h:</b> Ensure staff knowledge of responsibilities, duties, functions, and authority levels.
		<b>MGT1.e.9.m:</b> List ways to ensure a positive working environment.	<b>MGT1.e.18.h:</b> Coach employees.
		<b>MGT1.e.10.m:</b> Describe a special event that will boost employee morale.	<b>MGT1.e.19.h:</b> Recognize/Reward employees.
		<b>MGT1.e.11.m:</b> Explain the importance of innovation and the success of the business.	<b>MGT1.e.20.h:</b> Maintain ongoing discussion of issues related to compensation.
		<b>MGT1.e.12.m:</b> Explain the concept of an employee evaluation.	<b>MGT1.e.22.h:</b> Conduct product "show and tell" to train employee on the features and benefits of new products.
			<b>MGT1.e.23.h:</b> Conduct contests to motivate employees.
			<b>MGT1.e.24.h:</b> Foster "right" environment for employees.
			<b>MGT1.e.25.h:</b> Hold special events for employees.
			<b>MGT1.e.26.h:</b> Promote innovation.
			<b>MGT1.e.27.h:</b> Supervise staff.
			<b>MGT1.e.28.h:</b> Assess employee performance.
			<b>MGT1.e.29.h:</b> Ensure equitable opportunities for employees.
<b>MGT1.f:</b> Resolve staff issues/problems to enhance productivity and improve employee relationships.		<b>MGT1.f.1.m:</b> Describe why companies need to have a process in place for submitting employee complaints.	<b>MGT1.f.3.h:</b> Handle employee complaints and grievances.
		<b>MGT1.f.2.m:</b> Define payroll.	<b>MGT1.f.4.h:</b> Explain issues associated with the payroll process.
			<b>MGT1.f.5.h:</b> Explain the nature of remedial action.



## Wisconsin Standards for Marketing, Management and Entrepreneurship (MME)

### Content Area: MGT/Management – Information Management and Knowledge Management

**Standard: MME.MGT2:** Students will use tools, strategies and systems needed to access, process, maintain, evaluate and disseminate information to assist business decision making.

	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MGT2.a:</b> Use information literacy skills to increase workplace efficiency and effectiveness.	<b>MGT2.a.1.e:</b> Conduct research on a topic.	<b>MGT2.a.4.m:</b> Store and organize information for future use.	<b>MGT2.a.8.h:</b> Assess information needs.
	<b>MGT2.a.2.e:</b> Select effective and credible resources on an activity.	<b>MGT2.a.5.m:</b> Use technology to conduct research efficiently.	<b>MGT2.a.9.h:</b> Obtain needed information efficiently.
	<b>MGT2.a.3.e:</b> Apply information to accomplish a task.	<b>MGT2.a.6.m:</b> Explain how to determine the validity of a source of information.	<b>MGT2.a.10.h:</b> Evaluate quality and source of information.
		<b>MGT2.a.7.m:</b> Compare and contrast resources to accomplish a task.	<b>MGT2.a.11.h:</b> Present research project.
<b>MGT2.b:</b> Use information-technology tools to manage and perform work responsibilities.	<b>MGT2.b.1.e:</b> Demonstrate basic e-mail functions.	<b>MGT2.b.7.m:</b> Identify ways that technology impacts business.	<b>MGT2.b.15.h:</b> Employ an integrated business software application package.
	<b>MGT2.b.2.e:</b> Demonstrate basic web-search skills.	<b>MGT2.b.8.m:</b> Explain the role of information systems.	<b>MGT2.b.16.h:</b> Demonstrate collaborative/groupware applications.
	<b>MGT2.b.3.e:</b> Demonstrate basic word processing skills.	<b>MGT2.b.9.m:</b> Discuss principles of computer systems.	<b>MGT2.b.17.h:</b> Create and post online communication.
	<b>MGT2.b.4.e:</b> Demonstrate how to conduct research using technology.	<b>MGT2.b.10.m:</b> Use basic operating systems.	<b>MGT2.b.18.h:</b> Use technology for marketing research.
	<b>MGT2.b.5.e:</b> Demonstrate introductory skills with presentation applications.	<b>MGT2.b.11.m:</b> Describe the scope of online resources.	<b>MGT2.b.19.h:</b> Determine types of technology needed by company/agency.
	<b>MGT2.b.6.e:</b> Demonstrate basic skills with database applications.	<b>MGT2.b.12.m:</b> Demonstrate personal information management/ productivity applications.	<b>MGT2.b.20.h:</b> Establish specifications for selecting hardware/software systems.
		<b>MGT2.b.13.m:</b> Describe technology options to make a business more profitable and efficient.	<b>MGT2.b.21.h:</b> Determine venture's information technology needs.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
		<b>MGT2.b.14.m:</b> Demonstrate proficient skills with database applications.	<b>MGT2.b.22.h:</b> Demonstrate fundamental skills within database applications.
<b>MGT2.c:</b> Use information-technology tools to manage and perform work responsibilities.	<b>MGT2.c.1.e:</b> Demonstrate basic spreadsheet applications.	<b>MGT2.c.2.m:</b> Demonstrate proficient spreadsheet applications.	<b>MGT2.c.3.h:</b> Demonstrate effective spreadsheet applications.
<b>MGT2.d:</b> Maintain business records to facilitate business operations.		<b>MGT2.d.1.m:</b> Explain examples of information found within business records.	<b>MGT2.d.2.h:</b> Describe the nature of business records.
			<b>MGT2.d.3.h:</b> Maintain customer records.
<b>MGT2.e:</b> Acquire information to guide business decision-making.	<b>MGT2.e.1.e:</b> Define business.	<b>MGT2.e.2.m:</b> Explain why new companies recently opened in the community.	<b>MGT2.e.4.h:</b> Describe current business trends.
		<b>MGT2.e.3.m:</b> Describe why a business needs to be aware of the environmental impact on operations.	<b>MGT2.e.5.h:</b> Monitor internal records for business information.
			<b>MGT2.e.6.h:</b> Conduct an environmental scan to obtain business information.
			<b>MGT2.e.7.h:</b> Interpret statistical findings.





	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MGT2.f:</b> Use information-technology tools to manage and perform marketing-communications responsibilities.	<b>MGT2.f.1.e:</b> Demonstrate basic desktop publishing functions to prepare promotional materials.	<b>MGT2.f.3.m:</b> Explain mobile technology.	<b>MGT2.f.6.h:</b> Explain ways that technology impacts marketing communications.
	<b>MGT2.f.2.e:</b> Create promotional materials with current software applications.	<b>MGT2.f.4.m:</b> Demonstrate proficient desktop publishing functions to prepare promotional materials.	<b>MGT2.f.7.h:</b> Compare and contrast current ways to communicate through technology.
		<b>MGT2.f.5.m:</b> Design promotional materials with current software applications for a sales activity.	<b>MGT2.f.8.h:</b> Explain the capabilities of tools used in web-site creation.
			<b>MGT2.f.9.h:</b> Discuss considerations in using mobile technology for promotional activities.
			<b>MGT2.f.10.h:</b> Demonstrate effective use of audiovisual aids.
			<b>MGT2.f.11.h:</b> Describe considerations in using databases in marketing communications.
			<b>MGT2.f.12.h:</b> Maintain databases of information for marketing communications.
			<b>MGT2.f.13.h:</b> Mine databases for information useful in marketing communications.
			<b>MGT2.f.14.h:</b> Demonstrate creative and interactive desktop publishing functions to prepare promotional materials.
			<b>MGT2.f.15.h:</b> Design and evaluate promotional materials with current software applications for a school-based enterprise.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MGT2.g:</b> Explain the role of technology to process and track customer orders.	<b>MGT2.g.1.e:</b> Explain why stores use technology to process customer orders.	<b>MGT2.g.2.m:</b> Identify types of technology used in order processing.	<b>MGT2.g.4.h:</b> Describe the impact of technology on order processing.
		<b>MGT2.g.3.m:</b> Explain the current technology used to track customer orders.	<b>MGT2.g.5.h:</b> Compare and contrast the current technology used to process and track customer orders.
<b>Standard: MME.MGT3:</b> Students will use the systems, strategies and techniques used to collect, organize, analyze and share information known in an organization.			
<b>MGT3.a:</b> Describe the nature and scope of knowledge management.		<b>MGT3.a.1.m:</b> Identify the basic components of knowledge management.	<b>MGT3.a.3.h:</b> Explain the nature of knowledge management.
		<b>MGT3.a.2.m:</b> Discuss the role of ethics in knowledge management.	<b>MGT3.a.4.h:</b> Research case studies that involve ethics and knowledge management.
			<b>MGT3.a.5.h:</b> Explain the use of technology in knowledge management.
			<b>MGT3.a.6.h:</b> Explain legal considerations for knowledge management.
<b>MGT3.b:</b> Use knowledge management strategies to improve the performance and competitive advantage of an organization.			<b>MGT3.b.1.h:</b> Identify techniques that can be used to capture and transfer knowledge in an organization.
			<b>MGT3.b.2.h:</b> Determine factors causing loss of organizational knowledge.
			<b>MGT3.b.3.h:</b> Implement knowledge management strategies.



## Wisconsin Standards for Marketing, Management and Entrepreneurship (MME)

### Content Area: MGT/Management – Quality Management and Risk Management

**Standard: MME.MGT4:** Students will describe the need for standards and the strategies and techniques used to implement, monitor and evaluate them.

	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MGT4.a:</b> Describe the role and function of quality management.	<b>MGT4.a.1.e:</b> Describe what the term “quality” means.	<b>MGT4.a.2.m:</b> Define quality management.	<b>MGT4.a.4.h:</b> Explain the nature of quality management.
		<b>MGT4.a.3.m:</b> Explain how technology is constantly changing and continuously improving.	<b>MGT4.a.5.h:</b> Describe the nature of quality management frameworks.
			<b>MGT4.a.6.h:</b> Discuss the need for continuous improvement of the quality process.
<b>Standard: MME.MGT5:</b> Students will describe risk-management strategies and techniques used to minimize business loss.			
<b>MGT5.a:</b> Explain the nature and scope of risk management.	<b>MGT5.a.1.e:</b> Determine what a risk is.	<b>MGT5.a.3.m:</b> Identify marketing and business risks.	<b>MGT5.a.6.h:</b> Discuss the nature of risk management.
	<b>MGT5.a.2.e:</b> Describe ways employees or customers may get hurt or sick in a business.	<b>MGT5.a.4.m:</b> Identify techniques for reducing or eliminating risks.	<b>MGT5.a.7.h:</b> Explain the role of ethics in risk management.
		<b>MGT5.a.5.m:</b> List health and safety issues in business.	<b>MGT5.a.8.h:</b> Describe the use of technology in risk management.
			<b>MGT5.a.9.h:</b> Discuss legal considerations affecting risk management.
			<b>MGT5.a.10.h:</b> Describe health and safety regulations in business.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MGT5.b:</b> Identify potential business threats and opportunities to protect a business's financial well-being.		<b>MGT5.b.1.m:</b> Describe the concept of insurance.	<b>MGT5.b.3.h:</b> Describe insurance as it relates to minimizing the threat of financial risk to a business.
		<b>MGT5.b.2.m:</b> Explain the impact of risk on business.	<b>MGT5.b.4.h:</b> Describe types of business insurance coverage and their function.
			<b>MGT5.b.5.h:</b> Describe strategy to minimize business risks.
			<b>MGT5.b.6.h:</b> Identify and analyze marketing and business risks.



## Wisconsin Standards for Marketing, Management and Entrepreneurship (MME)

### Content Area: MGT/Management– Project Management and Strategic Management

**Standard: MME.MGT6:** Students will describe tools, techniques and systems that are used to plan, implement, monitor and evaluate business projects.

	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MGT6.a:</b> Use project-management skills to improve workflow and minimize costs.	<b>MGT6.a.1.e:</b> Explain the basic elements of a project.	<b>MGT6.a.3.m:</b> Define project management.	<b>MGT6.a.5.h:</b> Explain the nature of project management.
	<b>MGT6.a.2.e:</b> Organize supplies and resources before starting an activity.	<b>MGT6.a.4.m:</b> Identify resources needed for project.	<b>MGT6.a.6.h:</b> Use resources needed for project.
			<b>MGT6.a.7.h:</b> Develop project plan.
			<b>MGT6.a.8.h:</b> Evaluate project results.
<b>MGT6.b:</b> Explore project management skills to start, run and end projects.	<b>MGT6.b.1.e:</b> Describe the purpose of due dates.	<b>MGT6.b.4.m:</b> Define project life cycle.	<b>MGT6.b.7.h:</b> Explain the nature of a project life cycle.
	<b>MGT6.b.2.e:</b> Experience a schedule of activities.	<b>MGT6.b.5.m:</b> Practice scheduling a variety of activities.	<b>MGT6.b.8.h:</b> Explain standard project- management processes.
	<b>MGT6.b.3.e:</b> Use an assignment notebook to check off progress.	<b>MGT6.b.6.m:</b> Prioritize tasks.	<b>MGT6.b.9.h:</b> Coordinate schedules and activities.
			<b>MGT6.b.10.h:</b> Track project progress and results.
<b>Standard: MME.MGT7:</b> Students will describe tools, techniques and systems that affect a business’s ability to plan, control and organize an organization/department.			
<b>MGT7.a:</b> Use planning tools to guide organization’s/department’s activities.	<b>MGT7.a.1.e:</b> Define objective.	<b>MGT7.a.2.m:</b> Explain how marketing activities correlate with business activities.	<b>MGT7.a.4.h:</b> Explain the value of aligning marketing activities with business objectives.
		<b>MGT7.a.3.m:</b> Define department and organization structure.	<b>MGT7.a.5.h:</b> Provide input into strategic planning.
			<b>MGT7.a.6.h:</b> Conduct gap analysis to determine organization’s capability.
			<b>MGT7.a.7.h:</b> Develop department structure.
			<b>MGT7.a.8.h:</b> Determine strategic marketing planning structure.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
<b>MGT7.b:</b> Control an organization's/ department's activities to encourage growth and development.		<b>MGT7.b.1.m:</b> Identify realistic and attainable goals and objectives.	<b>MGT7.b.2.h:</b> Show the effect of marketing strategy on marketing goals/objectives within a school-based enterprise.
			<b>MGT7.b.3.h:</b> Monitor achievement of marketing objectives in a school-based enterprise.
			<b>MGT7.b.4.h:</b> Set marketing policies.
			<b>MGT7.b.5.h:</b> Establish a marketing cost-control system.
			<b>MGT7.b.6.h:</b> Explain the types of marketing success metrics for measuring success.
			<b>MGT7.b.7.h:</b> Design a marketing performance measurement system.
			<b>MGT7.b.8.h:</b> Modify marketing strategies based on performance results.
<b>MGT7.c:</b> Coordinate information management and business management to aid in business planning.		<b>MGT7.c.1.m:</b> Identify information systems/information communication technology for a business.	<b>MGT7.c.2.h:</b> Explain the strategic role of information systems/ information communication technology within an organization.
			<b>MGT7.c.3.h:</b> Determine risks and rewards of developing a strategic role for information systems/ information communication technology.
			<b>MGT7.c.4.h:</b> Integrate information systems planning with business planning.
<b>MGT7.d:</b> Record management's role in summarizing its contribution to business success.		<b>MGT7.d.1.m:</b> Identify the roles of managers.	<b>MGT7.d.3.h:</b> Describe factors that influence management.
		<b>MGT7.d.2.m:</b> Explain global marketing.	<b>MGT7.d.4.h:</b> Discuss the nature of global management.
			<b>MGT7.d.5.h:</b> Explain management theories and their applications.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
<b>MGT7.e:</b> Plan organization's/department's activities to guide and support decision-making and to ensure that staff focuses on the right priorities.		<b>MGT7.e.1.m:</b> Explain the purpose of a vision statement.	<b>MGT7.e.2.h:</b> Describe the strategic planning process within an organization.
			<b>MGT7.e.3.h:</b> Identify and set benchmarks for key performance indicators.
			<b>MGT7.e.4.h:</b> Develop strategies for achieving company vision.
			<b>MGT7.e.5.h:</b> Determine alternative actions to take when goals are not being met.
			<b>MGT7.e.6.h:</b> Evaluate opportunities for potential company changes.
			<b>MGT7.e.7.h:</b> Develop processes that can be used to improve business results.
			<b>MGT7.e.8.h:</b> Analyze exit plan options.
			<b>MGT7.e.9.h:</b> Develop company vision.
			<b>MGT7.e.10.h:</b> Determine business's overall global strategy.
<b>MGT7.f:</b> Design organizational structure to facilitate business activities.		<b>MGT7.f.1.m:</b> Define organizational structure.	<b>MGT7.f.3.h:</b> Describe organizational structures for managing foreign business activities.
		<b>MGT7.f.2.m:</b> Develop basic organizational plan.	<b>MGT7.f.4.h:</b> Develop an organizational plan for human resources.
			<b>MGT7.f.5.h:</b> Develop an organizational strategy for domestic and international businesses.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>MGT7.g:</b> Control organization's/department's activities to monitor business activities and to make business decisions.			<b>MGT7.g.1.h:</b> Discuss the importance of the coordinating/controlling role in the business environment.
			<b>MGT7.g.2.h:</b> Evaluate individual department's contribution to organizational effectiveness.
			<b>MGT7.g.3.h:</b> Apply benchmarking techniques.
			<b>MGT7.g.4.h:</b> Interpret internal information for strategic planning (e.g., financial/accounting, marketing, operations, human resources, information technology, and individual employee data).
			<b>MGT7.g.5.h:</b> Assess company's strategic-planning processes.