



A Correlation: Missouri Standards and JA Marketing Principles® 2

(3.3.2026)

Session Descriptions	MO Financial Literacy/Personal Finance Standards	Other MO Standards
Theme 1: Market Research		
<p>Project 1: Brand Affinity</p> <p>Students explore the purposes and features of marketing, product development, and customer service.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Learn about content marketing strategy and how companies use content to build their brands. • Create a content marketing strategy for their brand. • Examine infographics and how they are utilized. • Develop an infographic for their brand. 	<p><i>Possible correlations:</i></p> <p><u>MO Financial Lit/Personal Finance Standards</u></p> <p>Grades 9-12</p> <p>Personal Finance: Buying Goods and Services</p> <p>2.A. Conduct research on product options to plan future purchases such as phone, car, home or vacation.</p> <p>2.B. Evaluate product information for price, quality, service, and features.</p>	<p>No Correlations</p>

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Session Descriptions	MO Financial Literacy/Personal Finance Standards	Other MO Standards
<p>1.1 What is Market Research?</p> <p>Students learn how market research allows companies to gather, analyze, and interpret information to make strategic decisions about their product line and how it is marketed.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Examine the reasons market research is conducted. ● Learn key steps in the process of conducting market research. ● Research the methods businesses use to conduct market research. ● Demonstrate how market research benefits companies. 	<p><i>Possible correlations:</i></p> <p><u>MO Financial Lit/Personal Finance Standards</u></p> <p>Grades 9-12</p> <p>Personal Finance: Buying Goods and Services.</p> <p>2.A. Conduct research on product options to plan future purchases such as phone, car, home or vacation.</p> <p>2.B. Evaluate product information for price, quality, service and features.</p> <p>3.A. Evaluate substitutes when the price of goods or services exceeds your budget.</p>	<p><i>Possible correlations:</i></p> <p><u>MO Math Standards</u></p> <p>Grades 9-12</p> <p>A1.DS.A.1. Analyze and interpret graphical displays of data.</p> <p>G.CP.A.4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities.</p>

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Session Descriptions	MO Financial Literacy/Personal Finance Standards	Other MO Standards
<p>1.2 Types of Market Research</p> <p>Students learn about primary (qualitative) and secondary (quantitative) research and the contribution they make to marketing.</p> <p>Students will:</p> <ul style="list-style-type: none"> Define qualitative and quantitative market research. Evaluate the purposes of qualitative and quantitative market research. Examine methods of quantitative market research. Apply quantitative market research methodology to a business scenario. Create an effective message utilizing one of the channels of communication. 	<p><i>Possible correlations:</i></p> <p><u>MO Financial Lit/Personal Finance Standards</u></p> <p>Grades 9-12</p> <p>Personal Finance: Buying Goods and Services.</p> <p>2.A. Conduct research on product options to plan future purchases such as phone, car, home or vacation.</p> <p>2.B. Evaluate product information for price, quality, service and features.</p>	<p><i>Possible correlations:</i></p> <p><u>MO Math Standards</u></p> <p>Grades 9-12</p> <p>A1.DS.A.1. Analyze and interpret graphical displays of data.</p> <p>G.CP.A.4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities.</p> <p><u>MO ELA Standards</u></p> <p>Grades 9-12</p> <p>Writing</p> <p>2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p>

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<p>1.3 Tools for Market Research</p> <p>Students understand a product's market and create a marketing plan. They learn about the different types of research tools used to gather data on demographics and lifestyles.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Examine methods of qualitative market research. ● Identify an appropriate research tool to design a qualitative research study. ● Conduct a qualitative research study (in-depth interview). ● Analyze the results of qualitative research 	<p><i>Possible correlations:</i></p> <p><u>MO Financial Lit/Personal Finance Standards</u></p> <p>Grades 9-12</p> <p>Personal Finance: Buying Goods and Services</p> <p>2.A. Conduct research on product options to plan future purchases such as phone, car, home or vacation.</p> <p>2.B. Evaluate product information for price, quality, service and features.</p>	<p><i>Possible correlations:</i></p> <p><u>MO Math Standards</u></p> <p>Grades 9-12</p> <p>A1.DS.A.1. Analyze and interpret graphical displays of data.</p> <p>G.CP.A.4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities.</p> <p><u>MO SS Standards</u></p> <p>Grades 9-12</p> <p>9-12.WH.5.G.D. Analyze major demographic patterns to determine their effect on the human and physical systems.</p>

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<p>1.4 Market Research Process</p> <p>Students learn about market research tools used to gather data on demographics and lifestyles. Through gaining an understanding of the market, students can create a marketing plan.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify steps in the market research process used to measure brand identity. Research how brands have handled image problems in the past. Perform market research related to brand identity. Present quantitative data to a "marketing department" and give recommended solutions to an identified brand identity problem. Exhibit polished and effective presentation technique. 	<p><i>Possible correlations:</i></p> <p><u>MO Financial Lit/Personal Finance Standards</u></p> <p>Grades 9-12</p> <p>Personal Finance: Buying Goods and Services</p> <p>2.A. Conduct research on product options to plan future purchases such as phone, car, home or vacation.</p> <p>2.B. Evaluate product information for price, quality, service and features.</p>	<p><i>Possible correlations:</i></p> <p><u>MO Math Standards</u></p> <p>Grades 9-12</p> <p>A1.DS.A.1. Analyze and interpret graphical displays of data.</p> <p>G.CP.A.4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities.</p> <p><u>MO SS Standards</u></p> <p>Grades 9-12</p> <p>9-12.WH.5.G.D. Analyze major demographic patterns to determine their effect on the human and physical systems.</p>
<p>Theme 2: Marketing Plan</p>		

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<p>Theme 2 Project: Messaging Across the Channels</p> <p>Students learn about the communication mix, the specific methods and media used to promote products and services to a target market.</p> <p>Students will:</p> <ul style="list-style-type: none"> Gain an understanding of the marketing communication mix. Determine the best communication channel for a targeted segment. Design an advertisement targeting a critical market persona. Develop a media placement plan for the advertisement. 	<p>No Correlations</p>	<p><i>Possible correlations:</i></p> <p>MO SS Standards Grades 9-12 9-12.WH.5.G.D.</p> <p>Analyze major demographic patterns to determine their effect on the human and physical systems.</p> <p>MO ELA Standards Grades 9-12 Writing 2.A.</p> <p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p>
<p>2.1 The Purpose of a Marketing Plan</p> <p>Students learn the importance of a marketing plan to describe a company's marketing strategies and how those strategies will be implemented.</p> <p>Students will:</p> <ul style="list-style-type: none"> Explain the role of essential purpose of a marketing plan in business. Review and analyze a company's marketing plan. Research and develop a market snapshot for a marketing plan. 	<p><i>Possible correlations:</i></p> <p>MO Financial Lit/Personal Finance Standards Grades 9-12 Personal Finance: Buying Goods and Services 2.A.</p> <p>Conduct research on product options to plan future purchases such as phone, car, home or vacation.</p> <p>2.B.</p> <p>Evaluate product information for price, quality, service and features.</p>	<p><i>Possible correlations:</i></p> <p>MO Math Standards Grades 9-12 A1.DS.A.1.</p> <p>Analyze and interpret graphical displays of data.</p>

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<p>2.2 Elements of a Marketing Plan</p> <p>Students learn the elements of a marketing plan and how they combine to provide a roadmap for implementing marketing strategies.</p> <p>Students will:</p> <ul style="list-style-type: none"> Define the essential components of a marketing plan. Develop approaches for creating a marketing plan. Examine successful mission statements and explain their role in marketing plans. Create a written product description for a marketing plan. 	<p>No Correlations</p>	<p><i>Possible correlations:</i></p> <p><u>MO SS Standards</u> Grades 9-12 9-12.WH.5.G.D.</p> <p>Analyze major demographic patterns to determine their effect on the human and physical systems.</p> <p><u>MO ELA Standards</u> Grades 9-12 Writing 2.A.</p> <p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p>
<p>2.3 Developing a Marketing Plan</p> <p>Students gain experience in developing a marketing plan, including a situational analysis that is a key element of any plan.</p> <p>Students will:</p> <ul style="list-style-type: none"> Review the approaches to developing and writing the elements of a marketing plan. Describe the elements and purpose of a SWOT Analysis. Organize questions to solve a situation through a SWOT Analysis. Apply SWOT Analysis to the development of a marketing strategy. 	<p>No Correlations</p>	<p><i>Possible correlations:</i></p> <p><u>MO SS Standards</u> Grades 9-12 9-12.WH.5.G.D.</p> <p>Analyze major demographic patterns to determine their effect on the human and physical systems.</p> <p><u>MO ELA Standards</u> Grades 9-12 Writing 2.A.</p> <p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p>

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<p>2.4 Market Research Process</p> <p>Students learn about market research tools used to gather data on demographics and lifestyles. Through gaining an understanding of the market, students can create a marketing plan.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the importance of a marketing budget as an element of a marketing plan. Examine methods of creating a marketing budget. Use methods of tracking, monitoring, and analyzing marketing metrics as related to ROI (return on investment). Adjust marketing activities based on plan results. 	<p>No Correlations</p>	<p><i>Possible correlations:</i></p> <p><u>MO SS Standards</u> Grades 9-12 9-12.WH.5.G.D.</p> <p>Analyze major demographic patterns to determine their effect on the human and physical systems.</p> <p><u>MO ELA Standards</u> Grades 9-12 Writing 2.A.</p> <p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p> <p><u>MO Math Standards</u> Grades 9-12 A1.DS.A.1.</p> <p>Analyze and interpret graphical displays of data.</p>
<p>Theme 3: Sales and Marketing Methods</p>		

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<p>Theme 3 Project: Customer Service Trends</p> <p>Students learn about the definition and importance of customer service and create a strategy based on the company's practices and needs</p> <p>Students will:</p> <ul style="list-style-type: none"> Investigate their company/brand's customer service practices. Research trends in customer service. Choose and justify the customer service strategy that would meet the needs of a target audience. Develop a customer service strategy/plan for a target audience. 	<p><i>Possible correlations:</i></p> <p><u>MO Financial Lit/Personal Finance Standards</u></p> <p>Grades 9-12</p> <p>Personal Finance: Buying Goods and Services.</p> <p>2.A. Conduct research on product options to plan future purchases such as phone, car, home or vacation.</p> <p>2.B. Evaluate product information for price, quality, service and features.</p> <p>3.A. Evaluate substitutes when the price of goods or services exceeds your budget.</p>	<p>No Correlations</p>
<p>3.1 Sales and Marketing</p> <p>In many companies, sales and marketing function hand in hand. Marketing evaluates customer wants and needs, then develops, implements, and tweaks a plan to meet those wants and needs while generating profits. Sales has the direct link to the customer and closes the deal.</p> <p>Students will:</p> <ul style="list-style-type: none"> Examine the reasons market research is conducted. Learn key steps in the process of conducting market research. Research the methods businesses use to conduct market research. Demonstrate how market research benefits companies. 	<p><i>Possible correlations:</i></p> <p><u>MO Financial Lit/Personal Finance Standards</u></p> <p>Grades 9-12</p> <p>Personal Finance: Buying Goods and Services.</p> <p>2.A. Conduct research on product options to plan future purchases such as phone, car, home or vacation.</p> <p>2.B. Evaluate product information for price, quality, service and features.</p> <p>3.A. Evaluate substitutes when the price of goods or services exceeds your budget.</p>	<p>No Correlations</p>

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<p>3.2 Retail Marketing</p> <p>Retailers market themselves to raise awareness of their stores and drive sales. Retail marketing involves selling products to consumers from a fixed location. For the purposes of this session, it does not include e-commerce or online sales.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explain the unique aspects of retail marketing. • Describe the characteristics of an effective retail business. • Describe the connection between store location, company brand, and product marketing strategies. • Evaluate two highly effective retail stores, and explain why they are successful with two different markets. 	<p>Grades 9-12</p> <p>Personal Finance: Career Choices and Consequences</p> <p>1.A. Evaluate how career choices impact income and quality of life.</p> <p>1.B. Analyze the relationship between education, skill development and earning potential.</p>	<p>Grade 9</p> <p>8.A.a. Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest. (DOK: Level 4)</p> <p>8.B.a. Identify the entrance requirements and application procedures for post-secondary options. (DOK: Level 2)</p> <p>Grade 10</p> <p>7.C.a. Analyze and evaluate school and community contributions as they relate to life career goals. (DOK: Level 4)</p> <p>7.B.a. Evaluate a variety of resources to aid in career exploration and planning now and in the future. (DOK: Level 3)</p> <p>8.A.a. Analyze career and educational information to identify the most relevant resources for specific career options. (DOK: Level 4)</p> <p>8.B.a. Apply knowledge of self to make informed decisions about post-secondary options. (DOK: Level 4)</p> <p>Grade 11</p> <p>7.A.a. Analyze the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with one’s own characteristics. (DOK: Level 4)</p> <p>8.B.a. Apply research skills to obtain information on training and education requirements for postsecondary choices. (DOK: Level 4)</p> <p>7.B.a. Utilize a variety of resources to aid in career exploration and planning. (DOK: Level 3)</p> <p>8.A.a. Synthesize career and educational information gathered from a variety of sources. (DOK: Level 4)</p>

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Session Descriptions	MO Financial Literacy/Personal Finance Standards	Other MO Standards
		<p>Grade 12</p> <p>8.B.a. Know and understand the levels of training and education required for post-secondary choices and life career goals. (DOK: Level 4)</p> <p>7.B.a. Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work and technology changes. (DOK: Level 4)</p> <p>8.A.a. Utilize career and educational information in career decision-making. (DOK: Level 4)</p>

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<p>3.3 Online Marketing and E-Commerce</p> <p>The Internet has grown to become a major force in marketing and sales. Businesses and individuals who market and sell online can reach large audiences at a low cost and consumers can research and purchase products from anywhere at any time.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Describe online marketing and e-commerce. ● Distinguish the advantages and disadvantages of buying online for both seller and buyer. ● Explain search engine optimization and social media marketing as a method of driving e-commerce traffic. ● Create a Web page promoting e-commerce best practices. 	<p>No Correlations</p>	<p>No Correlations</p>
<p>Session Descriptions</p>	<p>MO Financial Literacy/Personal Finance Standards</p>	<p>Other MO Standards</p>

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<p>3.4 B2B Marketing</p> <p>Business to business (B2B) marketing involves promoting the sale of one company's product or service to another company. All companies, government agencies, medical institutions, and educational systems engage in B2B activities, and B2B marketing is how they learn about and sell to each other.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Define B2B marketing. • Describe the difference in B2B marketing and B2C (consumer) marketing. • Research ways that companies market their products and services to B2B customers. • Develop a marketing plan for a B2B company. 	<p><i>Possible correlations:</i></p> <p><u>MO Financial Lit/Personal Finance Standards</u></p> <p>Grades 9-12</p> <p>Personal Finance: Buying Goods and Services.</p> <p>2.A.</p> <p>Conduct research on product options to plan future purchases such as phone, car, home or vacation.</p>	<p><i>Possible correlations:</i></p> <p><u>MO ELA Standards</u></p> <p>Grades 9-12</p> <p>Writing</p> <p>2.A.</p> <p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p> <p><u>MO Math Standards</u></p> <p>Grades 9-12</p> <p>A1.DS.A.1.</p> <p>Analyze and interpret graphical displays of data.</p>
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Theme 4: Careers in Marketing

<p>Theme 4 Project: Emotional Connection</p> <p>Students learn about the importance of making an emotional connection with customers.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explain the importance of making an emotional connection with customers. • Describe how marketing activities create emotional connections with customers. • Review and summarize the artifacts in their marketing portfolios. • Write a business letter to a CMO illustrating an emotional connection with the company's target audience. 	<p>No Correlations</p>	<p><i>Possible correlations:</i></p> <p><u>MO ELA Standards</u></p> <p>Grades 9-12</p> <p>Writing</p> <p>2.A.</p> <p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p>
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<p>4.1 Planning for a Career in Marketing</p> <p>Careers in marketing require skills in research, behavioral psychology, and visual arts. Marketers monitor trends and develop and promote products and services. The role of marketing in the world is increasing and marketing as a field is anticipated to grow 9 percent a year between 2014 and 2024, making this a viable career option.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Evaluate career categories in marketing. • Evaluate anticipated future opportunities in the marketing career cluster. • Learn traits of successful marketing employees. • Compare and contrast marketing jobs to jobs in business management and administration. 	<p>Grades 9-12</p> <p>Personal Finance: Career Choices and Consequences</p> <p>1.A. Evaluate how career choices impact income and quality of life.</p> <p>1.B. Analyze the relationship between education, skill development and earning potential.</p>	<p><u>MO Career Dev Standards</u></p> <p>Grade 9</p> <p>8.A.a. Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest. (DOK: Level 4)</p> <p>8.B.a. Identify the entrance requirements and application procedures for post-secondary options. (DOK: Level 2)</p> <p>Grade 10</p> <p>7.C.a. Analyze and evaluate school and community contributions as they relate to life career goals. (DOK: Level 4)</p> <p>7.B.a. Evaluate a variety of resources to aid in career exploration and planning now and in the future. (DOK: Level 3)</p> <p>8.A.a. Analyze career and educational information to identify the most relevant resources for specific career options. (DOK: Level 4)</p> <p>8.B.a. Apply knowledge of self to make informed decisions about post-secondary options. (DOK: Level 4)</p> <p>Grade 11:</p> <p>7.A.a. Analyze the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics. (DOK: Level 4)</p> <p>7.B.a. Utilize a variety of resources to aid in career exploration and planning. (DOK: Level 3)</p> <p>8.A.a. Synthesize career and educational information gathered from a variety of sources. (DOK: Level 4)</p>
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		<p>8.B.a. Apply research skills to obtain information on training and education requirements for postsecondary choices. (DOK: Level 4)</p> <p>Grade 12:</p> <p>7.B.a. Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work and technology changes. (DOK: Level 4)</p> <p>8.A.a. Utilize career and educational information in career decision-making. (DOK: Level 4)</p> <p>8.B.a. Know and understand the levels of training and education required for post-secondary choices and life career goals. (DOK: Level 4)</p>
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Session Descriptions	MO Financial Literacy/Personal Finance Standards	Other MO Standards
<p>4.2 Marketing Careers in the New Economy</p> <p>Today, marketing takes place in virtually every kind of company, whether small and local or a multinational behemoth. Marketing departments in large companies work with ad agencies, public relations firms, independent consultants, and others. Small companies often use independent firms and individuals to conduct research, run promotions, or hold events. This session addresses international career options in the first of two groups of marketing areas and have students research needed skills.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Research careers in market research and analysis, product and brand management, advertising promotions, and public relations. ● Compare international marketing jobs at large, medium, and small companies. 	<p>Grades 9-12</p> <p>Financial Literacy: Career Choices and Consequences</p> <p>1.A. Evaluate how career choices impact income and quality of life.</p> <p>1.B. Analyze the relationship between education, skill development and earning potential.</p>	<p><u>MO Career Dev Standards</u></p> <p>Grade 9</p> <p>8.A.a. Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest. (DOK: Level 4)</p> <p>8.B.a. Identify the entrance requirements and application procedures for post-secondary options. (DOK: Level 2)</p> <p>Grade 10</p> <p>7.C.a. Analyze and evaluate school and community contributions as they relate to life career goals. (DOK: Level 4)</p> <p>7.B.a. Evaluate a variety of resources to aid in career exploration and planning now and in the future. (DOK: Level 3)</p> <p>8.A.a. Analyze career and educational information to identify the most relevant resources for specific career options. (DOK: Level 4)</p> <p>8.B.a. Apply knowledge of self to make informed decisions about post-secondary options. (DOK: Level 4)</p> <p>Grade 11</p> <p>7.A.a. Analyze the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with one’s own characteristics. (DOK: Level 4)</p> <p>8.B.a. Apply research skills to obtain information on training and education requirements for postsecondary choices. (DOK: Level 4)</p> <p>7.B.a. Utilize a variety of resources to aid in career exploration and planning. (DOK: Level 3)</p>

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		<p>8.A.a. Synthesize career and educational information gathered from a variety of sources. (DOK: Level 4)</p> <p>Grade 12</p> <p>8.B.a. Know and understand the levels of training and education required for post-secondary choices and life career goals. (DOK: Level 4)</p> <p>7.B.a. Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work and technology changes. (DOK: Level 4)</p> <p>8.A.a. Utilize career and educational information in career decision-making. (DOK: Level 4)</p>
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<p>4.3 Tools for Market Research</p> <p>Students understand a product's market and create a marketing plan. They learn about the different types of research tools used to gather data on demographics and lifestyles.</p>	<p>No Correlations.</p>	<p><i>Possible correlations:</i></p> <p><u>MO Career Dev Standards</u></p> <p>Grade 9</p> <p>8.A.a. Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest. (DOK: Level 4)</p> <p>8.B.a. Identify the entrance requirements and application procedures for post-secondary options. (DOK: Level 2)</p> <p>Grade 10</p> <p>7.C.a. Analyze and evaluate school and community contributions as they relate to life career goals. (DOK: Level 4)</p> <p>7.B.a. Evaluate a variety of resources to aid in career exploration and planning now and in the future. (DOK: Level 3)</p> <p>8.A.a. Analyze career and educational information to identify the most relevant resources for specific career options. (DOK: Level 4)</p> <p>8.B.a. Apply knowledge of self to make informed decisions about post-secondary options. (DOK: Level 4)</p> <p>Grade 11</p> <p>7.A.a. Analyze the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics. (DOK: Level 4)</p> <p>8.B.a. Apply research skills to obtain information on training and education requirements for postsecondary choices. (DOK: Level 4)</p> <p>7.B.a. Utilize a variety of resources to aid in career exploration and planning. (DOK: Level 3)</p> <p>8.A.a. Synthesize career and educational information gathered from a variety of sources. (DOK: Level 4)</p> <p>Grade 12</p>
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		<p>8.B.a. Know and understand the levels of training and education required for post-secondary choices and life career goals. (DOK: Level 4)</p> <p>7.B.a. Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work and technology changes. (DOK: Level 4)</p> <p>8.A.a. Utilize career and educational information in career decision-making. (DOK: Level 4)</p>
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Session Descriptions	MO Financial Literacy/Personal Finance Standards	Other MO Standards
<p>4.4 Marketing Career Fair</p> <p>Becoming an expert in a career area allows a job applicant to become comfortable asking and answering questions that will help determine whether a job is a good fit. In a career fair, students share what they have learned about marketing careers and evaluate areas that might be a good fit with their talents and interests.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Discuss the job application process. • Develop explanatory materials about a job/career path. • Attend a mock career fair as both a recruiter and possible job applicant. 	<p>Grades 9-12</p> <p>1.A. Evaluate how career choices impact income and quality of life.</p> <p>1.B. Analyze the relationship between education, skill development and earning potential.</p>	<p><u>MO Career Development Standards</u></p> <p>Grade 9</p> <p>8.A.a. Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest. (DOK: Level 4)</p> <p>8.B.a. Identify the entrance requirements and application procedures for post-secondary options. (DOK: Level 2)</p> <p>Grade 10</p> <p>7.C.a. Analyze and evaluate school and community contributions as they relate to life career goals. (DOK: Level 4)</p> <p>7.B.a. Evaluate a variety of resources to aid in career exploration and planning now and in the future. (DOK: Level 3)</p> <p>8.A.a. Analyze career and educational information to identify the most relevant resources for specific career options. (DOK: Level 4)</p> <p>8.B.a. Apply knowledge of self to make informed decisions about post-secondary options. (DOK: Level 4)</p> <p>Grade 11</p> <p>7.A.a. Analyze the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics. (DOK: Level 4)</p> <p>8.B.a. Apply research skills to obtain information on training and education requirements for postsecondary choices. (DOK: Level 4)</p> <p>7.B.a. Utilize a variety of resources to aid in career exploration and planning. (DOK: Level 3)</p> <p>8.A.a. Synthesize career and educational information gathered from a variety of sources. (DOK: Level 4)</p>

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		<p>Grade 12</p> <p>8.B.a. Know and understand the levels of training and education required for post-secondary choices and life career goals. (DOK: Level 4)</p> <p>7.B.a. Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work and technology changes. (DOK: Level 4)</p> <p>8.A.a. Utilize career and educational information in career decision-making. (DOK: Level 4)</p>
<p>Case Study: Creating the Customer Experience</p> <p>Students will evaluate the strengths and weaknesses of a fictional café and design a survey to gauge and improve customer experience.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explain the relationship between the customer experience, surveys, and the building of successful businesses. • Develop a customer survey as a method for collecting data about the customer experience. 	<p><i>Possible correlations:</i></p> <p>MO Financial Lit/Personal Finance Standards</p> <p>Grades 9-12</p> <p>Personal Finance: Buying Goods and Services.</p> <p>2.A. Conduct research on product options to plan future purchases such as phone, car, home or vacation.</p> <p>2.B. Evaluate product information for price, quality, service and features.</p>	<p>MO Math Standards</p> <p>Grades 9-12</p> <p>A2.DS.A.1. Analyze how random sampling could be used to make inferences about population parameters.</p> <p><i>Possible additional correlations:</i></p> <p>MO Math Standards</p> <p>Grades 9-12</p> <p>A1.DS.A.1. Analyze and interpret graphical displays of data.</p>