



Program of Study Guide: **Marketing Services**

Comprehensive guidelines and course standards for the
Accommodations pathway

Office of College and Career Pathways
August 2025

MARYLAND STATE DEPARTMENT OF EDUCATION

Carey M. Wright, Ed.D.

State Superintendent of Schools

Tenette Smith, Ed.D.

Deputy State Superintendent
Office of Teaching and Leading

Richard W. Kincaid

Assistant State Superintendent
Division of College and Career Pathways

Wes Moore

Governor

MARYLAND STATE BOARD OF EDUCATION

Joshua L. Michael, Ph.D.

President, Maryland State Board of Education

Monica Goldson, Ed.D. (Vice President)

O'Marie Barnes (Student Member)

James C. Bell, Jr., Ed.D.

Chuen-Chin Bianca Chang, MSN, PNP, RN-BC

Alverne "Chet" Chesterfield

Kenny Clash

Nick Greer

Dr. Irma E. Johnson

Kim Lewis, Ed.D.

Rachel L. McCusker

Xiomara V. Medina, M.Ed.

Samir Paul, Esq.

Table of Contents

Document Control Information.....	3
Purpose.....	4
Sources of Standards.....	5
Course Descriptions.....	8
Industry-Recognized Credentials and Career-Connected Learning	10
Labor Market Information: Definitions and Data	12
Course Standards: Marketing Services I	14
Course Standards: Marketing Services II	18
Course Standards: Marketing Services III	22

Document Control Information

Title:	Program of Study Guide: Marketing Services
Security Level:	Approved for Distribution
File Name:	MS_Marketing_Services

DOCUMENT HISTORY

Document Version	Date	Summary of Change
1.0	November 2024	Initial Document
2.0	November 2024	Revision
3.0	November 2024	Revision
4.0	November 2024	Revision
5.0	December 2024	Revision
6.0	March 2025	Revision
7.0	April 2025	Revision
8.0	June 2025	Revision

Purpose

The purpose of this document is to communicate the required Career and Technical Education (CTE) academic standards for the Marketing Services Program of Study. The academic standards in this document are theoretical and performance based. The standards contain content from multiple state departments of education, the College Board, and several marketing services certifications and have been reviewed and vetted by members of the Maryland business and industry community.

In addition to academic standards, the Maryland State Department of Education (MSDE) has incorporated into this document Labor Market Information (LMI) definitions and explanations for the Program of Study; program aligned Industry Recognized Credentials; and Work-Based Learning resources and requirements by course level.

This document is intended for use by educational administrators and practitioners. A similar document is available for each state-approved CTE Program of Study.

Sources of Standards

The course standards for Marketing I, II, III, and IV are informed by a combination of authoritative resources that provide comprehensive insights into entrepreneurship, project management, and business operations.

Below is a list of these sources, along with descriptions, their applications in course development, and corresponding web links:

1. National Business Education Association (NBEA) Standards

- A. **Description:** The NBEA provides comprehensive national standards for business education, covering ten content areas including marketing. These standards outline what students should know and be able to do in business education.
- B. **Usage:** The NBEA standards serve as a foundational framework for developing course objectives and ensuring alignment with national expectations for business education.
- C. **Source:** [National Business Education Association](#)

2. Advance CTE's National Career Clusters® Framework

- A. **Description:** Advance CTE offers a framework that organizes career and technical education into 14 clusters, including Marketing & Sales. This framework provides a structure for designing high-quality CTE programs.
- B. **Usage:** The framework guides the structuring of course content to align with industry-recognized career pathways and competencies in marketing and sales.
- C. **Source:** [CareerTech](#)

3. Common Career Technical Core (CCTC) Standards

- A. **Description:** The CCTC provides a set of rigorous, high-quality standards for CTE that are shared across states, ensuring consistency in career readiness expectations.
- B. **Usage:** These standards inform the development of course curricula to ensure students acquire the skills and knowledge necessary for success in marketing careers.
- C. **Source:** [Digital Promise](#)

4. Texas Essential Knowledge and Skills (TEKS) for Career and Technical Education

- A. **Description:** TEKS outlines the state standards for what students should know and be able to do in various subjects, including marketing, at each grade level in Texas.
- B. **Usage:** TEKS provides specific guidelines for course content and student expectations, ensuring alignment with state educational standards.
- C. **Source:** [Texas Council for Economic Education](#)

5. New York State Business and Marketing Learning Standards

- A. **Description:** These standards provide specific performance indicators for business and marketing careers, supporting national standards and offering guidance for program development.
- B. **Usage:** They serve as a reference for aligning course content with state-specific expectations and industry requirements.

- C. **Source:** [New York State Education Department](#)

6. **Adobe Certified Professional: Content Creation & Marketing (Adobe Express)**

- A. **Description:** Industry-recognized certification that validates skills in digital content creation and content-marketing fundamentals using Adobe Express—including planning content, producing multi-format assets (graphics, short video, multi-page), publishing/scheduling posts, and interpreting basic performance indicators.
- B. **Usage:** Serves as a primary blueprint for Marketing Services I standards on content calendar planning, brand-aligned asset creation in Adobe Express, accessibility/compliance, scheduling/publishing, and basic analytics for iteration.
- C. **Adobe — “Content Creation & Marketing Using Adobe Express (Exam Guide)”:** <https://certifiedprofessional.adobe.com/express> and **Adobe — “Certification Exams (Exam Guides list)”:** <https://certifiedprofessional.adobe.com/en/exams>

7. **Adobe Certified Professional (ACP) in Photoshop**

- D. **Description:** This certification validates skills in photo editing, design, and visual content creation using Adobe Photoshop.
- E. **Usage:** Prepares students for roles in marketing and design by teaching them to create professional visuals for campaigns.
- F. **Source:** [Adobe Certified Professional](#)

8. **Adobe Certified Professional (ACP) in Illustrator**

- A. **Description:** This certification demonstrates proficiency in creating vector graphics for marketing assets like logos, infographics, and advertisements.
- B. **Usage:** Equips students with the skills to design professional branding materials.
- C. **Source:** [Adobe Certified Professional](#)

9. **Google Data Analytics Professional Certificate**

- A. **Description:** This certificate provides comprehensive training in data analysis, including data visualization, SQL, and decision-making processes.
- B. **Usage:** Equips students with advanced data analysis skills for market research and campaign optimization.
- C. **Source:** [Google Career Certificates](#)

10. **State of AI in Marketing**

- A. **Description:** Today’s consumers expect brand interactions to feel customized to their needs, and AI can help make that possible.
- B. **Usage:** marketing professionals to tailor campaigns by analyzing customer behavior and preferences, delivering highly personalized experiences from product recommendations to targeted advertisements.
- C. **Source:** [ai-will-shape-the-future-of-marketing](#)
[State of AI Report from Marketing AI Institute and Drift](#)

11. Microsoft Excel Certification (MOS: Excel)

- A. **Description:** This certification validates skills in managing and analyzing data using Microsoft Excel.
- B. **Usage:** Prepares students to use Excel for organizing data, performing calculations, and creating visualizations to inform marketing decisions.
- C. **Source:** [Microsoft Office Specialist \(MOS\)](#)

12. Hootsuite Social Marketing Certification

- A. **Description:** This certification validates foundational skills in social media marketing, including campaign creation, content scheduling, and performance analysis.
- B. **Usage:** Prepares students for entry-level social media marketing roles by equipping them with practical skills for managing social media platforms.
- C. **Source:** [Hootsuite Academy](#)

13. Google Ads Certification

- A. **Description:** This certification demonstrates proficiency in creating and managing Google Ads campaigns, including search, display, and video advertising.
- B. **Usage:** Equips students with industry-relevant skills in online advertising to promote products and services effectively.
- C. **Source:** [Google Skillshop](#)

14. Facebook Blueprint Certification (Meta Certified Digital Marketing Associate)

- A. **Description:** This certification validates expertise in creating and managing advertising campaigns on Facebook, Instagram, and Messenger.
- B. **Usage:** Prepares students to use Meta platforms for effective social media advertising and brand promotion.
- C. **Source:** [Meta Blueprint](#)

Course Descriptions

Course Level	Course Information	Description
Required Core: Course 1	Marketing I SCED: Pending Grades: 9-12 Prerequisite: None Credit: 1	This course introduces students to core marketing concepts—audience, branding, and the content lifecycle—and develops hands-on skills in content creation and brand design. Students plan simple content calendars; create and adapt assets with Adobe Express; and produce brand-consistent graphics with Adobe Photoshop.
Required Core: Course 2	Marketing II SCED: Pending Grades: 10-12 Prerequisite: Marketing I Credit: 1	Marketing II builds on Marketing I by applying data to inform strategy and by expanding brand asset production. Students collect, clean, and analyze structured datasets; answer marketing questions using analytics platforms and Excel; and communicate insights with clear visuals and short narratives.
Optional Flex: Course 1	Marketing III SCED: Pending Grades: 11-12 Prerequisite: Marketing I and II Credit: 1	Marketing III builds on the skills from Marketing II and emphasizes advanced campaign strategy, data visualization, and multi-platform content design. Students synthesize insights from dashboards to optimize creative, budget, and audience strategy, and they develop a cohesive portfolio aligned to career goals.
Optional Flex: Course 2	Career Connected Learning I SCED: Pending Grades: 11-12 Prerequisite: See Course Description Credits: 1-3	Prerequisites: - Alignment to the student's 6-Year Plan - Completion of: - Minimum two sequential courses in a CTE pathway, OR - Minimum two years of the same world language; OR - Minimum two sequential courses in a comprehensive arts program; OR - Inclusion in the IEP/504 transition plan with supporting documentation (as required) - Endorsement from an educator, mentor, employer, or career coach - No more than one course recovery credit in core subjects is needed by the student. This flexible, work-based learning course introduces students to real-world applications of classroom

Course Level	Course Information	Description
		knowledge and technical skills through on-the-job experiences and reflective practices. Students engage in career exploration, skill development, and professional networking by participating in youth apprenticeships, registered apprenticeships, pre-apprenticeships, internships, capstone projects, or other approved career-connected opportunities. Variable credit (1–3) accommodates the required on-the-job training hours and related instruction. By integrating industry standards, employability skills, and personalized learning goals, Career Connected Learning I equips students to make informed career decisions, develop a professional portfolio, and build a strong foundation for success in postsecondary education, training, or the workforce.
Optional Flex: Course 3	Career Connected Learning II SCED: Pending Grades: 11-12 Prerequisite: Career Connected Learning I Credits: 1-3	Building on the foundational experiences of Career Connected Learning I, this advanced work-based learning course provides students with deeper on-the-job practice, leadership opportunities, and refined career exploration. Students continue to enhance their technical and professional skills, expanding their industry networks and aligning personal goals with evolving career interests. Variable credit (1–3) remains aligned with the required training hours and related instruction. Through elevated responsibilities and skill application, Career Connected Learning II prepares students to confidently transition into higher-level postsecondary programs, apprenticeships, or the workforce.

Dual Enrollment and Career Connected Learning Experiences Must be Aligned to the CTE Core.

Industry-Recognized Credentials and Career-Connected Learning

The *Blueprint for Maryland's Future* and the High School Level of a Registered Apprenticeship

The Maryland State Department of Education recognizes the high-school level of a Registered Apprenticeship (RA), defined as a State-approved Registered Apprenticeship begun during high school in which students complete at least 144 hours of related technical instruction and 250 hours of paid on-the-job training before graduation, with the remaining required apprenticeship hours completed post-graduation, as the gold standard of Career Connected Learning.

The CTE Committee of the Governor's Workforce Development Board, in alignment with federal apprenticeship standards, requires 144 hours of RTI for all high school RA participants, and the Apprenticeship Maryland Program (AMP) defines the minimum RTI as **one course credit equivalent**. This high-school-level Registered Apprenticeship is the preferred career-connected learning option for students to meet the Blueprint's goal that 45% of public high school graduates complete either the high-school level of a Registered Apprenticeship or another industry-recognized credential.

To the extent practicable, the greatest number of students should achieve this goal through participation in a high-school level Registered Apprenticeship, with schools ensuring these requirements are scheduled, completed, and documented for transcript and reporting purposes.

To the extent practicable, the greatest number of students should achieve this goal through the high-school level of a Registered Apprenticeship.

Career-Connected Learning Resources		
Course 1: Career Awareness	Course 2: Career Preparation	Flex Courses: Career-Connected Learning
- Industry Visits - Guest Speakers - Participation in Career and Technical Student Organizations - Postsecondary Visits – Program Specific Site Tours - Mock Interviews	- All of Career Awareness plus the following: - Job Shadow - Employer Mentoring	- Registered Apprenticeship - Internship - School-Based Enterprise - Employer-Directed Capstone

Industry-Recognized Credentials – The standards in this document are aligned to the following certifications.

By the end of Marketing Services I: Adobe Certified Professional in Content Creation and Marketing, Adobe Certified Professional (ACP) in Photoshop,

By the end of Marketing services II: Google Data Analytics Professional Certificate, Adobe Certified Professional (ACP) in Illustrator,

Optional Credentials (via the Flex Course options): Hootsuite Social Marketing Certification, Google Ads Certification, Microsoft Excel Certification (MOS: Excel), and Facebook Blueprint Certification (Meta Certified Digital Marketing Associate). The Microsoft Excel Certification is not a stand-alone certification, and Hootsuite, Google Ads and Facebook Certifications are not on the IRC List.

Labor Market Information: Definitions and Data

Labor market information (LMI) plays a crucial role in shaping Career and Technical Education (CTE) programs by providing insights into industry demands, employment trends, and skills gaps. This data helps education leaders assess the viability of existing programs and identify opportunities for new offerings. By aligning CTE programs with real-time labor market needs, schools can better prepare students for in-demand careers and ensure that resources are effectively used to support pathways that lead to high-quality, sustainable employment.

Standard Occupational Code (SOC) and Aligned Industry:

Indicator	Definition	Pathway Labor Market Data
High Wage¹	Those occupations that have a 25th percentile wage equal to or greater than the most recent MIT Living Wage Index for one adult in the state of Maryland, and/or leads to a position that pays at least the median hourly or annual wage for the DC-VA-MD-WV Metropolitan Statistical Area (MSA). <i>Note: A 25th percentile hourly wage of \$24.74 or greater is required to meet this definition.</i>	Standard Occupational Code: 11-2021: Marketing Managers Hourly Wage/Annual Salary 25 th Percentile: \$50.71 / \$105,477 50 th Percentile: \$74.08 / \$154,086 75 th Percentile: \$102.26 / \$212,701
High Skill	Those occupations located within the DC-VA-MD-WV Metropolitan Statistical Area (MSA) with the following education or training requirements: completion of an apprenticeship program; completion of an industry-recognized certification or credential; associate's degree, bachelor's degree, or higher.	Typical Entry-Level Education: Advertising, promotions, and marketing managers typically need a bachelor's degree in a business field, such as marketing, or in a related field, such as communications. Relevant courses might include consumer behavior, market research, and art history.
In-Demand	Annual growth plus replacement, across all Maryland occupations, is <u>405</u> openings between 2024-2029.	Annual Openings 663

Lightcast Data Updated August 2025

¹ Living Wage Calculator: <https://livingwage.mit.edu/states/24>

Labor Market Information Data Source

Lightcast occupation employment data are based on final Lightcast industry data and final Lightcast staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Lightcast earnings by industry. Foundational data for the state of Maryland is collected and reported by the Maryland Department of Labor.

Methodology for High Wage Calculations

To combine labor market data across multiple Standard Occupational Classifications (SOCs), a weighted average approach was used to ensure accurate representation of the marketplace. Median wages for each SOC were weighted based on their respective employment levels, reflecting the relative demand for each occupation. This method ensures that occupations with higher employment contribute proportionately to the overall wage calculation. Additionally, job openings from all relevant SOC's were summed to determine the total projected demand. For example, if Mechanical Engineers account for 67% of total employment and Electrical Engineers for 33%, their respective wages are weighted accordingly, and job openings are aggregated to provide a comprehensive view of labor market opportunities. This approach delivers a balanced and accurate representation of both wages and employment demand for the program.

Methodology for In-Demand Calculations

The baseline for annual job openings, considering new positions and replacement positions, was determined by taking the average of all annual job openings between 2024 and 2029 across all 797 career sectors at the 5-digit SOC code level. For the 2024-2029 period, average job openings (growth + replacement) are 405.

Course Standards: Marketing Services I

1. GENERAL REQUIREMENTS. This course is recommended for students in Grades 9-12.

2. INTRODUCTION

- A. Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
- B. The Marketing and Sales Career Cluster involves skills and occupations that are essential across all industries, focusing on business administration, operations optimization, strategic planning, workforce management, and entrepreneurship. It merges key areas such as data management and analysis, human resources, general operations, administrative support, project management, and organizational leadership. This Cluster ensures that businesses across all industries efficiently meet their goals, adapt to market changes, and maintain competitive advantage. By emphasizing entrepreneurship, this Cluster supports the creation of new ventures, driving economic growth and innovation and making it a cornerstone of modern economies.
- C. The Marketing Services Program of Study is a comprehensive program that prepares students for careers in marketing, advertising, and data analysis by integrating foundational principles with advanced technical skills. Students will explore strategies to promote products and services, engage customers, and build brand identity through digital technologies and traditional methods. The program emphasizes leveraging online platforms, social media, and email marketing to design and manage brand campaigns while using data analysis to inform strategic decisions and optimize customer relationships.
- D. The Marketing I course introduces students to foundational principles of marketing, including the use of digital technologies and traditional strategies to promote products and services. Students will explore branding, social media management, and digital content creation while learning to manage campaigns that engage customers and maintain brand identity.
- E. Students will participate in at least two Career-Connected Education and Work-Based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study.
- F. Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.

3. KNOWLEDGE AND SKILLS**A. The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to:**

1. Identify and demonstrate positive work behaviors that enhance employability and job advancement, such as regular attendance, promptness, proper attire, maintenance of a clean and safe work environment, and pride in work.
2. Demonstrate positive personal qualities such as flexibility, open-mindedness, initiative, active listening, and a willingness to learn.
3. Employ effective reading, writing, and technical documentation skills.
4. Solve problems using critical thinking techniques and structured troubleshooting methodologies.
5. Demonstrate leadership skills and collaborate effectively as a team member.
6. Implement safety procedures, including proper use of software and following privacy guidelines.
7. Exhibit an understanding of legal and ethical responsibilities in the marketing field, following copyright laws and regulations.
8. Demonstrate time-management skills and the ability to prioritize tasks in a technical setting.

B. The student identifies various career pathways in the marketing services field. The student is expected to:

1. Develop a career plan that includes the necessary education, certifications, job skills, and experience for specific roles in marketing.
2. Create a professional resume and portfolio that reflects skills, projects, certifications, and recommendations.
3. Demonstrate effective interview skills for roles in marketing services fields.

C. The student develops technology and digital literacy skills. The student is expected to:

1. Use technology as a tool for research, organization, communication, and problem-solving.
2. Use digital tools, including computers, mobile devices, collaboration platforms, and cloud services, to access, manage, and create information.
3. Use digital tools (e.g., Photoshop) to create visual content for branding and advertising.
4. Explore the role of social media platforms in marketing campaigns.
5. Understand ethical and legal considerations for technology use, including the principles of data protection, copyright, and responsible technology use.
6. Use word processing and spreadsheet software for basic business documentation and financial planning.

D. The student integrates core academic skills into marketing services. The student is expected to:

1. Demonstrate clear and professional communication, both written and verbal, in creating marketing plans and presentations.
2. Write informative and persuasive texts for advertising and branding purposes.
3. Apply basic mathematical concepts such as percentages and proportions to calculate discounts, markup, and ROI (Return on Investment).
4. Use basic statistical methods to analyze customer surveys and market data.

- E. **The student demonstrates the necessary skills to understand and apply core marketing principles. The student is expected to:**
1. Define marketing and its role in promoting products, services, and ideas.
 2. Explain the marketing mix (product, price, place, and promotion) and how it supports brand identity.
 3. Identify current trends in digital and traditional marketing strategies, including the use of email, social media, and influencer marketing.
- F. **The student develops proficiency in digital marketing tools and social media management. The student is expected to:**
1. Analyze the role of social media platforms in promoting brand identity and engaging customers.
 2. Develop a basic social media content calendar aligned with branding and marketing goals.
 3. Demonstrate proficiency in using tools such as Adobe Express for scheduling and monitoring social posts.
- G. **The student demonstrates the necessary skills to create and manage advertising campaigns. The student is expected to:**
1. Identify key components of an advertising campaign, including target audience, objectives, and messaging.
 2. Develop a basic digital advertising campaign, including setting campaign objectives, audience targeting, budgeting, and keywords, and implement it on an appropriate advertising platform.
 3. Evaluate the success of an advertising campaign based on metrics such as click-through rate (CTR) and impressions.
- H. **The student demonstrates the necessary skills in content creation and marketing using Adobe Express. The student is expected to:**
1. Explain core content-marketing principles and align deliverables to brand guidelines.
 2. Plan and maintain a basic content calendar across platforms.
 3. Produce brand-consistent assets (graphics, short video, multi-page) in Adobe Express and adapt them to placements (posts, stories, reels, thumbnails).
 4. Apply accessibility and compliance practices (alt text, captions, copyright/licensing).
 5. Optimize titles, descriptions, hashtags, and basic metadata for discoverability.
 6. Publish/schedule in Adobe Express and interpret reach, impressions, engagement, and click-through to iterate.
- I. **The student applies brand design foundations to marketing content. The student is expected to:**
1. Identify and apply design principles and branding strategies (typography, color, layout, hierarchy).
 2. Create brand-consistent graphics using Adobe Photoshop and/or Adobe Express, exporting/importing assets between apps to maintain quality and consistency.
- J. **The student integrates academic and ethical principles into marketing practices. The student is expected to:**
1. Demonstrate clear and professional communication, both written and verbal, when presenting marketing strategies.

2. Apply mathematical concepts, such as percentages and ratios, to analyze campaign budgets and performance.
3. Explain the importance of ethical advertising practices and their impact on underserved populations.

K. **The student demonstrates the necessary skills to understand the stages of the marketing path to purchase funnel. The student is expected to:**

1. Define the stages of the marketing funnel: awareness, interest, consideration, intent, evaluation, and purchase.
2. Identify how marketing strategies and tools influence each stage of the funnel.
3. Describe how companies generate leads and convert them into customers using the funnel framework.

Course Standards: Marketing Services II

1. **GENERAL REQUIREMENTS.** This course is recommended for students in Grades 10-12.
2. **INTRODUCTION**
 - A. Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - B. The Marketing and Sales Career Cluster involves skills and occupations that are essential across all industries, focusing on business administration, operations optimization, strategic planning, workforce management, and entrepreneurship. It merges key areas such as data management and analysis, human resources, general operations, administrative support, project management, and organizational leadership. This Cluster ensures that businesses across all industries efficiently meet their goals, adapt to market changes, and maintain competitive advantage. By emphasizing entrepreneurship, this Cluster supports the creation of new ventures, driving economic growth and innovation and making it a cornerstone of modern economies.
 - C. The Marketing Services Program of Study is a comprehensive program that prepares students for careers in marketing, advertising, and data analysis by integrating foundational principles with advanced technical skills. Students will explore strategies to promote products and services, engage customers, and build brand identity through digital technologies and traditional methods. The program emphasizes leveraging online platforms, social media, and email marketing to design and manage brand campaigns while using data analysis to inform strategic decisions and optimize customer relationships.
 - D. In Marketing II, students will learn principles of process improvement using Lean Six Sigma and apply them to business operations. Collaboration, innovation, and leadership are key focus areas, as students work on real-world business scenarios. By the end of the course, students will be prepared to earn the Google Data Analytics Professional Certificate and the Adobe Certified Professional (Illustrator).
 - E. Students will participate in at least two Career-Connected Education and Work-Based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study.
 - F. Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.
3. **KNOWLEDGE AND SKILLS**
 - A. **The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to:**
 1. Identify and demonstrate positive work behaviors that enhance employability and job advancement, such as regular attendance, promptness, proper attire, maintenance of a clean and safe work environment, and pride in work.
 2. Demonstrate positive personal qualities such as flexibility, open-mindedness, initiative, active listening, and a willingness to learn.
 3. Employ effective reading, writing, and technical documentation skills.

4. Solve problems using critical thinking techniques and structured troubleshooting methodologies.
 5. Demonstrate leadership skills and collaborate effectively as a team member.
 6. Implement safety procedures, including proper use of software and following privacy guidelines.
 7. Exhibit an understanding of legal and ethical responsibilities in the marketing field, following copyright laws and regulations.
 8. Demonstrate time-management skills and the ability to prioritize tasks in a technical setting.
- B. **The student identifies various career pathways in the marketing services field. The student is expected to:**
1. Develop a career plan that includes the necessary education, certifications, job skills, and experience for specific roles in marketing services.
 2. Create a professional resume and portfolio that reflect skills, projects, certifications, and recommendations.
 3. Demonstrate effective interview skills for roles in marketing services.
- C. **The student develops technology and digital literacy skills. The student is expected to:**
1. Use technology as a tool for research, organization, communication, and problem-solving.
 2. Use digital tools, including computers, mobile devices, collaboration platforms, and cloud services, to access, manage, and create information.
 3. Demonstrate proficiency in using emerging and industry-standard technologies, including marketing skills and applying creative techniques to create visually appealing and tasteful products.
 4. Understand ethical and legal considerations for technology use, including the principles of data protection, copyright, and responsible technology use.
 5. Use digital marketing tools and platforms for e-commerce and advertising.
 6. Demonstrate proficiency in Lean Six Sigma tools and processes to evaluate efficiency.
- D. **The student integrates core academic skills into marketing services. The student is expected to:**
1. Creating detailed marketing plans with clear, professional writing.
 2. Develop analytical and reflective writing skills through case studies and business analysis.
 3. Perform financial analysis using spreadsheets, including break-even analysis and profit/loss statements.
 4. Apply data visualization skills to interpret business performance metrics.
 5. Research and analyze global business opportunities, focusing on cultural, economic, and legal factors.
- E. **The student demonstrates the necessary skills to apply intermediate marketing strategies to promote brand identity. The student is expected to:**
1. Analyze the impact of branding on consumer perceptions and purchasing decisions.
 2. Explain how digital platforms such as social media, email marketing, and websites drive brand engagement.
 3. Develop and implement intermediate-level marketing campaigns to promote brand awareness.

- F. The student demonstrates the necessary skills to use data analysis tools to inform marketing strategies. The student is expected to:**
1. Collect and interpret market data using analytics platforms (e.g., Google Analytics) and structured datasets (e.g., CSV/Sheets) to assess audience behavior and campaign performance.
 2. Clean and prepare datasets (e.g., address missing values, remove duplicates, validate data types) to ensure analysis quality.
 3. Use Excel tools (Power Query/PivotTables) to filter records, group by fields, and compute aggregates (COUNT, SUM, AVERAGE) to answer marketing questions and segment audiences.
 4. Analyze customer demographics, behaviors, and preferences to refine target audiences.
 5. Use Microsoft Excel to organize, visualize, and calculate data trends, including customer retention rates and return on investment (ROI).
 6. Communicate insights through clear visuals and short narratives (e.g., annotated charts or one-page dashboards) that inform marketing decisions.
- G. The student develops proficiency in social media advertising strategies. The student is expected to:**
1. Plan and implement social media ad campaigns using Facebook and Instagram platforms.
 2. Demonstrate the ability to use Facebook Ads Manager to set campaign objectives, allocate budgets, and optimize ad performance.
 3. Evaluate campaign metrics such as engagement rates and conversion rates to recommend improvements.
- H. The student demonstrates the necessary skills to create professional-level marketing graphics. The student is expected to:**
1. Use Adobe Illustrator to create vector-based graphics for logos, advertisements, and marketing materials.
 2. Apply principles of typography, color theory, and composition to enhance visual appeal.
 3. Develop branding assets that align with client objectives and target audience needs.
 4. Prepare files for print and web (artboards, color modes, and export formats such as SVG, PNG, PDF) consistent with ACP task domains.
- I. The student integrates academic and ethical principles into marketing practices. The student is expected to:**
1. Demonstrate clear and professional communication when presenting data-driven marketing strategies.
 2. Apply mathematical concepts such as percentages and data visualization techniques to analyze campaign metrics.
 3. Explain the importance of ethical advertising practices, including considerations for underserved populations and vulnerable consumers.
- J. The student demonstrates the necessary skills to apply the marketing path to purchase funnel in campaign planning. The student is expected to:**
1. Develop campaign strategies that target specific funnel stages (e.g., awareness vs. consideration).
 2. Align marketing tactics (e.g., social media posts, email marketing, landing pages) to appropriate funnel stages.

3. Use customer data and behavioral insights to adjust marketing messages and increase lead conversion through the funnel.

Course Standards: Marketing Services III

1. **GENERAL REQUIREMENTS.** This course is recommended for students in Grades 10-12.
2. **INTRODUCTION**
 - A. Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - B. The Marketing and Sales Career Cluster involves skills and occupations that are essential across all industries, focusing on business administration, operations optimization, strategic planning, workforce management, and entrepreneurship. It merges key areas such as data management and analysis, human resources, general operations, administrative support, project management, and organizational leadership. This Cluster ensures that businesses across all industries efficiently meet their goals, adapt to market changes, and maintain competitive advantage. By emphasizing entrepreneurship, this Cluster supports the creation of new ventures, driving economic growth and innovation and making it a cornerstone of modern economies.
 - C. The Marketing Services Program of Study is a comprehensive program that prepares students for careers in marketing, advertising, and data analysis by integrating foundational principles with advanced technical skills. Students will explore strategies to promote products and services, engage customers, and build brand identity through digital technologies and traditional methods. The program emphasizes leveraging online platforms, social media, and email marketing to design and manage brand campaigns while using data analysis to inform strategic decisions and optimize customer relationships.
 - D. Marketing III focuses on advanced marketing strategies, integrating data analysis, strategic content marketing, and campaign optimization. Students will refine their ability to analyze and interpret large data sets using Tableau and Google Data Analytics while developing advanced content strategies to engage and retain customers. The course includes creating cohesive and professional marketing visuals, managing multi-channel campaigns, and incorporating ethical advertising practices into strategic decision-making.
 - E. Students will participate in at least two Career-Connected Education and Work-Based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study.
 - F. Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.
3. **KNOWLEDGE AND SKILLS**
 - A. **The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to:**
 1. Identify and demonstrate positive work behaviors that enhance employability and job advancement, such as regular attendance, promptness, proper attire, maintenance of a clean and safe work environment, and pride in work.
 2. Demonstrate positive personal qualities such as flexibility, open-mindedness, initiative, active listening, and a willingness to learn.
 3. Employ effective reading, writing, and technical documentation skills.

4. Solve problems using critical thinking techniques and structured troubleshooting methodologies.
 5. Demonstrate leadership skills and collaborate effectively as a team member.
 6. Implement safety procedures, including proper use of software and following privacy guidelines.
 7. Exhibit an understanding of legal and ethical responsibilities in the marketing field, following copyright laws and regulations.
 8. Demonstrate time-management skills and the ability to prioritize tasks in a technical setting.
- B. The student identifies various career pathways in the marketing services field. The student is expected to:**
1. Develop a career plan that includes the necessary education, certifications, job skills, and experience for specific roles in marketing services.
 2. Create a professional resume and portfolio that reflect skills, projects, certifications, and recommendations.
 3. Demonstrate effective interview skills for roles in marketing services.
- C. The student develops technology and digital literacy skills. The student is expected to:**
1. Use technology as a tool for research, organization, communication, and problem-solving.
 2. Use digital tools, including computers, mobile devices, collaboration platforms, and cloud services, to access, manage, and create information.
 3. Demonstrate proficiency in using emerging and industry-standard technologies, including marketing skills and applying creative techniques to create visually appealing and tasteful products.
 4. Understand ethical and legal considerations for technology use, including the principles of data protection, copyright, and responsible technology use.
- D. The student integrates core academic skills into marketing services. The student is expected to:**
1. Demonstrate writing skills by drafting comprehensive project proposals and reports using clear, concise, and professional language.
 2. Demonstrate communication skills by developing advanced presentation skills for sharing business data and project updates with stakeholders.
 3. Use advanced Excel features (e.g., formulas, pivot tables) to analyze and visualize business data.
 4. Apply mathematical concepts, including statistical analysis and predictive modeling, to interpret market research data.
 5. Investigate global market trends and their impact on entrepreneurial ventures.
 6. Evaluate the effects of government regulations and policies on business operations.
- E. The student demonstrates the necessary skills to develop advanced marketing strategies that enhance brand image and market position. The student is expected to:**
1. Evaluate the effectiveness of integrated marketing campaigns in achieving business objectives.
 2. Analyze the role of digital and traditional marketing channels in building customer relationships.
 3. Create advanced marketing strategies that align with target audience needs and company goals.

- F. **The student demonstrates the necessary skills to use advanced data analysis tools to inform marketing decisions. The student is expected to:**
1. Use Tableau to create dashboards and visualizations that communicate key marketing insights.
 2. Analyze large data sets with Google Data Analytics to identify market trends and customer behavior.
 3. Evaluate campaign performance metrics such as ROI, customer lifetime value (CLV), and conversion rates to inform future strategies.
- G. **The student demonstrates the necessary skills to create and manage professional-level digital marketing content. The student is expected to:**
1. Design and implement advanced content marketing strategies to engage and retain customers.
 2. Develop cohesive content across multiple platforms using advanced content-marketing frameworks (e.g., HubSpot Advanced Topics).
 3. Create professional, visually appealing digital content that aligns with brand standards and campaign objectives.
- H. **The student demonstrates the necessary skills to apply ethical principles and best practices in digital marketing. The student is expected to:**
1. Explain the ethical considerations involved in targeted advertising, particularly for underserved populations.
 2. Ensure all marketing content adheres to copyright laws, data privacy regulations, and ethical advertising standards.
 3. Apply best practices in managing customer data to enhance trust and loyalty.
- I. **The student demonstrates the necessary skills to apply ethical principles and best practices in digital marketing. The student is expected to:**
1. Explain the ethical considerations involved in using behavioral data to influence purchase decisions across funnel stages.
 2. Ensure that funnel-based strategies are inclusive and avoid manipulation, especially for vulnerable populations.
 3. Apply ethical data practices when tracking customer behavior through the marketing funnel.
- J. **The student demonstrates the necessary skills to optimize the marketing path to purchase funnel using advanced data and content strategies. The student is expected to:**
1. Analyze performance metrics at each funnel stage (e.g., bounce rate, click-through rate, conversion rate, retention).
 2. Adjust content marketing strategies based on where customers are in the funnel using insights from tools such as HubSpot and Google Analytics.
 3. Develop full-funnel campaigns that integrate multi-platform messaging to drive customer engagement, lead nurturing, and final conversion.