Maryland CTE Programs of Study

Marketing Services II (2025)

GENERAL REQUIREMENTS. This course is recommended for students in Grades 10-12. 1

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INTRODUCTION 2

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. 2.A

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. 2.B

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. 2.C

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). 2.D

Skip to main content

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.** 2.E

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.** 2.F

KNOWLEDGE AND SKILLS 3

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

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

B **The student identifies various career pathways in the marketing services field. The student is expected to:** 3.B

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

C **The student develops technology and digital literacy skills. The student is expected to:** 3.C

1. Use technology as a tool for research, organization, communication, and problem-solving. 3.C.1
2. Use digital tools, including computers, mobile devices, collaboration platforms, and cloud services, to access, manage, and create information. 3.C.2

Skip to main content

3 Demonstrate proficiency in using emerging and industry-standard technologies, including marketing skills and applying creative techniques to create visually appealing and tasteful products. 3.C.3

4 Understand ethical and legal considerations for technology use, including the principles of data protection, copyright, and responsible technology use. 3.C.4

5 Use digital marketing tools and platforms for e-commerce and advertising. 3.C.5

6 Demonstrate proficiency in Lean Six Sigma tools and processes to evaluate efficiency. 3.C.6

D The student integrates core academic skills into marketing services. The student is expected to: 3.D

1 Creating detailed marketing plans with clear, professional writing. 3.D.1

2 Develop analytical and reflective writing skills through case studies and business analysis. 3.D.2

3 Perform financial analysis using spreadsheets, including break-even analysis and profit/loss statements. 3.D.3

4 Apply data visualization skills to interpret business performance metrics. 3.D.4

5 Research and analyze global business opportunities, focusing on cultural, economic, and legal factors. 3.D.5

E The student demonstrates the necessary skills to apply intermediate marketing strategies to promote brand identity. The student is expected to: 3.E

1 Analyze the impact of branding on consumer perceptions and purchasing decisions. 3.E.1

2 Explain how digital platforms such as social media, email marketing, and websites drive brand engagement. 3.E.2

3 Develop and implement intermediate-level marketing campaigns to promote brand awareness. 3.E.3

F The student demonstrates the necessary skills to use data analysis tools to inform marketing strategies. The student is expected to: 3.F

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. 3.F.1

2 Clean and prepare datasets (e.g., address missing values, remove duplicates, validate data types) to ensure analysis quality. 3.F.2

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. 3.F.3

4 Analyze customer demographics, behaviors, and preferences to refine target audiences. 3.F.4

Skip to main content

Use Microsoft Excel to organize, visualize, and calculate data trends, including customer retention rates and return on investment (ROI). 3.F.5

6 Communicate insights through clear visuals and short narratives (e.g., annotated charts or one-page dashboards) that inform marketing decisions. 3.F.6

G The student develops proficiency in social media advertising strategies. The student is expected to: 3.G

1 Plan and implement social media ad campaigns using Facebook and Instagram platforms. 3.G.1

2 Demonstrate the ability to use Facebook Ads Manager to set campaign objectives, allocate budgets, and optimize ad performance. 3.G.2

3 Evaluate campaign metrics such as engagement rates and conversion rates to recommend improvements. 3.G.3

H The student demonstrates the necessary skills to create professional-level marketing graphics. The student is expected to: 3.H

1 Use Adobe Illustrator to create vector-based graphics for logos, advertisements, and marketing materials. 3.H.1

2 Apply principles of typography, color theory, and composition to enhance visual appeal. 3.H.2

3 Develop branding assets that align with client objectives and target audience needs. 3.H.3

4 Prepare files for print and web (artboards, color modes, and export formats such as SVG, PNG, PDF) consistent with ACP task domains. 3.H.4

I The student integrates academic and ethical principles into marketing practices. The student is expected to: 3.I

1 Demonstrate clear and professional communication when presenting data-driven marketing strategies. 3.I.1

2 Apply mathematical concepts such as percentages and data visualization techniques to analyze campaign metrics. 3.I.2

3 Explain the importance of ethical advertising practices, including considerations for underserved populations and vulnerable consumers. 3.I.3

J The student demonstrates the necessary skills to apply the marketing path to purchase funnel in campaign planning. The student is expected to: 3.J

1 Develop campaign strategies that target specific funnel stages (e.g., awareness vs. consideration). 3.J.1

2 Align marketing tactics (e.g., social media posts, email marketing, landing pages) to appropriate funnel stages. 3.J.2

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