

# Perris Union High School District Course of Study

## A. COURSE INFORMATION

<b>Course Title:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">RCOE Applied Business E-Commerce</div> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised	<b>Subject Area:</b> <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input checked="" type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	<b>Grade Level</b> <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
<b>If revised previous course name if changed</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<b>Is this classified as a Career Technical Education course?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Transcript Course Code/Number:</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)		
<b>Required for Graduation:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>Credential Required to teach this course:</b> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>CRE: Marketing, Sales and Service</i>  <i>Single Subject: BUSINESS</i>  <u>To be completed by Human Resources only.</u> </div>	
<b>Meets UC/CSU Requirements?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>Was this course <i>previously approved by UC</i> for PUHSD?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"><i>[Signature]</i></div> <div style="text-align: center;">5/4/22</div> </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <div>Signature</div> <div>Date</div> </div> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>CaIPADS CODE</b>      <b>8330 Per RCOE</b> </div>	
<b>Meets "AP" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>Meets "Honors" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Submitted by: Dian Martin</b> <b>Site: Educational Services</b> <b>Date: 05/04/2022</b>	<b>Unit Value/Length of Course:</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>
Director of Curriculum & Instruction		5/4/22
Asst. Superintendent of Educational Services		5/5/22
Governing Board		

**RCOE APPLIED BUSINESS E-COMMERCE**

**INDUSTRY SECTOR:** Marketing, Sales and Services Sector  
**PATHWAY:** Entrepreneurship/Self-Employment  
**CALPADS TITLE:** Entrepreneurship/Self-Employment (Concentrator)  
**CALPADS CODE:** 8330

**HOURS:**

Total	Classroom	Laboratory/CC/CVE
165	135	30

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	41-4012.00	Business Operations Specialists, All Other	13-1199.00
First-Line Supervisors of Office and Administrative Support Workers	43-1011.00	Search Marketing Strategists	13-1161.01
Online Merchants	13-1199.06	Sales Managers	11-2022.00

**COURSE DESCRIPTION:**

RCOE Applied Business E-Commerce is a course where students will learn about electronic commerce focusing on business and technological issues in today’s local and global market. Students will explore the theory and practice of conducting business transactions, marketing strategies and trending revenue models over the Internet and World Wide Web. As a result, students will design an E-Commerce Plan for their individual business that converts and retains new customers.

**A-G APPROVAL:** G  
**ARTICULATION:** None  
**DUAL ENROLLMENT:** None  
**PREREQUISITES:** None

**METHODS OF INSTRUCTION**

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

**STUDENT EVALUATION:**

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

**INDUSTRY CERTIFICATION:**

- None

**RECOMMENDED TEXTS:**

- E-Commerce: Business, Technology, and Society - 2019/15th Edition (Authors: Laudon, Kenneth C. and Traver, Carol Guerico) (Publisher: Pearson)

**PROGRAM OF STUDY**

Grade	Fall	Spring	Year	Course Type	Course Name
9, 10, 11, 12			• •	Introductory	RCOE Introduction to Business and Entrepreneurship
10, 11, 12			• •	Concentrator	RCOE Intermediate Business Ethics
11, 12			• •	Capstone	RCOE Advanced Business Management
12			• •	Concentrator	RCOE Applied Business E-Commerce

I.	UNIT 1: INTRODUCTION TO E-COMMERCE	CR	Lab/ CC	Standards
	<p>In this unit, students will become familiar with the elements of e-commerce, including B2B, B2C, C2B, and C2C types of e-commerce as well as social, mobile, and local business models. Students will analyze the various channels utilized as well as the strengths and weakness of each so to understand how to determine those best suited for specific audiences and products.</p> <p><b>Key Assignment</b></p> <p>In small groups, students will be given a random e-commerce company to determine how the company utilizes the eight (8) features of e-commerce technology. The eight (8) features include ubiquity, global reach, universal standards, information richness, information density, interactivity, customization, and social. Students will identify how each feature is used and measure each's effectiveness when engaging customers.</p> <ul style="list-style-type: none"> <li>● In the preparation of this information, students will consider: <ul style="list-style-type: none"> <li>● The type of e-commerce (B2B, B2C, C2B, C2C)</li> <li>● Type of business (social, mobile, local)</li> </ul> </li> </ul>	20	0	<p><b>Academic:</b> LS: 11-12.1</p> <p><b>CTE Anchor:</b> Technology: 4.5</p> <p><b>CTE Pathway:</b> C10.1</p>
II.	UNIT 2: OPPORTUNITIES IN E-COMMERCE	CR	Lab/ CC	Standards
	<p>In this unit, students will measure the trends and opportunities related to e-commerce and the market and how companies capitalize on each to make a profit. Students will evaluate emerging software and hardware in order to understand the utilization and value of each in e-commerce. Students will compare and contrast between "first-mover" and "market follower" consumer(s) by examining their characteristics and how they engage in the marketplace. Students will also consider how e-commerce is conducted through apps, mobile sites, and websites. As a result of this unit, students will imagine how they would create and maintain their own e-commerce presence.</p> <p><b>Key Assignment</b></p> <p>Students will identify a small business that utilizes a revenue generating mobile app (with in-app purchase/subscription capabilities). Using a cell phone or computer to access the business' app, students will collect and analyze data on the app. The data will include:</p> <ul style="list-style-type: none"> <li>● Features of the App</li> <li>● Subscription Access v. Free Limited Access</li> <li>● Category Rank</li> <li>● Age Rating</li> <li>● History of Application (Version History)</li> <li>● App Privacy Policies</li> <li>● App Developer (how many other apps have they created)</li> <li>● List Languages App is Available In</li> <li>● App Downloads</li> <li>● Target Market</li> <li>● <b>Note:</b> Students do not need to purchase the app, but can review information on each using the Google or Apple store platform.</li> </ul> <p>The analysis of the data will include predictions based on forecasted trends. Both the data and analysis will be presented to the class using presentation tools (i.e PowerPoint, Google Slides, Prezi).</p>	20	0	<p><b>Academic:</b> LS: 11-12.1</p> <p><b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.4</p> <p><b>CTE Pathway:</b> C3.6</p>
III.	UNIT 3: E-COMMERCE SECURITY AND PAYMENT SYSTEMS	CR	Lab/ CC	Standards
	<p>In this unit, students will examine pricing strategies and plans utilized when conducting e-commerce. Students will research how payments are accepted using utilities such as the shopping cart, PayPal, afterpay, and similar platforms. Students will analyze security and encryption protocols used to ensure the safety of customer data. Students will also categorize and evaluate the impact of security threats like phishing, hacking, identity fraud, malicious code, and DOS attacks.</p> <p><b>Key Assignment</b></p>	20	0	<p><b>Academic:</b> LS: 11-12.1</p> <p><b>CTE Anchor:</b> Ethics and Legal Responsibilities: 8.3, 8.5</p> <p><b>CTE Pathway:</b></p>

	Students will be broken up into 15 groups and each group will be assigned 1 of 15 key security threats in the e-commerce environment to evaluate: malicious code, potentially unwanted programs, phishing, credit card theft/fraud, hacking/cyber vandalism, identity fraud, spoofing, pharming, DOS attacks, sniffing, insider jobs, poorly designed server/client software, mobile platform security issues and cloud security issues. Students will then develop an ethical decision/response regarding how the company should proceed in fixing the potential problem as well as how to prevent it from happening. Students will describe the security threat's impact on customers, detail their decision/response, and rationalize it is the best course of action for the company. The solution may be presented as a role play, a digital slide deck or a poster presentation.			C7.2
<b>IV.</b>	<b>UNIT 4: E-COMMERCE MARKETING CONCEPTS</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>
	<p>In this unit, students will review how social, mobile, local, and community (social networks, eBay, portal structures) e-commerce business models utilize marketing and marketing automation systems. Students will analyze various data mining techniques and how each identifies pertinent information for the business. Students will also consider the five (5) stages in the consumer decision process and how companies respond to remain profitable.</p> <p><b>Key Assignment</b></p> <p>Using the concepts from this and previous units, students will determine the effectiveness of an e-commerce marketing plan. Students will analyze the plan for selling techniques, expanding and retaining customer loyalty (community), and for increasing market share. A basic assumption is that students will have competitors in their market. In order to accomplish this, students will:</p> <ul style="list-style-type: none"> <li>● Research and compare two of their competitor's e-commerce sites for marketing sales tools and techniques.</li> <li>● Identify what marketing communication tools are being used to aid their customers into buying and their effectiveness.</li> <li>● Examine the tools used including: pop up ads, coupon codes, email list, social media pages, etc.</li> <li>● Judge the effectiveness of the two sites.</li> <li>● Support their judgment through examples such as: screenshots, notes, which will also be integrated in the final presentation.</li> <li>● Reflect and present on their competitors marketing plan including acquisition of customers, generation of customer engagement, creation of community and strengthening their brand.</li> <li>● Create a presentation of their findings on the two brands and which aspects of each is most effective and justify their decisions as to why.</li> </ul> <p><b>Note:</b> students will use this analysis in Unit 7 which asks students to create their own marketing strategy for your e-commerce site.</p>	20	0	<p><b>Academic:</b> LS: 11-12.1</p> <p><b>CTE Anchor:</b> Communications: 2.6</p> <p><b>CTE Pathway:</b> C9.3, C9.5</p>
<b>V.</b>	<b>UNIT 5: E-COMMERCE STRATEGIC PLANNING</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>
	<p>In this unit, students will distinguish between the four (4) types of online retailing business models: viral merchants, omni-channel merchants (brick and clicks), catalog merchants, and manufacturer-direct merchants. Students will analyze those models to identify characteristics and decision-making that differentiates between profitable and unprofitable online businesses. Students will also examine digital content revenue models, such as subscriptions, a la carte, and advertising supported, in order to review factors to consider when charging consumers for online content.</p> <p><b>Key Assignment</b></p> <p>Students will research one (1) of the four (4) types of online retailing business models: viral merchants, omni-channel merchants (brick and clicks), catalog merchants, and manufacturer-direct merchants. In their research, students will describe the characteristics, strengths, and weaknesses of the model in the e-commerce landscape. Students will also consider any major social and/or legal issues that impact a business' implementation of the model's practices. Upon concluding the research, students will present their findings and include a discussion on how the model's strengths can be expanded on in order to meet the next consumer buying trends as well as offer recommendations that would resolve the model's weaknesses.</p>	20	0	<p><b>Academic:</b> LS: 11-12.1</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.5</p> <p><b>CTE Pathway:</b> C6.3</p>



VI.	UNIT 6: E-COMMERCE IN ACTION (FINAL - PROJECT-BASED COMMON ASSESSMENT)	CR	Lab/ CC	Standards
	<p><b>Project-Based Common Assessment</b></p> <p>Taking the business plan created in Year 3 of the pathway (RCOE Advanced Business Management), students will either revise their plan or create a new one that focuses on an e-commerce business. Students can either pitch the plan to a website developer or, if they have the skillset, create their own website. The business plan will include the company's branding as well as sales and marketing plan. The business plan will address how customers will be converted and retained through the generation of traffic to the e-commerce site. Additionally, and if available on site, students can partner with an AME pathway for logos, video production, graphic design, and any additional creative services.</p>	20	0	<p><b>Academic:</b> LS: 11-12.1</p> <p><b>CTE Anchor:</b> Demonstration and Application: 11.3</p> <p><b>CTE Pathway:</b> C9.4</p>
VII.	UNIT 7: INTERNSHIP	CR	Lab/ CC	Standards
	<p>Students will be assigned to a local business in order to practice the skills learned during the previous units. Students will use the workplace to further explore concepts such as marketing, sales, e-commerce, manufacturing, and packaging and how each impacts the business and their decision-making. Students will apply their skills to real-world working experiences in order to analyze roles and practices.</p> <p><b>Key Assignment</b></p> <p>Students will create a tri-fold brochure representing the company where the internship took place. The brochure will act as a marketing and recruitment campaign that highlights the features and facts of the company. The brochure should describe the benefits of interning, skills learned, and a brief testimony of the experience.</p> <ul style="list-style-type: none"> <li>• Students will create this brochure with the acknowledgment/awareness that this will be a tool used to recruit students for similar internships.</li> </ul>	0	30	<p><b>Academic:</b> LS: 11-12.1</p> <p><b>CTE Anchor:</b> Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> C11.5</p>
VIII.	UNIT 8: RCOE COLLEGE AND CAREER TRANSITION PLAN (CCTP)	CR	Lab/ CC	Standards
	<p>This unit of instruction links student interests to potential careers through exploration and research. Students will develop a post-secondary career plan that identifies and maps out a course of action which incorporates college and career opportunities. Within the twelve (12) topics, students will complete interest surveys, career related documents (i.e., applications, resumes, letters of introduction, letters of recommendation), and mock interviews with the express goal of preparing students to graduate from high school academically and socially prepared for college, the workforce, and civic responsibility. Additionally, students will analyze the importance of financial literacy through topics such as credit, creating a budget, and saving and investing.</p> <p><b>Lessons:</b></p> <ul style="list-style-type: none"> <li>• Work, Job, and Career</li> <li>• The Career Plan</li> <li>• Job Applications (Portfolios – Part 1)</li> <li>• The Letter of Introduction (Portfolios – Part 2)</li> <li>• Resume (Portfolios – Part 3)</li> <li>• Letters of Recommendation (Portfolios – Part 4)</li> <li>• Interviewing</li> <li>• Career Research and Reflection</li> <li>• Financial Literacy (Part 1 – The Basics)</li> <li>• Financial Literacy (Part 2 – Credit)</li> <li>• Financial Literacy (Part 3 – Creating a Budget)</li> <li>• Financial Literacy (Part 4 – Saving and Investing)</li> </ul> <p><b>Key Assignments:</b></p> <ol style="list-style-type: none"> <li>1. <b>RCOE College and Career Transition Guide:</b> This project will incorporate the development of a 5-10 year career plan, preparing a portfolio (letter of introduction, resume, and letters of recommendation), and practicing job applications and mock interviews.</li> <li>2. <b>Financial Literacy:</b> This project will include identifying elements and deduction on a paycheck, research loan options based on credit worthiness, creating a budget, and planning for retirement.</li> </ol>	15	0	<p><b>Academic:</b> LS: 11-12.1</p> <p><b>CTE Anchor:</b> Communications: 2.3, 2.4 Career Planning and Management: 3.1, 3.2, 3.4, 3.8, 3.9 Technology: 4.1 Problem Solving and Critical Thinking: 5.4 Responsibility and Flexibility: 7.6</p> <p><b>CTE Pathway:</b> C1.1</p>
IX.	COURSE NOTES	CR	Lab/ CC	Standards

Course Code/Transcript Abbreviation: MSS-241-04-04	0	0	<b>Academic:</b> LS: 11-12.1 <b>CTE Anchor:</b> Communications: 2.1 <b>CTE Pathway:</b> C1.1
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**Entered by:**

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