Assignment 1:

Electronic Commerce

Career and Technical Educators’ Project

by

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Electronic Commerce Course
Name of the course
Electronic Commerce

CIP Code of the course
8125

Grade levels of students who may enroll in the course
Electronic Commerce is a 36-week course for 11th and 12th graders.

Prerequisites
None Identified

What is the scope of the course (What is covered)?
Students learn about the paperless exchange of business and marketing information using technology (i.e., Internet, e-mail, electronic data interchange, and electronic funds transfer). Included in this course is an overview of the technology of web servers, clients, and net infrastructure and the background of this fast-growing market; the economics of electronic markets; market research; advertising on the web and web page basics; pricing information; security and encryption; and on-line business opportunities.

List the Duty Areas included in the course.

- Understanding the History and Diverse Nature of Electronic Commerce
- Understanding Economic Concepts
- Using the Internet as a Marketing Tool
- Exploring the Technological Aspects of Web-Based Electronic Commerce
- Exploring the Ethical, Legal, and Security Aspects of Electronic Commerce
- Preparing for a Career in Electronic Marketing
- Planning for Implementation of an Electronic Commerce Site

List the related Academic Standards of Learning (SOL) for Marketing are reinforced in the course?

**English Standards of Learning**

*Grade Eleven*

11.1 The student will make persuasive presentations.
- Organize evidence to support a position.
- Present evidence clearly and convincingly.
- Support and defend ideas and thoughts in public forums.

11.2 The student will analyze and evaluate persuasive presentations.
• Critique the accuracy, relevance, and organization of evidence.
• Critique the clarity and effectiveness of delivery.

11.3 The student will read and analyze relationships among American literature, history, and culture.
• Describe contributions of different cultures to the development of American literature.
• Describe the development of American literature in the 17th, 18th, 19th, and 20th centuries.
• Contrast periods in American literature.
• Differentiate among archetypal characters in American literature.
• Describe the major themes in American literature.
• Describe how use of context and language structures conveys an author’s point of view in contemporary and historical essays, speeches, and critical reviews.

11.4 The student will read a variety of print material.
• Use information from texts to clarify or refine understanding of academic concepts.
• Read and follow directions to complete an application for college admission, a scholarship, or for employment.
• Read and follow directions to complete a laboratory experiment.
• Extend general and specialized vocabularies for reading and writing.
• Generalize ideas from selections to make predictions about other texts.

11.6 The student will read a variety of dramatic selections.
• Describe the relationship between farce and characterization.
• Describe the dramatic conventions or devices used by playwrights to present selected plays.
• Explain the use of monologue and soliloquy.
• Explain the use of verbal and dramatic irony.

11.7 The student will write in a variety of forms with an emphasis on persuasion.
• Develop a focus for writing.
• Evaluate and cite applicable information.
• Organize ideas in a logical manner.
• Elaborate ideas clearly and accurately.
• Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
• Revise writing for accuracy and depth of information.
• Edit final copies for correct use of language, spelling, punctuation, and capitalization.

11.8 The student will write, revise, and edit personal and business correspondence to a standard acceptable in the workplace and higher education.
• Apply a variety of planning strategies to generate and organize ideas.
• Organize information to support the purpose of the writing.
• Present information in a logical manner.
• Revise writing for clarity.
• Edit final copies for correct use of language, spelling, punctuation, and capitalization.
• Use available technology.

11.9 The student will analyze, evaluate, synthesize, and organize information from a variety of sources into a documented paper dealing with a question, problem, or issue.
• Narrow a topic.
• Develop a plan for research.
• Collect information to support a thesis.
• Evaluate quality and accuracy of information.
• Synthesize information in a logical sequence.
• Document sources of information using a style sheet format, such as MLA or APA.
• Revise writing for clarity of content.
• Edit final copy for correct use of language, format, spelling, punctuation, and capitalization.
• Use available technology.

**Grade Twelve**

12.1 The student will make a 5-10 minute formal oral presentation.
• Choose the purpose of the presentation: to defend a position, to entertain an audience, or to explain information.
• Use a well-structured narrative or logical argument.
• Use details, illustrations, statistics, comparisons, and analogies to support purposes.
• Use visual aids or technology to support presentation.

12.2 The student will evaluate formal presentations.
• Critique relationships among purpose, audience, and content of presentations.
• Critique effectiveness of presentations.

12.3 The student will analyze the development of British literature and literature of other cultures.
• Recognize major literary forms and techniques.
• Recognize the characteristics of major chronological eras.
• Relate literary works and authors to major themes and issues of their eras.

12.4 The student will read a variety of print material.
• Identify information needed to conduct a laboratory experiment or product evaluation.
• Draw conclusions regarding the quality of a product based on analysis of the accompanying warranty and instruction manual.
• Evaluate the quality of informational texts and technical manuals.
• Read and follow instructions to install a software program.

12.5 The student will read and critique a variety of poetry.
• Explain how the choice of words in a poem fits the speaker.
• Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject and mood.
• Explain how imagery and figures of speech (personification, simile, metaphor) appeal to the reader’s senses and experience.
• Compare and contrast traditional and contemporary works of poets from many cultures.

12.6 The student will read and critique dramatic selections from a variety of authors.
• Describe the conflict, plot, climax, and setting.
• Compare and contrast ways in which dialogue and staging contribute to the theme.
• Identify the most effective elements of selected plays.
• Compare and contrast dramatic elements of plays from American, British, and other cultures.

12.7 The student will develop expository and technical writings.
• Consider audience and purpose when planning for writing.
• Present ideas in a logical sequence.
• Elaborate ideas clearly and accurately.
• Revise writing for depth of information and technique of presentation.
• Edit final copies for correct use of language, spelling, punctuation, and capitalization.

12.8 The student will write documented research papers.
• Evaluate the accuracy and usefulness of information.
• Synthesize information to support the thesis.
• Present information in a logical manner.
• Cite sources of information using a standard method of documentation.
• Edit for correct use of language, capitalization, punctuation, and spelling in final copies.
• Use available technology.

**History and Social Sciences Standards of Learning**

**Grade Twelve**

12.6 The student will analyze in writing, discussion, and debate current issues confronting local, state, and national governments in terms of perennial challenges to democracies, including conflicts between
- majority rule and minority rights;
- individual rights and the public interest;
- levels of taxation and the expectation of public services; and
- state and national authority in a federal system.

12.7 The student will analyze and compare national and state governments, with emphasis on
- the structures, functions, and authority of each;
- the principles of federalism, separation of powers, and checks and balances;
- the extent to which power is shared rather than divided or separated; and
- procedures for constitutional amendment.

12.10 The student will explain and give current examples of how political parties, interest groups, the media, and individuals influence the policy agenda and decision making of government institutions.

12.12 The student will explain the rights, responsibilities, and benefits of citizenship in the United States and Virginia.

12.14 The student will compare the United States political and economic systems with those of major democratic and authoritarian nations, in terms of
- the structures and powers of political institutions;
- the rights and powers of the governed including grass roots citizen movements;
- economic goals and institutions and the role of government in the economy;
- the relationships between economic freedom and political freedom; and
- the allocation of resources and its impact on productivity.

12.15 The student will analyze the United States market economy, in terms of
- labor, capital, and natural resources;
- the interaction of supply and demand in markets;
- the role of private ownership, private enterprise, and profits;
- the relationships of households, firms, and government;
- labor/management relationships; and
- relationships to the global economy.

12.16 The student will analyze the role of government in the United States economy, with emphasis on
- monetary and fiscal policies;
- interstate commerce and international trade policies;
- providing favorable conditions for markets;
- providing public goods and services;
- protecting the environment; and
- promoting economic growth.

12.17 The student will evaluate the effect of monetary and fiscal policies on personal economic well-being including employment opportunities, purchasing power, credit and interest rates, and opportunities for investment and savings.
The student will define common economic terms, including productivity, recession, depression, the business cycle, and inflation, and explain and interpret indicators of economic performance, including gross domestic product, consumer price index, unemployment rate, balance of trade, and stock market averages.

**Computer Mathematics Standards of Learning**

**COM.4** The student will use operating system commands, which include creating a new file, opening an existing file, saving a file, making a printed copy (hard copy) of the file, and executing a program.

**COM.8** The student will design and implement computer graphics, which will include topics appropriate for the available programming environment as well as student background. Students will use graphics as an end in itself, as an enhancement to other output, and as a vehicle for reinforcing programming techniques.

**COM.14** The student will implement conditional statements that include if/then, if/then/else, case statements, and Boolean logic.

**COM.2** The student will design, write, test, debug, and document a complete structured program which requires the synthesis of many of the concepts contained in previous standards.

**COM.22** The student will solve practical consumer problems that involve analyzing and interpreting graphs, charts, and/or tables.