Career Development and Occupations Studies (CDOS)-Business and Computers
Scio Central School, 2015-16. Mr. Dan Childs
Marketing, Open to 9-12 Grade, Full Year

Assessment:
Evaluate Note Taking
Classroom Participation
Homework
Evaluate Computer Lab Results
Touch Typing Alphabet, Numbers, and Symbols.
Floating Effort Grade

Resources:
Microsoft Office Excel, Word, Publisher, Adobe, Picasa 3, Windows, Chrome, Lotus Mail.
Personal Computer
Broadband Connection
Smartboard
Projector
Voice Assist Speaker System
Color and B & W Printer
Textbook
Memory Drive
Student Shared Memory Resource.

Methodology:
* Advanced note taking skill development.
*Video Clips modeling concept & promoting discussion.
*Slideshow of base concept with discussion, group work, and notes of advanced thoughts.
*Conclusions reached by students through skillfully asked questions (Socratic Method).

Approved June 24, 2015 by

Cristy McKinley, Curriculum Coordinator

CDOS Target Activities and Projects in Business Lab
PROGRAM STUDENT LEARNING OUTCOMES
*achieve an understanding of concepts and applications in the aspects of the marketing mix.
*achieve an understanding of concepts and applications in the design and implementation of a sales presentation.
*achieve an understanding of concepts and applications in the analysis of consumer-buying behavior.
*achieve an understanding of concepts and applications in interpreting the various aspects of advertising, including, but not limited to demographics, brand awareness, the marketing mix and media selection.
*achieve an understanding of concepts and applications in the use of technology in marketing communications.
*achieve an understanding of concepts and applications in developing an effective Web page.
*written & oral communication
*critical thinking
*marketing surrounds us—TV, radio, news, schools, work, etc.
*marketing you—job interviews, careers selection, promotion, etc.
*international marketing—case study: Wildfire Prevention campaign over 40 years
*introverts & extroverts—Bill Clinton case study
*overcoming objections—how to be persuasive
*creating a want into a need—association, greed, fear of loss
*selling and marketing concept
*managing negative demand via marketing
*Earth Day case study
*mistaken ideas for marketers
*seven keys to a positive personality
*marketing myopia
*YouTube case studies: target audience, primary message, secondary message, subliminal message, effectiveness
*charm with your voice—practice managing your body language and voice inflection
*selling techniques
*societal marketing concept
*marketing problem solving
*profitability
*mission statement—write one, study Oprah & Branson's
*marketing macroenvironment and microenvironment
*hierarchy of needs
*perception, selective distortion, selective retention and selective attention
*market segmentation
*economics of marketing—income, pricing, credit, interest rates, etc.
*cultural uniqueness of an ethnic group
*millennial, generation x, boomers characteristics
*streamlining
*online marketing—cyber Monday, Black Friday
*five p's of marketing
*Book study—The Tipping Point by Malcolm Gladwell
*SEPTE analysis
*Political and technological environment
*social class and demographics

New York State Career Development & Occupations Studies (CDOS) Learning Standard 1-8: COMMENCEMENT LEVEL

Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions. Students use a combination of techniques to read or listen to complex information and analyze what they hear or read; convey information confidently and coherently in written or oral form; and analyze and solve mathematical problems requiring use of multiple computational skills.
▲ gather and use information presented in print and electronic sources to create a research report and database
▲ examine a case study to evaluate whether the information contained within it is adequate to support generalizations about the topic
▲ participate in debates, interviews, and panel discussions
▲ use word processing and desktop publishing software to present information on a sales campaign
▲ analyze a company's balance sheet and income statement for industry-recognized ratios for assets, liabilities, and net income/loss
▲ order and price inventory appropriately as part of a fundraising activity

Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations. Students demonstrate the ability to organize and process information and apply skills in new ways.
▲ provide examples of ways to alter a work schedule to allow for more job sharing among two or more employees
▲ evaluate a variety of options suggested, select an option, explain the reason for the selection, and provide the strategies for implementation
▲ recognize a problem and design steps to solve the problem
▲ prepare and present a report on how knowledge gained from one content area helped solve a problem in another area.
Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action. Students demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.
▲ work with a local employer to establish a sales goal and devise a plan to reach that goal
▲ motivate other group members and demonstrate leadership skills in a student leadership organization or job experience
▲ give and accept constructive criticism in a group project
▲ evaluate decisions for legal and ethical implications
▲ establish a set of personal goals and record progress in attaining them.

New York State Career Development & Occupations Studies (CDOS) Learning Standard 1-8: COMMENCEMENT LEVEL (continued)

<u>Positive interpersonal qualities</u> lead to teamwork and cooperation in large and small groups in family, social, and work situations. Students communicate effectively and help others to learn a new skill.
- ▲ demonstrate how to respond effectively to a dissatisfied customer
- ▲ assist in the teaching of an acquired skill in an elementary/middle school class or business environment
- ▲ provide feedback to others in a group project
- ▲ participate in a job interview

<u>Technology</u> is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants. Students apply their knowledge of technology to identify and solve problems.
- ▲ evaluate why a school or business facsimile (fax) machine is not working
- ▲ take the proper steps to make an inoperative printer work
- ▲ use a software program to compile and analyze statistical data and prepare a presentation for a group
- ▲ use an integrated software program to solve a business-related problem
- ▲ prepare a report predicting how technology may change various aspects of life 50 years from now. <u>Information management</u> focuses on the ability to access and use information obtained from other people, community resources, and computer networks. Students use technology to acquire, organize, and communicate information by entering, modifying, retrieving, and storing data.
- ▲ construct a computer-generated form to survey local employers for possible participation in a work-study program
- ▲ use graphics software to present survey findings to the student body
- ▲ use telecommunications software to access and communicate information
- ▲ use presentation graphics software which will illustrate to a group of employers the increase in work-based learning experiences
- ▲ use a computer to record and organize statistical information to assist a coach of a school athletic team.

<u>Using resources</u> includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity. Students allocate resources to complete a task.
- ▲ plan a two-week activity that requires tasks to be divided among students or coworkers, including determining priorities and following timelines
- ▲ prepare a long-range budget for a school organization or hypothetical business
- ▲ complete multiple tasks for concurrent activities by adjusting personal schedules or negotiating deadlines
- ▲ work as a team to decide how resources should be allocated to accomplish a task

<u>Systems skills</u> include the understanding of and ability to work within natural and constructed systems. Students demonstrate an understanding of how systems performance relates to the goals, resources, and functions of an organization.
- ▲ evaluate the roles or positions within an organization and make suggestions for improvement of the organization
- ▲ write a proposal for ways a company can reduce expenses
- ▲ prepare an organizational chart for a club or business
- ▲ develop a presentation using visual aids to explain how an automobile or other machine operates.

NYS CDOS CORE BUSINESS Learning Standards Required for Graduation

<u>Basic Business Understanding</u>--Students demonstrate an understanding of business, marketing, and multinational economic concepts, perform business-related mathematical computations, and analyze/interpret business-related numerical information.

- explain the meaning of basic business and global economic terms
- provide examples of typical problems (e.g., declining sales, outdated hardware) that could arise in a business and explain how steps in the decision-making process could be used to solve such problems
- use spreadsheet software to forecast expenses for a the business department supply, textbook, and room repair needs.
- interpret a 10-year graph of the Gross Domestic Product (GDP)
- demonstrate an understanding of basic international business concepts for manners, customs and traditions.
- identify and locate major cities and trade regions throughout the world.

<u>Business-Related Technology</u>—Students select, apply, and troubleshoot hardware and software used in the processing of business transactions.

- use touch keyboarding techniques to produce business documents (e.g., letters, memorandums, reports)
- use the components of various business technologies (e.g., CPU, disk drive, CD-ROM, modem, fax machine, scanner)
- enter data into various technological systems, using a variety of input devices (e.g., handwriting, keyboard, mouse, scanner, voice recognition)
- produce business documents and reports, using appropriate technology (e.g., business letter/word processing; business
- graphs and charts/spreadsheet and graphics software; inventory control reports/hand-held bar code scanners)
- use word processing software to prepare a form letter.
- use electronic media (e.g., e-mail, Internet/World Wide Web, fax) to communicate with outside professional entities.

<u>Information Management/</u>Communication—Students prepare, maintain, interpret/analyze, and transmit/ distribute information in a variety of formats while demonstrating the oral, nonverbal, and written communication skills essential for working in today's international service-/information-/technological-based economy.

- compose and produce simple business documents (e.g., letters, memos, reports)
- prepare and deliver a three-minute oral presentation using at least one visual aid (e.g., marketing research report, stock market analysis)
- identify and interpret positive/negative facial expressions and other body language indicators
- identify and explain how and why specialized communication tools are used (e.g., voice mail, electronic mail, beepers, pagers)
- use simple electronic databases and spreadsheet information systems to manage a membership list
- recognize challenges in business related to people speaking various languages
- identify international cultural similarities and differences and explain their relationship to international trade.

<u>Business</u> Systems—Students demonstrate an understanding of the interrelatedness of business, social, and economic systems/subsystems.

- identify and explain the social, organizational, economic, business, and technological systems that stimulated the transition from an agricultural-based economy through an industrial-based economy to the current service-/information-/technological-based economy
- identify and explain aspects of basic systems that typically function in a business enterprise (e.g., administrative, financial, marketing)
- diagram the components (input, processing, output, feedback) of a typical business system and explain what documents/- materials/products are used in each component (e.g., billing, legal, marketing)
- explain and provide examples of the interrelationship of the free enterprise system and the marketing concept
- identify basic features of the sole proprietorship, partnership, corporation, and franchise systems, and decide which form of organization would be best for given situations

<u>Resource</u> Management—Students identify, organize, plan, and allocate resources (e.g., financial, materials/facilities, human, time) in demonstrating the ability to manage their lives as learners, contributing family members, globally competitive workers, and self-sufficient individuals.

- explain the need for and the steps incurred by a business in setting goals and priorities to meet company objectives
- identify and discuss the process for constructing a simple operating budget for a specific purpose in a small business (e.g., advertising budget)
- list and explain various personal and business needs related to banking, investments, and insurance (e.g., personal checkbook, mutual funds, life insurance)
- explain various paycheck deductions (e.g., federal and State taxes, FICA)
- open and use personal savings and checking accounts
- assist community service personnel in scheduling student volunteers for participation in a local event; such as, blood drive, toy collection, treats for troops, etc.

<u>Interpersonal</u> Dynamics—Students exhibit interpersonal skills essential for success in the multinational business world, demonstrate basic leadership abilities/skills, and function effectively as members of a work group or team.

- outline essential personal attributes/attitudes for successful interpersonal relationships (e.g., appearance/cleanliness, integrity, punctuality, dedication/commitment)
- explain the many benefits inherent in a business with a culturally diverse workforce
- demonstrate an understanding of how the traditions of various major cultures affect international business practices
- use a case study to illustrate how a business might use a team approach, flextime, or job sharing in its daily operations
- list the key elements necessary to facilitate a business-related meeting; such as, FBLA.
- teach a classmate how to reconcile a checking account or how to use telecommunications software
- participate in a job interview.

NYS CDOS **ADVANCED** CORE BUSINESS Learning Standards Required for Graduation

Basic Business Understanding—Students demonstrate an understanding of business, marketing, and multinational economic concepts, perform business-related mathematical computations, and analyze/interpret business-related numerical information.
- ✓ explain and interpret advanced business and economics terms associated with their occupational cluster of study (e.g., reading and interpreting articles in business publications)
- ✓ develop a viable solution(s) for a case problem in a business simulation
- ✓ conduct a research project and make a presentation illustrating how the "law of supply and demand" applies to the local community regarding labor demand and their career decision.
- ✓ use Excel software to prepare an income statement and balance sheet for a simulated business with several types of graphs (e.g., bar, pie)
- ✓ describe the impact of international business activities on the local, regional, national, and international economies in terms of a level playing fields for American business in the global economy.

Business-Related Technology--Students select, apply, and troubleshoot hardware and software used in the processing of business transactions.
- ✓ use advanced touch keyboarding techniques to produce complex business documents pertinent to the occupational cluster of study (e.g., purchase orders, newsletters)
- ✓ apply user manuals to set up and troubleshoot hardware devices and software programs for cell phones.
- ✓ integrate applications and files from various technologies/ operating systems (hardware and software) to produce complex, business-quality products and documents (e.g., integrating graphics into a newsletter)
- ✓ conduct a research project and provide a report about the various technologies used at a variety of local businesses
- ✓ evaluate which telecommunications technologies/methods are most appropriate for various given international business situations.

Information Management/Communication—Students prepare, maintain, interpret/analyze, and transmit/ distribute information in a variety of formats while demonstrating the oral, nonverbal, and written communication skills essential for working in today's international service-/information-/technological-based economy.
- ✓ compose/produce a multipage, complex business memorandum and business sales letter
- ✓ utilize the copier, fax, scanner, Adobe pdf and other systems
- ✓ prepare and deliver a persuasive sales presentation and effectively handle customer questions and objections in a simulated situation
- ✓ use specialized communication tools, such as voice and electronic mail systems, at typical business productivity standards
- ✓ participate in a panel discussion on a internet & cell phone safety which will be critiqued for communication effectiveness
- ✓ reach out to the international business environment and try to establish a connection.

Business Systems—Students demonstrate an understanding of the interrelatedness of business, social, and economic systems/subsystems.
- ✓ analyze the effects that changes in internal and external influences (e.g., human resources, suppliers, government, technology, customs/traditions) have on various business systems identify, describe, and diagram systems and subsystems associated with typical businesses in the occupational cluster of study
- ✓ plan, implement, analyze, and modify systems and subsystems for a student-operated fundraising event in which students are employed or work with the Varsity Club at the concession stand.
- ✓ describe the international monetary system, including the International Monetary Fund, World Bank, and Eurocurrencie

Resource Management—Students identify, organize, plan, and allocate resources (e.g., financial, materials/facilities, human, time) in demonstrating the ability to manage their lives as learners, contributing family members, globally competitive workers, and self-sufficient individuals.
- ✓ participate on a team to develop a mission statement, goals, objectives, and an annual work plan for Future Business Leaders of America (FBLA) chapter
- ✓ demonstrate through simulation how an individual business raises capital by selling stock
- ✓ Enlist a guest speaker from a bank and meet with a business loan officer to discuss the process involved in applying for a small business start-up loan
- ✓ develop a simple budget proposal to refurnish and/or remodel an office or small retail business
- ✓ diagram and explain an organizational chart of a small corporation using software.
- ✓ identify organizations, government agencies, and other resources that a small or medium-sized business might use to investigate international trade opportunities.

Interpersonal Dynamics—Students exhibit interpersonal skills essential for success in the multinational business world, demonstrate basic leadership abilities/skills, and function effectively as members of a work group or team.
- ✓ interact congenially, harmoniously, and effectively with co-members of a school club, community youth leadership organization, or business in which they are employed
- ✓ plan and implement a meeting between class representatives and the principal to discuss concerns/needs of the class
- ✓ survey the personnel policies of a business and develop a report on employer requirements/guidelines
- ✓ interview students for positions in a simulated business
- ✓ work as a group participating in a stock market simulation.
- ✓ serve as a negotiator on behalf of the vice principal and students in the handling of student code-of-conduct violations
- ✓ identify potential human relations problems/conflict areas in a company with a multinational workforce.