



# Regional Occupational Program

## Customer Service Occupations A-G

### 2026-2027

Marketing, Sales, and Services

#### COURSE DESCRIPTION

This course provides students with the skills and information needed to enter the world of work in the field of customer relations. Emphasis is placed on personal skills, team building, problem solving, effective communication, and ethical behaviors. The skills acquired will provide students with a solid base for any occupation such as customer service representative or complaint clerk and provide a solid foundation for continued development.

#### Course Information

Course Length: 1 Year  
 Prerequisite: None  
 Course Level: Introductory  
 UC: Yes - G Elective  
 Articulated: No  
 Industry Cert.: No  
 Industry Sector: Marketing, Sales and Service  
 Pathway: Multiple Pathways  
 CALPADS: 8300

#### O\*Net SOC Codes

43-4051 Customer Service Representative  
 41-2031 Retail Sales Representative  
 41-3091 Sales Representatives of Services

#### Legend

CTE - PS CTE Pathway Standards  
 CRP Career Ready Practices  
 CTE - AS CTE Anchor Standards  
 CCSS Common Core State Standards  
 ISTE International Society for Technology in Education

*Includes updates from the 25/26 Marketing Sales & Services and Business & Finance Advisory  
[Advisory Minutes](#)*

## Customer Service Occupations

### Course Orientation

- a. Discuss objectives for this course, including competencies, teacher expectations, classroom policies, and procedures.
- b. Identify and discuss the acquisition of transferable skills (communication, collaboration, creativity, and critical thinking) and their importance to being college and career ready and for future personal and professional success.
- c. Review objectives, competencies, and course syllabus.
- d. Discuss student and teacher expectations, including behavior, class rules, appropriate dress, pre-course knowledge, and grading policies, including enrollment and attendance requirements and procedures, and classroom/school safety and disaster procedures.
- e. Discuss next steps in course sequence related to the career pathway, the need for reinforcement of basic skills, transferrable skills, and postsecondary and career options.
- f. Discuss the Big Six: Career Ready Essentials and the Standards for Career Ready Practice as they relate to this course, all aspects of the industry sector, and being college and career ready.

## Big Six: Career Ready Essentials

1. Effective Communication	CTE – PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> <li>a. <b>Demonstrate effective verbal communication and conflict resolution skills.</b></li> <li>b. <b>Use the writing process to develop written communication with the appropriate tone, organization, and format for the identified audience.</b></li> <li>c. Explain the effect of interpersonal skills on one's ability to communicate effectively and develop relationships.</li> <li>d. Describe the impact of ineffective communication on business relationships.</li> <li>e. Analyze the impact of vocabulary, body language, and tone on verbal communication.</li> <li>f. Demonstrate active listening skills.</li> <li>g. Accurately interpret industry-specific written communication.</li> <li>h. Model responsible and effective use of various communication technologies.</li> <li>i. Identify valid and reliable digital reference and resource materials.</li> <li>j. Gather information from multiple digital sources to compare and contrast, synthesize, and summarize.</li> <li>k. Identify and use appropriate communication and collaboration technologies.</li> <li>l. Utilize technology to problem solve, accomplish tasks, and to produce or publish products.</li> </ol>		<u>1</u> <u>2</u> <u>11</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u>  <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	<u>1b,c</u> <u>2c</u> <u>3b,c</u>  <u>5c</u> <u>6b,c,d</u>
2. Collaboration, Creativity, and Critical Thinking	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> <li>a. <b>Demonstrate critical thinking skills for a variety of purposes and in different settings.</b></li> <li>b. <b>Collaborate to reach consensus on an identical objective through the sharing of knowledge, tasks, and learning.</b></li> </ol>		<u>2</u> <u>4</u> <u>5</u>	<u>2</u> <u>3</u> <u>4</u>	<u>LS</u> <u>9-10</u> <u>11- 12.6</u>	<u>1c</u> <u>3c,d</u> <u>4a-d</u>

<ul style="list-style-type: none"> <li>c. Discuss the importance of the critical thinking process to real-world applications.</li> <li>d. Evaluate the impact of creative thinking on problem solving and innovation in real-world applications.</li> <li>e. Compile work that demonstrates the process used to (elaborate, refine, analyze) evaluate original ideas and maximize creative efforts.</li> <li>f. Apply divergent and convergent thinking to the development of an original idea or solution.</li> <li>g. Examine real-world limits to adopting ideas.</li> <li>h. Demonstrate creative thinking (preparation, insight, evaluation, elaboration, and communication) to create a new idea or concept.</li> <li>i. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.</li> <li>j. Evaluate evidence, arguments, claims, and beliefs to identify connections.</li> <li>k. Identify bias, prejudice, propaganda, self-deception, distortion, and misinformation.</li> <li>l. Produce intellectual, informational, or material products that serve an authentic purpose.</li> <li>m. Work effectively and respectfully with those from diverse backgrounds or cultures.</li> <li>n. Demonstrate respect, trust, commitment, and the ability to compromise in collaborative projects.</li> </ul>		<u>7</u> <u>9</u> <u>10</u> <u>11</u>	<u>5</u> <u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u>  <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	<u>5c,d</u> <u>6c</u> <u>7b,c,d</u>
<b>3. Leaders and Teams: Roles and Responsibilities</b>	<b>CTE – PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Determine the individual and team members' roles and responsibilities.</b></li> <li>b. <b>Demonstrate leadership skills and qualities (i.e., reliability, negotiation skills, initiative, positive reinforcement, recognition of others' efforts, problem-solving skills, conflict resolution, and delegation).</b></li> <li>c. Explain the importance of technical, social, and communication skills to team success.</li> <li>d. Compare and contrast leadership styles and their effectiveness in various situations.</li> <li>e. Organize and delegate responsibilities in a team setting to encourage ideas, perspectives, and contributions from all team members.</li> <li>f. Develop a strong sense of team identity by brainstorming solutions, volunteering, assisting others, practicing respect and courtesy, and taking initiative.</li> <li>g. Examine situations in which a follower becomes the leader.</li> <li>h. Describe twenty-first-century skills required across all occupations.</li> <li>i. Identify and discuss the characteristics of a successful team (i.e., leadership, cooperation, and effective decision-making).</li> <li>j. Leverage social and cultural differences to increase innovation and quality of work.</li> </ul>		<u>7</u> <u>8</u> <u>9</u>	<u>3</u> <u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u>  <u>WS</u> <u>11-12.6</u>	<u>7a,c</u>

4. Legal, Ethical, and Environmental Considerations	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Demonstrate industry specific ethical and legal practices.</b></li> <li>b. <b>Identify eco-friendly industry specific practices and resources.</b></li> <li>c. Identify local, state, and federal regulatory agencies, entities, laws, and regulations.</li> <li>d. Identify discrimination based on race, nationality, religion, gender, age, disability, or sexual orientation.</li> <li>e. Summarize the ethical and legal implications of workplace discrimination and harassment.</li> <li>f. Explain the concept of corporate citizenship.</li> <li>g. Examine an employer's role in protecting the health and welfare of employees, the community, and the environment.</li> <li>h. Analyze current environmental laws and regulations and their impact on industry.</li> <li>i. Compare and contrast both society's and industry's impact on the environment.</li> </ul>		<ul style="list-style-type: none"> <li><u>5</u></li> <li><u>7</u></li> <li><u>8</u></li> <li><u>12</u></li> </ul>	<ul style="list-style-type: none"> <li><u>3</u></li> <li><u>5</u></li> <li><u>7</u></li> <li><u>8</u></li> <li><u>9</u></li> <li><u>11</u></li> </ul>	<ul style="list-style-type: none"> <li><u>WS</u></li> <li><u>11-12.6</u></li> <li><u>11-12.7</u></li> <li><u>SLS</u></li> <li><u>9-10</u></li> <li><u>11-12.1</u></li> <li><u>11-12.1d</u></li> <li><u>11-12.2</u></li> </ul>	<ul style="list-style-type: none"> <li><u>2a,b</u></li> <li><u>3a,b</u></li> <li><u>5c</u></li> <li><u>6c</u></li> </ul>
5. Personal Growth and Career Planning	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Demonstrate continued personal development and growth.</b></li> <li>b. <b>Develop and manage a personal growth and career plan.</b></li> <li>c. Explain the relationship between sound financial habits and financial security.</li> <li>d. Create and manage a personal financial plan.</li> <li>e. Demonstrate initiative in achieving personal and professional goals.</li> <li>f. Apply time management strategies to meet deadlines.</li> <li>g. Demonstrate a growth mindset through flexibility and a positive attitude.</li> <li>h. Select and demonstrate appropriate job-search and retention techniques.</li> <li>i. Demonstrate strategies to prepare for employment.</li> <li>j. Demonstrate interpersonal skills appropriate for the workplace.</li> <li>k. Elaborate on the importance of perseverance to personal and professional success.</li> <li>l. Discover personal career interests, aptitudes, and skills.</li> </ul>		<ul style="list-style-type: none"> <li><u>1</u></li> <li><u>2</u></li> <li><u>3</u></li> <li><u>4</u></li> <li><u>6</u></li> </ul>	<ul style="list-style-type: none"> <li><u>2</u></li> <li><u>3</u></li> <li><u>4</u></li> <li><u>7</u></li> <li><u>8</u></li> <li><u>11</u></li> </ul>	<ul style="list-style-type: none"> <li><u>LS</u></li> <li><u>9-10</u></li> <li><u>11-12.6</u></li> <li><u>SLS</u></li> <li><u>9-10</u></li> <li><u>11-12.1</u></li> <li><u>11-12.1d</u></li> <li><u>11-12.2</u></li> <li><u>WS</u></li> <li><u>11-12.6</u></li> </ul>	<ul style="list-style-type: none"> <li><u>1a</u></li> <li><u>3a,c</u></li> <li><u>4d</u></li> <li><u>6a,d</u></li> <li><u>7b</u></li> </ul>
6. Workplace Safety and Personal Wellness	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Demonstrate proper industry specific safe work practices to prevent injury or illness.</b></li> <li>b. <b>Assess the potential impact of goal setting on personal and professional success.</b></li> <li>c. Describe the role of security and emergency procedures in workplace safety.</li> <li>d. Describe the effect of preventative measures on emergencies in the workplace.</li> <li>e. Identify and describe the causes, prevention, and treatment of common accidents.</li> <li>f. Identify local, state, and federal agencies that regulate workplace safety.</li> <li>g. Explain the role of the California Occupational Safety and Health Administration (Cal-OSHA) and the Environmental Protection Agency (EPA).</li> </ul>		<ul style="list-style-type: none"> <li><u>2</u></li> <li><u>5</u></li> <li><u>6</u></li> <li><u>8</u></li> <li><u>12</u></li> </ul>	<ul style="list-style-type: none"> <li><u>2</u></li> <li><u>5</u></li> <li><u>6</u></li> <li><u>7</u></li> <li><u>8</u></li> <li><u>10</u></li> <li><u>11</u></li> </ul>	<ul style="list-style-type: none"> <li><u>LS</u></li> <li><u>9-10</u></li> <li><u>11-12.6</u></li> <li><u>WS</u></li> <li><u>11-12.7</u></li> <li><u>11-12.6</u></li> </ul>	<ul style="list-style-type: none"> <li><u>1a,d</u></li> <li><u>2a,d</u></li> <li><u>5b</u></li> </ul>

<ul style="list-style-type: none"> <li>h. Discuss the basics of system operations.</li> <li>i. Demonstrate the proper use of personal protective equipment (PPE).</li> <li>j. Explain the purpose of and accurately interpret a Safety Data Sheet (SDS).</li> <li>k. Identify hazardous materials and chemicals.</li> <li>l. Demonstrate proper procedures to respond to work-related accidents and injuries.</li> <li>m. Describe how ergonomics, housekeeping, and maintenance are related to accidents and injuries.</li> <li>n. Demonstrate cyber ethics, cyber safety, and cybersecurity.</li> <li>o. Assess the potential impact of preventative physical and mental health measures on workplace safety.</li> </ul>				<a href="#">SLS</a> <a href="#">9-10</a> <a href="#">11-12.1</a> <a href="#">11-12.1d</a>	
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### Customer Service Occupations Units of Instruction

<b>7. Introduction to Customer Service</b>	CTE-PS	CRP	CTE- AS	CCSS	ISTE
<ul style="list-style-type: none"> <li><b>a. Explain and demonstrate the basics of excellent customer service.</b></li> <li>b. Define the meaning of customer service and its importance.</li> <li>c. Identify the personal qualifications, knowledge, and skills of successful business representatives.</li> <li>d. Explain what a service-oriented attitude looks like.</li> <li>e. Describe the basics of making a favorable first impression and its importance.</li> <li>f. Identify customer service employment opportunities.</li> <li>g. Identify personal management skills needed to function effectively, efficiently, and collaboratively in the business environment.</li> </ul>	<a href="#">A6.8</a> <a href="#">B3.3</a> <a href="#">B3.7</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">8</a> <a href="#">12</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">8</a> <a href="#">11</a>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a>  <a href="#">SLS</a> <a href="#">11-12.1d</a>	
<b>8. Customer Service Skills</b>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li><b>a. Demonstrate customer service that creates memorable service experiences resulting in a competitive edge.</b></li> <li>b. Demonstrate appropriate behavior when greeting customers.</li> <li>c. Determine customer needs by listening and asking questions.</li> <li>d. Clearly communicate to ensure you convey to customers exactly what you mean.</li> <li>e. Describe strategies for providing responsive service to customers on the telephone, online, and in person.</li> <li>f. Understand the importance of positive body language and positive non-verbal expression to customer.</li> <li>g. Understand the importance of positive inflection, a pleasant tone of voice, and of courteous words to include: may I, please, and thank you when serving customers.</li> <li>h. Explain how empathy and patience help to provide a consistent high level of service.</li> </ul>	<a href="#">B3.3</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">7</a> <a href="#">8</a> <a href="#">12</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">7</a> <a href="#">8</a> <a href="#">11</a>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a>  <a href="#">SLS</a> <a href="#">9-10</a> <a href="#">11-12.1</a> <a href="#">11-12.1d</a>	

<p>i. Demonstrate a professional appearance and pleasant demeanor.</p> <p>j. Practice selling techniques used to aid customers and clients in making buying decisions.</p> <p>k. Describe effective marketing techniques.</p>					
<p><b>9. Know Your Customers</b></p>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. <b>Explain how customer profiles and demographics can be used to provide exceptional customer service.</b></p> <p>b. Explain who are internal and external customers.</p> <p>c. Determine consumers' needs and wants to identify product and service gaps and to develop, maintain, and improve, products and services.</p> <p>d. Explain how Maslow's "Hierarchy of Needs" theory relates to customer service.</p> <p>e. Understand the importance of cultural diversity and how cultural sensitivity is important to customer service.</p> <p>f. Recognize customer's personalities and adjust to provide excellent customer service.</p> <p>g. Understand how generational differences in your customers are important to customer service.</p> <p>h. Identify the needs of disabled customers.</p> <p>i. Explain how techniques such as surveys measure customer satisfaction and obtain feedback.</p> <p>j. Develop strategies to adapt and respond to meeting the differences in culture, markets, habits, experience, and laws.</p>	<p><a href="#">B3.1</a></p> <p><a href="#">B8.1</a></p> <p><a href="#">B8.5</a></p> <p><a href="#">C9.1</a></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>7</u></p> <p><u>8</u></p> <p><u>12</u></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>7</u></p> <p><u>8</u></p> <p><u>11</u></p>	<p><a href="#">LS</a></p> <p><a href="#">9-10</a></p> <p><a href="#">11-12.6</a></p> <p><a href="#">WS</a></p> <p><a href="#">11-12.7</a></p> <p><a href="#">SLS</a></p> <p><a href="#">9-10</a></p> <p><a href="#">11-12.1</a></p> <p><a href="#">11-12.1d</a></p>	
<p><b>10. Telephone Etiquette</b></p>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. <b>Demonstrate how to answer the phone professionally and enthusiastically.</b></p> <p>b. Greet callers by introducing your business and yourself.</p> <p>c. Explain how to handle difficult calls.</p> <p>d. Use a tone of voice that is inviting and demonstrates a willingness to be of service.</p> <p>e. End calls in a positive professional manner by:</p> <ul style="list-style-type: none"> <li>• Repeating your name.</li> <li>• Asking if you can help them with anything else.</li> <li>• Summarizing what you are going to do for the customer.</li> <li>• Thanking customer for their business.</li> </ul> <p>f. Discuss telemarketing sales techniques.</p>	<p><a href="#">B5.2</a></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>7</u></p> <p><u>8</u></p> <p><u>12</u></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>7</u></p> <p><u>8</u></p> <p><u>11</u></p>	<p><a href="#">LS</a></p> <p><a href="#">9-10</a></p> <p><a href="#">11-12.6</a></p> <p><a href="#">WS</a></p> <p><a href="#">11-12.7</a></p> <p><a href="#">SLS</a></p> <p><a href="#">9-10</a></p> <p><a href="#">11-12.1</a></p> <p><a href="#">11-12.1d</a></p>	
<p><b>11. Extreme Customers</b></p>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. <b>Demonstrate strategies to use when serving both quiet and vocal extreme customers.</b></p>	<p><a href="#">B3.4</a></p>	<p><u>1</u></p>	<p><u>1</u></p>	<p><a href="#">LS</a></p>	

<p>b. Explain how calming phrases can de-escalate customer’s anger.</p> <p>c. Explain how trigger phrases may escalate customer’s anger.</p> <p>d. Demonstrate a positive attitude when serving a difficult customer.</p> <p>e. Explain why thoughtful responses to diverse perspectives, synthesizing comments, claims, and evidence promote customer service excellence.</p> <p>f. Describe how a “win back plan” that includes service recovery and proactively solving problems before they happen can help win back customers.</p> <p>g. Describe how customer service representatives can manage their own emotions and its importance.</p> <p>h. Explain how to manage a situation when a customer uses abusive language and behavior.</p>		<p><u>2</u></p> <p><u>5</u></p> <p><u>7</u></p> <p><u>8</u></p> <p><u>12</u></p>	<p><u>2</u></p> <p><u>5</u></p> <p><u>7</u></p> <p><u>8</u></p> <p><u>11</u></p>	<p><u>9-10</u></p> <p><u>11-12.6</u></p> <p><u>WS</u></p> <p><u>11-12.7</u></p> <p><u>SLS</u></p> <p><u>9-10</u></p> <p><u>11-12.1</u></p> <p><u>11-12.1d</u></p>	
<p><b>12. Time Management and Organization</b></p>	<p><b>CTE - PS</b></p>	<p><b>CRP</b></p>	<p><b>CTE - AS</b></p>	<p><b>CCSS</b></p>	<p><b>ISTE</b></p>
<p>a. <b>Implement time management and organization techniques to provide customers with exceptional customer service.</b></p> <p>b. Express how good time management can translate into fulfillment of customer’s requests and needs in a timely manner.</p> <p>c. Describe the importance of creating a daily to do list for the next day’s work.</p> <p>d. Schedule time by preparing a daily, weekly, and monthly calendar.</p> <p>e. Explain the importance of starting the day early to allow time to reflect, plan, remain calm, and creative.</p> <p>f. Create a filing system allowing immediate access to both hard copy and electronic documents.</p> <p>g. Determine the best time to schedule important complex tasks and customer contact when you are at your best and customers are available.</p>		<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>7</u></p> <p><u>8</u></p> <p><u>10</u></p> <p><u>12</u></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>7</u></p> <p><u>8</u></p> <p><u>11</u></p>	<p><u>LS</u></p> <p><u>9-10</u></p> <p><u>11-12.6</u></p> <p><u>WS</u></p> <p><u>11-12.7</u></p> <p><u>SLS</u></p> <p><u>9-10</u></p> <p><u>11-12.1</u></p> <p><u>11-12.1d</u></p>	
<p><b>13. Customer Service and Technology</b></p>	<p><b>CTE - PS</b></p>	<p><b>CRP</b></p>	<p><b>CTE - AS</b></p>	<p><b>CCSS</b></p>	<p><b>ISTE</b></p>
<p>a. <b>Cite examples of how social media sites such as Facebook, Twitter, and others shifted the balance of power from companies to their customers.</b></p> <p>b. Compare and contrast traditional customer’s expectations from those of e-customers.</p> <p>c. Describe characteristics of a website that attracts new customers and entices customers to return.</p> <p>d. Explain how electronic comment cards can help resolve customer complaints.</p> <p>e. Evaluate an email to a customer and check for the following good email etiquette:</p> <ul style="list-style-type: none"> <li>• Provides accurate information.</li> <li>• Is written like you would say it.</li> <li>• Is visually interesting.</li> <li>• Has good grammar and spelling.</li> </ul>	<p><u>B5.3</u></p> <p><u>C9.6</u></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>4</u></p> <p><u>5</u></p> <p><u>7</u></p> <p><u>8</u></p> <p><u>10</u></p> <p><u>12</u></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>4</u></p> <p><u>5</u></p> <p><u>7</u></p> <p><u>8</u></p> <p><u>11</u></p>	<p><u>LS</u></p> <p><u>9-10</u></p> <p><u>11-12.6</u></p> <p><u>WS</u></p> <p><u>11-12.6</u></p> <p><u>11-12.7</u></p> <p><u>SLS</u></p> <p><u>9-10</u></p> <p><u>11-12.1</u></p> <p><u>11-12.1d</u></p>	

<ul style="list-style-type: none"> <li>• Includes an interesting closing.</li> </ul> <p>f. Compare and contrast the advantages and disadvantages of using live chat as a customer service tool.</p> <p>g. List practices a customer service representative should avoid while communicating with customers via live chat.</p> <p>h. Demonstrate the best practices customer service representatives should follow while communicating with customers via live chat.</p> <ul style="list-style-type: none"> <li>• Be engaging, helpful, present, thankful and genuine.</li> </ul> <p>i. Examine internet sales.</p> <p>j. Create an effective marketing plan including current social media, viral marketing, and other technologies.</p> <p>k. Describe the impact of technology hardware and software, including, electronic devices and their use in customer service.</p> <p>l. Integrate appropriate use of the Internet in business.</p> <p>m. Analyze security measures used to protect business and customers engaging in e-commerce.</p>					
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## A-G Approved Key Assignments

1.	<b>Research and present:</b> Research customer service job opportunities in two different industries. Use a graphic organizer (Venn diagram) to compare and contrast the job requirements. Create a digital presentation and present their findings to the class. <i>Unit(s) 7</i>
2.	<b>Sales Role Play:</b> Using a variety of different sales scenarios, demonstrate the sales process for direct and indirect sales. Discuss appropriate sales practices. <i>Unit(s) 8</i>
3.	<b>Critique:</b> Watch videos and/or role plays to identify good and bad customer service practices and provide suggestions on how to improve. <i>Unit(s) 8</i>
4.	<b>Research:</b> Research the customer service policies for a specific company and write a two-page paper on how the policies address or fail to address the following topics: <ul style="list-style-type: none"><li>• Determining customers' needs and wants</li><li>• Cultural diversity</li><li>• Disabled customers</li><li>• Different generations of customers</li></ul> The paper should include suggested policies to address any deficiencies in the company's current policies. <i>Unit(s) 9</i>
5.	<b>Role play:</b> Students will participate in multiple telephone etiquette role plays for varying situations ( difficult customer, provide service, sales techniques, etc..) <i>Unit(s) 10</i>
6.	<b>Critique:</b> Videos or role plays and provide suggestions on how the call could be improved. <i>Unit(s) 10</i>
7.	<b>Critique:</b> Watch videos of various customer conflicts and identify what went wrong and how to improve the outcome. <i>Unit(s) 11</i>
8.	<b>Develop:</b> Create an employee handbook on customer service outlining policies and practices that should be followed in a variety of situations. <i>Unit(s) 11</i>
9.	<b>Create and maintain:</b> <i>Unit(s) 12</i> <ul style="list-style-type: none"><li>• Create an alphabetical filing system to house all (hard copies of ) course work and maintain the filing system so that a physical portfolio of work can be created at the end of the course.</li><li>• Create and maintain an electronic filing system in which all assignments will be scanned, uploaded, and stored for easy retrieval to create a digital version of their portfolio at the end of the course.</li><li>• Keep a daily, weekly, and monthly calendar. This will be reviewed by teacher and assessed on detail, accuracy, and effort.</li></ul>
10.	<b>Create and maintain:</b> A business website that includes live chat, social media links, contact us page, visual appeal, 2 or more components of their marketing plan. <i>Unit(s) 13</i>
11.	<b>Respond:</b> Students will visit peer websites and complete a contact us page to submit customer complaints, customer requests, and comments. The website owner will then respond using appropriate email etiquette. <i>Unit(s) 14</i>

## **Standards Alignment**

The curricula have been aligned with the CTE Model Curriculum Standards released in 2013. Each industry sector was updated to meet the increased rigor and relevancy requirements of the Common Core State Standards. The curriculum also includes the new Standards for Career Ready Practices.

### Standards for Career Ready Practice

1. *Apply appropriate technical skills and academic knowledge.*
2. *Communicate clearly, effectively, and with reason.*
3. *Develop an education and career plan aligned with personal goals.*
4. *Apply technology to enhance productivity.*
5. *Utilize critical thinking to make sense of problems and persevere in solving them.*
6. *Practice personal health and understand financial literacy.*
7. *Act as a responsible citizen in the workplace and the community.*
8. *Model integrity, ethical leadership, and effective management.*
9. *Work productively in teams while integrating cultural and global competence.*
10. *Demonstrate creativity and innovation.*
11. *Employ valid and reliable research strategies.*
12. *Understand the environmental, social, and economic impacts of decisions.*

## CTE Anchor Standards—Common Core English Language Arts Alignment

### *Anchor Standard 1: Academics*

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector.

### *Anchor Standard 2: Communications*

Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6

### *Anchor Standard 3: Career Planning and Management*

Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2

### *Anchor Standard 4: Technology*

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

### *Anchor Standard 5: Problem Solving and Critical Thinking*

Writing Standard: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7

### *Anchor Standard 6: Health and Safety*

Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, keywords, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10, 11-12.4

### *Anchor Standard 7: Responsibility and Flexibility*

Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10, 11-12.1

### *Anchor Standard 8: Ethics and Legal Responsibilities*

Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d

### *Anchor Standard 9: Leadership and Teamwork*

Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b

### *Anchor Standard 10: Technical Knowledge and Skills*

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WS 11-12.6

### *Anchor Standard 11: Demonstration and Application*

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in the classroom, laboratory, and workplace settings, and the career technical student organization. Note: no alignment evident for this standard. WS 11-12.6

## CTE Model Curriculum Standards—Industry Sectors and Pathways

### ***Marketing, Sales and Services Pathways Standard***

#### ***A. Marketing Pathway***

*A6.8 Predict how customer service relationships can affect the distribution process*

#### ***B. Professional Sales Pathway***

*B3.0 Analyze customer/client behavior in the selling process.*

*B3.3 Explain the importance of customer service and explain communication techniques*

*B3.7 Defend why quality customer service translates into a competitive edge in marketing efforts.*

*B5.2 Discuss telemarketing sales techniques.*

*B5.3 Examine Internet sales.*

*B8.1 Identify sources of demographic data for sales and business planning.*

*B8.5 Research consumers' needs and wants to identify product/service gaps and to develop, maintain, and improve, products and services.*

#### ***C. Entrepreneurship/Self-Employment Pathway***

*C9.1 Identify target markets, competition, and customer profiles.*

*C9.3 Identify the selling techniques used to aid customers and clients in making buying decisions.*

## ISTE Standards for Students

**1. Empowered Learner-** Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

- a) Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.*
- b) Students build networks and customize their learning environments in ways that support the learning process.*
- c) Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways*
- d) Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.*

**2. Digital Citizen-** Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

- a) Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.*
- b) Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.*
- c) Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.*
- d) Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.*

**3. Knowledge Constructor-** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

- a) Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.*
- b) Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.*
- c) Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.*
- d) Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.*

**4. Innovative Designer-** Students use a variety of technologies within a design process to identify and solve problems creating new, useful, or imaginative solutions.

- a) Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.*
- b) Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.*
- c) Students develop, test, and refine prototypes as part of a cyclical design process.*
- d) Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.*

**5. Computational Thinker-** Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

- a) Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.*

*b) Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.*

*c) Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.*

*d) Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.*

**6. Creative Communicator-** Students communicate clearly and express themselves creatively for a variety of purposes using platforms, tools, styles, formats, and digital media appropriate for their goals.

*a) Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.*

*b) Students create original works or responsibly repurpose or remix digital resources into new creations.*

*c) Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.*

*d) Students publish or present content that customizes the message and medium for their intended audiences.*

**7. Global Collaborator-** Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

*a) Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.*

*b) Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.*

*c) Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.*

*d) Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.*