Curriculum: Business Technology

Curricular Unit: Effective Communication Skills

Instructional Unit: A. Recognize body language and its effects

**Standard Alignments (Section 2)**

| MGCLE: CD.7.A (Gr. 11,12); PS.1.A (Gr. 12)          |
| Knowledge: (CA) 5,7                                  |
| CCSS: 11-12.SL.1                                     |
| NETS: 2b; 4a                                         |
| Performance: 1.6                                     |

**Unit (Section 3)**

**Learning Targets:**

- Demonstrate and interpret verbal and nonverbal communication
- **Deliver an oral presentation using appropriate tools**
- List examples of how nonverbal messages have different meanings in various cultures

**Instructional Strategies:**

- Guided practice to demonstrate:
  - capabilities of software
  - examples of body language
- Independent practice to give students opportunities to research verbal and nonverbal communication
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available with independent help for:
  - makeup work
  - reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

**Assessments/Evaluations:**

- Formative:
  - Edmodo mini quizzes for comprehension checks
- Teacher:
  - guidance
  - monitoring
  - feedback

Board Approved 8-3-15
- Summative:
  - Written test
  - Summative project

Sample Assessment Questions:

- Is shaking hands a standard greeting that is always acceptable?

Instructional Resources/Tools:

- Microsoft Office Software Suite
- Online resources
- Technical manuals
- Textbooks

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening
- Visual Arts

**Depth of Knowledge (Section 5)**

DOK: 3
Curriculum: Business Technology

Curricular Unit: Effective Communication Skills

Instructional Unit: B. Initiate business correspondence

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>MGCLE: PS.1.A (Gr. 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge: (CA) 1,4</td>
</tr>
<tr>
<td>CCSS: 11-12.RST.3</td>
</tr>
<tr>
<td>NETS: 1a; 4b; 6b</td>
</tr>
<tr>
<td>Performance: 1.4, 1.8, 2.1</td>
</tr>
</tbody>
</table>

**Unit (Section 3)**

Learning Targets:

- Recognize which communication tool to use in various scenarios (electronic, written, verbal)
- **Compose various business correspondence items (email, letters, memos, invoices, mail merge, envelopes and labels)**
- Demonstrate the ability to give and follow written and oral instructions
- **Apply software features effectively to format documents**
- **Convert document formats to and from a portable document format (PDF)**

Instructional Strategies:

- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

Board Approved 8-3-15
## Assessments/Evaluations:

- **Formative:**
  - Edmodo mini quizzes for comprehension checks
  - Instructions written out on how to fix a machine or troubleshoot – interpreted by peers
  - Teacher:
    - guidance
    - monitoring
    - feedback
- **Summative:**
  - Written test
  - Summative project

### Sample Assessment Questions:

- If needing to present information of numbers and text in an organized format—which software is best to use?

## Instructional Resources/Tools:

- Microsoft Office Software Suite
- Online resources
- Technical manuals
- Textbooks

## Cross Curricular Connections:

- **ELA:**
  - Reading
  - Writing
  - Language
  - Speaking and listening
- **Visual Arts**

### Depth of Knowledge (Section 5)

DOK: 3

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Board Approved 8-3-15
Curriculum: Business Technology

Curricular Unit: Effective Communication Skills

Instructional Unit: C. Utilize document semantics

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>GLE/CLE: N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge: (CA) 1,4</td>
</tr>
<tr>
<td>CCSS: 11-12.L.3; 11-12.L.6; 11-12.WHST.4; 11-12.WHST.5</td>
</tr>
<tr>
<td>NETS: 1a; 4b; 6b</td>
</tr>
<tr>
<td>Performance: 2.2, 2.6, 2.7</td>
</tr>
</tbody>
</table>

**Unit (Section 3)**

**Learning Targets:**

- Use proper grammar
- Utilize proper vocabulary, spelling, capitalization, abbreviations and punctuation, word division, and number expression
- Use proper proofreading marks and edit documents
- Compare items for accuracy

**Instructional Strategies:**

- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

Board Approved 8-3-15
### Assessments/Evaluations:

- **Formative:**
  - Proof a peer’s work
- **Teacher:**
  - guidance
  - monitoring
  - feedback
- **Summative:**
  - Written test
  - Proofing peer work

### Sample Assessment Questions:

- What is the proofreaders mark for leaving text the same after you had chosen to delete it on a review?

### Instructional Resources/Tools:

- Microsoft Office Software Suite
- Online resources
- Technical manuals
- Textbooks
- On the service site work given as well

### Cross Curricular Connections:

- **ELA:**
  - Reading
  - Writing
  - Language
  - Speaking and listening

**Depth of Knowledge (Section 5)**

DOK: 2
Curriculum: Business Technology

Curricular Unit: Effective Communication Skills

Instructional Unit: D. Demonstrate effective use of the telephone, messages and email

<table>
<thead>
<tr>
<th>Standard Alignments (Section 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>VAGLE: N/A</td>
</tr>
<tr>
<td>Knowledge: (CA) 1,5</td>
</tr>
<tr>
<td>CCSS: 11-12.SL.2; 11-12.SL.4</td>
</tr>
<tr>
<td>NETS: 5; 6</td>
</tr>
<tr>
<td>Performance: 1.5, 2.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit (Section 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Targets:</td>
</tr>
<tr>
<td>• Develop and refine proper telephone skills (voicemail, accurate messages, tone of voice, pronunciation)</td>
</tr>
<tr>
<td>• Demonstrate effective listening skills</td>
</tr>
<tr>
<td>• Accurately receive and relay messages in a professional manner</td>
</tr>
<tr>
<td>• Use proper telephone etiquette</td>
</tr>
<tr>
<td>• Apply etiquette rules for email, cell phone and chat</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guided practice to demonstrate:</td>
</tr>
<tr>
<td>• proper etiquette</td>
</tr>
<tr>
<td>• modeling use of email and phone</td>
</tr>
<tr>
<td>• quality vs. unacceptable work</td>
</tr>
<tr>
<td>• Independent practice to give students practice leaving messages, answering phones on service site and thru classroom instruction</td>
</tr>
<tr>
<td>• Differentiated instruction for:</td>
</tr>
<tr>
<td>• visual learners</td>
</tr>
<tr>
<td>• auditory learners</td>
</tr>
<tr>
<td>• one-on-one instruction</td>
</tr>
<tr>
<td>• scoring guide checks</td>
</tr>
<tr>
<td>• Academic labs available to give individual assistance to students:</td>
</tr>
<tr>
<td>• with makeup work</td>
</tr>
<tr>
<td>• who need reinforcement</td>
</tr>
<tr>
<td>• Formative feedback to:</td>
</tr>
<tr>
<td>• assess progress</td>
</tr>
<tr>
<td>• give suggestions for improvement</td>
</tr>
<tr>
<td>• clarify expectations</td>
</tr>
</tbody>
</table>

Board Approved 8-3-15
Assessments/Evaluations:

- Formative:
  - Edmodo mini quizzes for comprehension checks
  - Student-left voice mails and peer critiques
- Teacher:
  - guidance
  - monitoring
  - feedback
- Summative:
  - Written test
  - Use of phone on work service site

Sample Assessment Questions:

- All calls should be answered within ____ rings?

Instructional Resources/Tools:

- Office phone
- Online resources
- Technical manuals
- Textbooks

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening

**Depth of Knowledge (Section 5)**

DOK: 3
Curriculum: Business Technology

Curricular Unit: Employability Workplace Skills

Instructional Unit: E. Practice 10-key pad and business math skills

**Standard Alignments (Section 2)**

| VACLE: N/A |
| Knowledge: (CA) 3 (MA) 1 |
| CCSS: 11-12.RST.3; N-Q.1 |
| NETS: 6d |
| Performance: 1.2, 1.6, 1.10, 3.5 |

**Unit (Section 3)**

<table>
<thead>
<tr>
<th>Learning Targets:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Key numeric data using a 10 key pad</strong></td>
</tr>
<tr>
<td>• <strong>Accurate mathematical calculations of discount, sales, payroll, interest and markups/down, loan payments</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guided practice to demonstrate:</td>
</tr>
<tr>
<td>• the proper use of a 10-key pad</td>
</tr>
<tr>
<td>• speed and accuracy</td>
</tr>
<tr>
<td>• quality vs. unacceptable work</td>
</tr>
<tr>
<td>• Independent practice to give students practice</td>
</tr>
<tr>
<td>• Differentiated instruction for:</td>
</tr>
<tr>
<td>• visual learners</td>
</tr>
<tr>
<td>• auditory learners</td>
</tr>
<tr>
<td>• one-on-one instruction</td>
</tr>
<tr>
<td>• scoring guide checks</td>
</tr>
<tr>
<td>• Academic labs available to give individual assistance to students:</td>
</tr>
<tr>
<td>• with makeup work</td>
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<tr>
<td>• who need reinforcement</td>
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<tr>
<td>• assess progress</td>
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<td>• give suggestions for improvement</td>
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<tr>
<td>• clarify expectations</td>
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</table>

<table>
<thead>
<tr>
<th>Assessments/Evaluations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Formative:</td>
</tr>
<tr>
<td>• Simulations</td>
</tr>
<tr>
<td>• Teacher:</td>
</tr>
<tr>
<td>• guidance</td>
</tr>
<tr>
<td>• monitoring</td>
</tr>
<tr>
<td>• feedback</td>
</tr>
</tbody>
</table>

Board Approved 8-3-15
- **Summative:**
  - Written test
  - Summative project

**Sample Assessment Questions:**

- What is the loan payment for a 3-year loan for 10,000?

**Instructional Resources/Tools:**

- 10-key pad calculators
- Packets or papers provided by the teacher

**Cross Curricular Connections:**

- **ELA:**
  - Reading
  - Writing
  - Language
  - Speaking and listening
- **Math:** Basic operations of math

---

**Depth of Knowledge (Section 5)**

DOK: 2
Curriculum: Business Technology

Curricular Unit: Employability Workplace Skills

Instructional Unit: F. Incorporate personal skills of team and time management

### Standard Alignments (Section 2)

| MGGLE: AD.4.A,B (Gr. 12); PS.1.B (Gr. 12) |
| Knowledge: (CA) 1,6 (H/PE) 2 |
| CCSS: 11-12.SL.1; 11-12.SL.2; 11-12.SL.4; 11-12.SL.6 |
| NETS: 3b |
| Performance: 2.1, 4.4-4.6 |

### Unit (Section 3)

**Learning Targets:**

- Work cooperatively with peers and authority figures (tact, courtesy, etc.)
- Use techniques to provide appropriate feedback
- Interact effectively with others and respect their beliefs, opinions and rights
- Demonstrate positive behavior when given directions, criticism, encouragement, and comments
- Show punctuality, responsibility, dependability and honesty
- Maintain good attendance
- Work effectively in teams
- Discuss positive and negative aspects of the “grapevine”
- Discuss the impact of time management practices on personal and professional image
- Apply concepts of time management

**Instructional Strategies:**

- On-service site work is observed:
  - Working together
  - Modeling
  - Accountability for behaviors
- Independent practice to give students opportunities to show mastery

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- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

### Assessments/Evaluations:

- Formative:
  - Edmodo mini quizzes for comprehension checks on knowledge
  - Teacher and service director:
    - guidance
    - monitoring
    - feedback
- Summative: Evaluation from service site at the end of internship

### Sample Assessment Questions:

- The ability to interact with others is vital in the workplace. T or F

### Instructional Resources/Tools:

- Online:
  - resource
  - articles
- Technical manuals
- Textbooks

### Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening
- Health: Conflict resolution

**Depth of Knowledge (Section 5)**

**DOK: 3**
Curriculum: Business Technology

Curricular Unit: Employability Workplace Skills

Instructional Unit: G. Demonstrate professional dress

**Standard Alignments (Section 2)**

| MGGLE: AD.6.A (Gr. 12); CD.9.A (Gr. 12)  |
| Knowledge: (CA) 1  (FA) 1                |
| CCSS: 11-12.RST.7                       |
| NETS: 3b                               |
| Performance: 1.10, 2.6, 3.5, 4.8       |

**Unit (Section 3)**

**Learning Targets:**

- **Recognize proper attire for women and men in the workplace**
- **Practice acceptable grooming in the workplace**
- **Understand professional dress in the workplace**
- **Demonstrate proper professional appearance**

**Instructional Strategies:**

- Guided practice to demonstrate acceptable:
  - dress
  - grooming
- Independent practice to give students opportunities to inquire
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

**Assessments/Evaluations:**

- Formative:
  - Edmodo mini quizzes for comprehension checks
  - Teacher feedback
- Summative:
  - Written test
  - Evaluation from work site
  - Final presentation for all service sites

**Sample Assessment Questions:**

- Fingernails should be well groomed. T or F

Board Approved 8-3-15
Instructional Resources/Tools:
- Video on appropriate workplace attire
- PowerPoints on attire/grooming
- Online resources
- Technical manuals
- Textbooks

Cross Curricular Connections:
- ELA:
  - Language
  - Speaking and listening
- Visual Arts

**Depth of Knowledge (Section 5)**
DOK: 3
Curriculum: Business Technology

Curricular Unit: Employability Workplace Skills

Instructional Unit: H. Exhibit use of office machinery

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>VACLE: EP.2.C (Levels 2-4)</th>
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<tbody>
<tr>
<td>Knowledge: (CA) 5 (H/PE) 6 (SC) 8</td>
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<tr>
<td>CCSS: 11-12.RST.3; 11-12.RST.4; 11-12.RST.7</td>
</tr>
<tr>
<td>NETS: 6d</td>
</tr>
<tr>
<td>Performance: 1.2, 1.4, 1.10, 3.5</td>
</tr>
</tbody>
</table>

**Unit (Section 3)**

**Learning Targets:**

- **Apply the proper use of a fax machine, copier, scanner, shredder, and other office machinery (laminator, postal meter, digital camera) as needed**

**Instructional Strategies:**

- Guided practice to demonstrate:
  - machinery
  - modeling the use of machinery
  - quality vs. unacceptable work
- Independent practice to give students opportunities to create finished products depending on the input device
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
  - scoring guide checks
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

**Assessments/Evaluations:**

- Formative:
  - Actual mock work on each device
- Teacher:
  - guidance
  - monitoring
  - feedback

Board Approved 8-3-15
- Summative:
  - Work at the service site is completed in the correct format
  - Evaluation of quality and quantity

Sample Assessment Questions:

- How do you make double-sided copies and collate on this device?

Instructional Resources/Tools:

- Cameras
- Fax machines
- Copiers
- Scanners
- Online resources for help
- Technical manuals
- Textbooks

Cross Curricular Connections:

- ELA:
  - Reading
  - Language
  - Speaking and listening

**Depth of Knowledge (Section 5)**

DOK: 2
Curriculum: Business Technology

Curricular Unit: Employment Preparation

Instructional Unit: I. Execute the job application process

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>MGGL:</th>
<th>CD.9.A (Gr. 12); CD.9.B (Gr. 11)</th>
</tr>
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<tbody>
<tr>
<td>Knowledge:</td>
<td>(CA) 1,4</td>
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<tr>
<td>CCSS:</td>
<td>11-12.W.2; 11-12.WHST.4; 11-12.WHST.5; 11-12.WHST.6</td>
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<tr>
<td>NETS:</td>
<td>3b</td>
</tr>
<tr>
<td>Performance:</td>
<td>2.5-2.7, 4.8</td>
</tr>
</tbody>
</table>

**Unit (Section 3)**

**Learning Targets:**

- **Write a formal application or cover letter**
- **Complete job applications forms**
- **Create a resume in print (traditional and scannable) and online formats**

**Instructional Strategies:**

- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling the use of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

**Assessments/Evaluations:**

- Formative:
  - Edmodo mini quizzes for comprehension checks
- Teacher:
  - guidance
  - monitoring
  - feedback

Board Approved 8-3-15
• Summative:
  • Employment portfolio for actual mock interview
  • Evaluation by interviewer

Sample Assessment Questions:

• A resume should be no more than two pages. T or F

Instructional Resources/Tools:

• Microsoft Office Software Suite
• Online resources
• Technical manuals
• Textbooks

Cross Curricular Connections:

• ELA:
  • Reading
  • Writing
  • Language

**Depth of Knowledge (Section 5)**

DOK: 3
Curriculum: Business Technology

Curricular Unit: Employment Preparation

Instructional Unit: J. Participate in mock interviews

**Standard Alignments (Section 2)**

| MGGE: AD.5.A (Gr. 12); CD.9.B (Gr. 11,12) |
| Knowledge: (CA) 1,5 |
| CCSS: 11-12.SL.1c,d; 11-12.RST.7; 11-12.WHST.4; 11-12.WHST.5 |
| NETS: 3b |
| Performance: 2.5, 2.6, 4.8 |

**Unit (Section 3)**

Learning Targets:

- Demonstrate interview skills
- Prepare responses to commonly asked interview questions
- Prepare a list of questions to ask an interviewer
- Prepare responses to illegal and discriminatory interview questions
- Discuss the significance of nonverbal communication in interviewing
- Participate in an actual mock interview with feedback
- Write a thank you message or letter
- Use correct strategies for accepting or rejecting a job offer (oral and written)
- Create an employment portfolio

Instructional Strategies:

- Guided practice to demonstrate how to answer questions effectively: Quality vs. unacceptable work
- Independent practice to give students opportunities to create sample questions and answers
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement

Board Approved 8-3-15
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

Assessments/Evaluations:

- Formative:
  - Edmodo mini quizzes for comprehension checks
  - Questions practiced and answered by all with peer critiques
  - Teacher:
    - guidance
    - monitoring
    - feedback
- Summative:
  - Written test
  - Actual mock interview with feedback

Sample Assessment Questions:

- Asking age is an appropriate interview question. T or F

Instructional Resources/Tools:

- Microsoft Office Software Suite
- Online resources
- Video or PowerPoint on topics
- Technical manuals
- Textbooks

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening

**Depth of Knowledge (Section 5)**

DOK: 3
Curriculum: Business Technology

Curricular Unit: Employment Preparation

Instructional Unit: K. Analyze performance evaluations

**Standard Alignments (Section 2)**

| MGGLE: CD.7.B (Gr. 12); CD.9.A (Gr. 12); PS.2.A (Gr. 12); PS.2.B (Gr. 11) |
| Knowledge: (CA) 1,5 |
| CCSS: 11-12.W.6; 11-12.RST.9 |
| NETS: 5; 6 |
| Performance: 2.6 |

**Unit (Section 3)**

Learning Targets:

- Utilize performance based job evaluation from service site/instructor on performance
- Utilize a 6 week student report
- Maintain a weekly blog or journal of duties, concepts learned
- Respect belief, opinions and rights of others
- Show positive behavior when given criticism, direction, comments
- Recognize and show initiative on the job

Instructional Strategies:

- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Quality vs. unacceptable work
- Independent practice on the job service site
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
  - scoring guide checks
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to assess progress at service site

Board Approved 8-3-15
Assessments/Evaluations:

- Formative:
  - Teacher:
    - guidance
    - monitoring
    - feedback
  - Service site:
    - feedback
    - guidance
- Summative: Evaluation forms

Sample Assessment Questions:

- How do you show respect to others?

Instructional Resources/Tools:

- Office classroom
- Work service site
- Online resources
- Technical manuals
- Textbooks

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening

**Depth of Knowledge (Section 5)**

DOK: 3
Curriculum: Business Technology

Curricular Unit: Technology Applications

Instructional Unit: L. Utilize electronic productivity tools

**Standard Alignments (Section 2)**

| GLE/CLE: PP.1.C (Levels 2,4) |
| Knowledge: (CA) 1,3,4 |
| CCSS: 11-12.W.6; 11-12.RST.9 |
| NETS: 6a,b |
| Performance: 1.4, 1.6, 1.8 |

**Unit (Section 3)**

Learning Targets:

- **Maintain an electronic calendar**
- **Develop/use a task list**
- **Develop groups/contacts in an email system**
- **Keep a weekly blog or electronic journal of service site completed duties/hours**
- **Knowledge of hardware and software terminology**
- **Apply knowledge of what software to use for which projects (e.g. sales invoice, calendar, certificate, envelopes, labels, fax cover sheet, brochure, templates, mail merge, budget, charts)**
- **Create organizational structure for electronic files**
- **Determine appropriate file formats used for images based on intended use**

Instructional Strategies:

- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling the use of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
  - scoring guide checks

Board Approved 8-3-15


- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress at service site
  - give suggestions for improvement
  - clarify expectations

### Assessments/Evaluations:

- Formative:
  - Edmodo mini quizzes for comprehension checks
  - Teacher:
    - guidance
    - monitoring
    - feedback
- Summative:
  - Written test
  - Summative project

### Sample Assessment Questions:

- If you have a high quality image, what file format should it be saved in?

### Instructional Resources/Tools:

- Microsoft Office Software Suite
- Online resources
- Technical manuals
- Textbooks

### Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening
- Visual Arts

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**Depth of Knowledge (Section 5)**

DOK: 2

Board Approved 8-3-15
Curriculum: Business Technology

Curricular Unit: Workplace Ethics and Etiquette

Instructional Unit: M. Analyze business ethics

### Standard Alignments (Section 2)

<table>
<thead>
<tr>
<th>MGGLE: CD.9.A (Gr. 10-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge: (CA) 1,3,6 (SS) 6</td>
</tr>
<tr>
<td>CCSS: 11-12.RI.7; 11-12.WHST.6; 11-12.WHST.8</td>
</tr>
<tr>
<td>NETS: 4a; 2b</td>
</tr>
<tr>
<td>Performance: 2.6, 4.1, 4.4</td>
</tr>
</tbody>
</table>

### Unit (Section 3)

**Learning Targets:**

- Demonstrate professional and ethical behavior
- **Demonstrate appropriate work ethics (e.g., work area, attitude, punctuality, appearance, and behavior)**
- Work within organizational structures (chain of command)
- Knowledge of workplace laws (osha, fmla, flsa,ada)
- Knowledge of online ethics
- **Compare/contrast ethical, unethical/illegal and legal business practices**
- Describe rights/responsibilities of employee/er in discrimination
- Describe the importance of life long learning thru professional development or continuing education and/or professional organizations

**Instructional Strategies:**

- Guided practice to demonstrate software being used:
  - Examples to use to dissect ad figure out
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
  - scoring guide checks
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement

Board Approved 8-3-15
• Formative feedback to:
  • assess progress
  • give suggestions for improvement
  • clarify expectations

Assessments/Evaluations:

• Formative:
  • Edmodo mini quizzes for comprehension checks
• Teacher:
  • guidance
  • monitoring
  • feedback
• Summative: Written test

Sample Assessment Questions:

• Is putting your name on a business document that you did not create, but need, acceptable?

Instructional Resources/Tools:

• Ethics video
• Online resources
• Technical manuals
• Textbooks

Cross Curricular Connections:

• ELA:
  • Reading
  • Writing
  • Language
  • Speaking and listening

Depth of Knowledge (Section 5)

DOK: 3
Curriculum: Business Technology

Curricular Unit: Workplace Ethics and Etiquette

Instructional Unit: N. Demonstrate proper business etiquette

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>MGGLE: PS.2.B (Gr. 11); PS.3.A (Gr. 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge: (CA) 1,6 (SS) 6</td>
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<tr>
<td>CCSS: 11-12.RI.7; 11-12.WHST.6; 11-12.WHST.8</td>
</tr>
<tr>
<td>NETS: 2b; 4a</td>
</tr>
<tr>
<td>Performance: 2.6, 4.8</td>
</tr>
</tbody>
</table>

**Unit (Section 3)**

**Learning Targets:**

- Demonstrate proper business etiquette and manners in different situations (e.g., diversity, dining and meetings)

**Instructional Strategies:**

- Guided practice to demonstrate business etiquette:
  - In different situations and cultures
  - Modeling use
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

**Assessments/Evaluations:**

- Formative:
  - Edmodo mini quizzes for comprehension checks
- Teacher:
  - guidance
  - monitoring
  - feedback
- Summative:
  - Written test
  - Team projects on etiquette

Board Approved 8-3-15
### Sample Assessment Questions:

- Should you shake hands with your right hand or your left hand if you are the initiator?

### Instructional Resources/Tools:

- Etiquette PowerPoint
- Online resources
- Technical manuals
- Textbooks

### Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening

### Depth of Knowledge (Section 5)

DOK: 3
Curriculum: Business Technology

Curricular Unit: Workplace Ethics and Etiquette

Instructional Unit: O. Introduce workplace topics and/or issues

**Standard Alignments (Section 2)**

| MGGLE: CD.9.A (Gr. 10-12); PS.2.B (Gr. 10-12) |
| SSCLE: RIGIT.6.L (World History) |
| Knowledge: (CA) 1 (SS) 6 |
| CCSS: 11-12.W.8; 11-12.SL.2; 11-12.WHST.6; 11-12.WHST.8 |
| NETS: 2b; 4a |
| Performance: 1.4, 2.6, 4.4 |

**Unit (Section 3)**

**Learning Targets:**

- Identify and analyze workplace topics, such as:
  - sexual harassment
  - initiative
  - social responsibility
  - understand the effects of stress on job performance
  - cultural diversity
  - workplace laws
  - office safety
  - ergonomics
  - customer service

**Instructional Strategies:**

- Guided practice to demonstrate situations of concern in the workplace:
  - Modeling use and examples
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
  - scoring guide checks
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations
Assessments/Evaluations:

- Formative:
  - Edmodo mini quizzes for comprehension checks
  - Teacher:
    - guidance
    - monitoring
    - feedback
- Summative: Presentation on topic above from team to class

Sample Assessment Questions:

- What does initiative mean in the workplace? Give an example.

Instructional Resources/Tools:

- Work scenarios/examples
- Online resources
- Technical manuals
- Textbooks

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening

Depth of Knowledge (Section 5)

DOK: 3

Board Approved 8-3-15