Curriculum: Career Connections

Curricular Unit: Self-Esteem

Instructional Unit: A. **Assess the importance of healthy self-esteem**

### Standard Alignments (Section 2)

<table>
<thead>
<tr>
<th>MGGLE: PSD.1.A</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSCLE: RIGIT.6.D (Economics)</td>
</tr>
<tr>
<td>Knowledge: (H/PE) 2</td>
</tr>
<tr>
<td>CCSS: 11-12.WHST.4; 11-12.WHST.7; S-ID.3</td>
</tr>
<tr>
<td>NETS: 3b; 5c</td>
</tr>
<tr>
<td>Performance: 4.7</td>
</tr>
</tbody>
</table>

### Unit (Section 3)

**Learning Targets:**

- Assess self-esteem by participating in a classroom inventory

**Instructional Strategies:**

- The teacher:
  - shares success/failure examples of people in history that overcame great obstacles
  - does a presentation on the importance of healthy self-esteem
  - Students will complete a self-esteem inventory

**Assessments/Evaluations:**

- Formative: Self-esteem quiz

**Sample Assessment Questions:**

- What is healthy self-esteem?
- What are 2 steps to a healthy self-esteem?

**Instructional Resources/Tools:**

- Success/failure scenarios
- SMART Board
- Self-esteem inventory

**Cross Curricular Connections:**

- ELA
  - Writing
  - Reading
  - Speaking and listening

### Depth of Knowledge (Section 5)

DOK: 3

Board Approved 8-3-15
Curriculum: Career Connections

Curricular Unit: Personal and Career Goals

Instructional Unit: B. Develop personal and career goals using Zig Ziglar’s 7-step process

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>SSCELE</th>
<th>RIGIT.6.D (Economics)</th>
</tr>
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<tbody>
<tr>
<td>MGGLE</td>
<td>AD.6.A; CD.8.A</td>
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<tr>
<td>Knowledge</td>
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<tr>
<td>CCSS</td>
<td>11-12.WHST.2e; 11-12.WHST.4</td>
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<tr>
<td>NETS: 1a</td>
<td></td>
</tr>
<tr>
<td>Performance:</td>
<td>1.6, 4.5</td>
</tr>
</tbody>
</table>

**Unit (Section 3)**

Learning Targets:

- Develop a personal short-term goal
- Develop a long-term career goal

Instructional Strategies:

- The teacher will:
  - present on the importance of setting goals in all areas of life
  - demonstrate how to write the goals using examples
- Students will complete:
  - Zig Ziglar’s 7-step goal-setting process
  - a career goal
  - a personal goal

Assessments/Evaluations:

- Formative: Goal setting quiz

Sample Assessment Questions:

- What is a goal?
- What are 3 benefits of setting goals?

Instructional Resources/Tools:

- YouTube
- SMART Board

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing

Board Approved 8-3-15
Depth of Knowledge (Section 5)

DOK: 3
Curriculum: Career Connections

Curricular Unit: Ethical solutions in the workplace

Instructional Unit: C. Critique and evaluate possible ethical solutions to dilemmas in the workplace

### Standard Alignments (Section 2)

<table>
<thead>
<tr>
<th>MGGLE: AD.4.B</th>
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<tbody>
<tr>
<td>SSCLE: RIGIT.6.N (Economics)</td>
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<td>Knowledge: (CA) 6 (SS) 6</td>
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<td>CCSS: 11-12.WHST.1a; 11-12.WHST.7; 11-12.WHST.8</td>
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<td>NETS: 4c</td>
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<td>Performance: 1.6, 1.10, 3.5, 4.3, 4.4</td>
</tr>
</tbody>
</table>

### Unit (Section 3)

#### Learning Targets:

- Determine possible ethical solutions to workplace dilemmas

#### Instructional Strategies:

- The teacher will lead a class discussion on business ethics and its importance to keeping a job
- Students will:
  - watch an ethics video and write a paragraph analyzing it
  - read and analyze business ethics scenarios and write a response to each

#### Assessments/Evaluations:

- Formative: Written essay on ethical solutions

#### Sample Assessment Questions:

- What does it mean to be ethical?
- Explain a situation where you had to use business ethics?

#### Instructional Resources/Tools:

- Ethics scenarios
- Laptop

#### Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
- Social Studies: Relationships of individuals and groups to institutions and traditions

#### Depth of Knowledge (Section 5)

DOK: 3

Board Approved 8-3-15
Curriculum: Career Connections

Curricular Unit: Sexual Harassment in the Workplace

Instructional Unit: D. Analyze school and workplace scenarios to determine if sexual harassment has occurred

### Standard Alignments (Section 2)

<table>
<thead>
<tr>
<th>HEGLE: HME.4.E</th>
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<tbody>
<tr>
<td>Knowledge: (CA) 3,6 (H/PE) 5 (SS) 6</td>
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<tr>
<td>CCSS: 11-12.SL.4; 11-12.SL.5; 11-12.WHST.1b</td>
</tr>
<tr>
<td>NETS: 1a</td>
</tr>
<tr>
<td>Performance: 3.5, 4.7</td>
</tr>
</tbody>
</table>

### Unit (Section 3)

#### Learning Targets:
- Evaluate workplace scenarios to determine if sexual harassment has occurred

#### Instructional Strategies:
- The teacher will provide a:
  - class discussion on sexual harassment in the workplace with students taking part
  - presentation on sexual harassment while students take notes
  - Sexual Harassment video with students writing a paragraph analyzing it
- Students will read and analyze sexual harassment case studies in groups and individually

#### Assessments/Evaluations:
- Formative assessment: Sexual harassment quiz

#### Sample Assessment Questions:
- Define sexual harassment.
- Name 3 sexual harassment common unknowns.

#### Instructional Resources/Tools:
- SMART Board
- Sexual harassment: videos, case studies

#### Cross Curricular Connections:
- ELA:
  - Reading
  - Writing
- Health: Life management skills

Board Approved 8-3-15
<table>
<thead>
<tr>
<th>Depth of Knowledge (Section 5)</th>
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<tbody>
<tr>
<td>DOK: 4</td>
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</table>

Board Approved 8-3-15
Curriculum: Career Connections

Curricular Unit: Culture Diversity in the Workplace

Instructional Unit: E. Discover differences and recognize the value of diversity

### Standard Alignments (Section 2)

- MGGLE: PSD.2.A
- SSCLE: RIGIT.6.K
- Knowledge: (CA) 6 (SS) 6
- CCSS: 11-12 SL.4; 11-12 SL.5; 11-12.WHST.1b
- NETS: 2b,c
- Performance: 1.6, 1.8, 4.6

### Unit (Section 3)

#### Learning Targets:

- Discover differences and recognize the value of diversity

#### Instructional Strategies:

- The teacher will provide a class discussion on cultural diversity in the workplace while students take part in discussing its importance
- Project Based Learning: Students will research diversity in a foreign country and present findings

#### Assessments/Evaluations:

- Summative: Culture Diversity group presentation – assessed using a scoring guide

#### Sample Assessment Questions:

- Culture Diversity Group Presentation scoring guide

#### Instructional Resources/Tools:

- Books
- Laptops
- Internet
- Library

#### Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Communication
- Social Studies: Respect for culture and diversity

### Depth of Knowledge (Section 5)

- DOK: 3
Curriculum: Career Connections

Curricular Unit: Substance Abuse in the Workplace

Instructional Unit: F. Assess the effects of substance abuse in the workplace

### Standard Alignments (Section 2)

<table>
<thead>
<tr>
<th>Alignment</th>
<th>Description</th>
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<tbody>
<tr>
<td>HEGLE: RAR.3.C</td>
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### Unit (Section 3)

<table>
<thead>
<tr>
<th>Target</th>
<th>Description</th>
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<tbody>
<tr>
<td>Learning Targets:</td>
<td>• Determine what effects substance abuse has in the workplace</td>
</tr>
<tr>
<td>Instructional Strategies:</td>
<td>• The teacher will provide a:</td>
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<tr>
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<td>• class discussion on substance abuse in the workplace and students will discuss their experiences</td>
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<td></td>
<td>• presentation on substance abuse while students take notes</td>
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<td></td>
<td>• Resource officer presentation on substance abuse</td>
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<td>• Students will watch substance abuse videos and write down facts about each drug</td>
</tr>
<tr>
<td>Assessments/Evaluations:</td>
<td>• Formative assessment: Students will read and evaluate substance abuse case studies</td>
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<tr>
<td>Sample Assessment Questions:</td>
<td>• Read and evaluate this case study.</td>
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<td>Instructional Resources/Tools:</td>
<td>• SMART Board</td>
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<tr>
<td></td>
<td>• Resource officer</td>
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<tr>
<td></td>
<td>• Substance abuse videos</td>
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<tr>
<td>Cross Curricular Connections:</td>
<td>• ELA:</td>
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<tr>
<td></td>
<td>• Reading</td>
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<tr>
<td></td>
<td>• Writing</td>
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<tr>
<td></td>
<td>• Health: Substance abuse</td>
</tr>
<tr>
<td></td>
<td>• Social Studies: Relationships of individual to institutions</td>
</tr>
</tbody>
</table>

### Depth of Knowledge (Section 5)

DOK: 3
Curriculum: Career Connections

Curricular Unit: Job Search

Instructional Unit: G. Prepare for future successful employment

**Standard Alignments (Section 2)**

| MGGL: CD.9.B; AD.5.A |
| Knowledge: (CA) 1,4  (SS) 6 |
| CCSS: 11-12.SL.4; 11-12.SL.5; 11-12.WHST.1b |
| NETS: 1a |
| Performance: 4.8, 1.10, 1.8 |

**Unit (Section 3)**

**Learning Targets:**
- Plan for successful employment in the future

**Instructional Strategies:**
- The teacher will demonstrate how to format a:
  - resume
  - cover letter
  - reference page
- and students will type and print a final copy for employment
- Students will watch “1st Impressions” video and write down tips for job interviews

**Assessments/Evaluations:**
- Summative – Typed:
  - resume
  - cover letter
  - reference page

**Sample Assessment Questions:**
- A summative scoring guide will be used for the resume, cover letter, and reference page.

**Instructional Resources/Tools:**
- SMART Board
- Laptop

**Cross Curricular Connections:**
- ELA:
  - Reading
  - Writing

**Depth of Knowledge (Section 5)**

DOK: 3

Board Approved 8-3-15