

Curriculum: Career Connections

Curricular Unit: Self-Esteem

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

Standard Alignments (Section 2)

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

Unit (Section 3)

Learning Targets:

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| <ul style="list-style-type: none">• Assess self-esteem by participating in a classroom inventory |
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Instructional Strategies:

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| <ul style="list-style-type: none">• The teacher:<ul style="list-style-type: none">• 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 |
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Assessments/Evaluations:

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| <ul style="list-style-type: none">• Formative: Self-esteem quiz |
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Sample Assessment Questions:

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| <ul style="list-style-type: none">• What is healthy self-esteem?• What are 2 steps to a healthy self-esteem? |
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Instructional Resources/Tools:

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| <ul style="list-style-type: none">• Success/failure scenarios• SMART Board• Self-esteem inventory |
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Cross Curricular Connections:

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| <ul style="list-style-type: none">• ELA<ul style="list-style-type: none">• Writing• Reading• Speaking and listening |
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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)

SSCLE: RIGIT.6.D (Economics)
MGGLE: AD.6.A; CD.8.A
Knowledge: (CA) 6
CCSS: 11-12.WHST.2e; 11-12.WHST.4
NETS: 1a
Performance: 1.6, 4.5

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

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)

MGGLE: AD.4.B SSCLE: RIGIT.6.N (Economics) Knowledge: (CA) 6 (SS) 6 CCSS: 11-12.WHST.1a; 11-12.WHST.7; 11-12.WHST.8 NETS: 4c Performance: 1.6, 1.10, 3.5, 4.3, 4.4

Unit (Section 3)

Learning Targets:
<ul style="list-style-type: none">Determine possible ethical solutions to workplace dilemmas
Instructional Strategies:
<ul style="list-style-type: none">The teacher will lead a class discussion on business ethics and its importance to keeping a jobStudents will:<ul style="list-style-type: none">watch an ethics video and write a paragraph analyzing itread and analyze business ethics scenarios and write a response to each
Assessments/Evaluations:
<ul style="list-style-type: none">Formative: Written essay on ethical solutions
Sample Assessment Questions:
<ul style="list-style-type: none">What does it mean to be ethical?Explain a situation where you had to use business ethics?
Instructional Resources/Tools:
<ul style="list-style-type: none">Ethics scenariosLaptop
Cross Curricular Connections:
<ul style="list-style-type: none">ELA:<ul style="list-style-type: none">ReadingWritingSocial Studies: Relationships of individuals and groups to institutions and traditions

Depth of Knowledge (Section 5)

DOK: 3

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)

HEGLE: HME.4.E

Knowledge: (CA) 3,6 (H/PE) 5 (SS) 6

CCSS: 11-12.SL.4; 11-12.SL.5; 11-12.WHST.1b

NETS: 1a

Performance: 3.5, 4.7

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

Depth of Knowledge (Section 5)

DOK: 4

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:

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| <ul style="list-style-type: none">• Discover differences and recognize the value of diversity |
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Instructional Strategies:

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| <ul style="list-style-type: none">• 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 |
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Assessments/Evaluations:

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| <ul style="list-style-type: none">• Summative: Culture Diversity group presentation – assessed using a scoring guide |
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Sample Assessment Questions:

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| <ul style="list-style-type: none">• Culture Diversity Group Presentation scoring guide |
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Instructional Resources/Tools:

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| <ul style="list-style-type: none">• Books• Laptops• Internet• Library |
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Cross Curricular Connections:

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| <ul style="list-style-type: none">• ELA:<ul style="list-style-type: none">• Reading• Writing• Communication• Social Studies: Respect for culture and diversity |
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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)

HEGLE: RAR.3.C
SSCLE RIGIT.6.N (Economics)
Knowledge: (H/PE) 5
CCSS: 11-12.SL.4; 11-12.SL.5; 11-12.WHST.1b
NETS: 1a
Performance: 3.5, 4.7

Unit (Section 3)

Learning Targets:

- Determine what effects substance abuse has in the workplace

Instructional Strategies:

- The teacher will provide a:
 - class discussion on substance abuse in the workplace and students will discuss their experiences
 - presentation on substance abuse while students take notes
- Resource officer presentation on substance abuse
- Students will watch substance abuse videos and write down facts about each drug

Assessments/Evaluations:

- Formative assessment: Students will read and evaluate substance abuse case studies

Sample Assessment Questions:

- Read and evaluate this case study.

Instructional Resources/Tools:

- SMART Board
- Resource officer
- Substance abuse videos

Cross Curricular Connections:

- ELA:
 - Reading
 - Writing
- Health: Substance abuse
- Social Studies: Relationships of individual to institutions

Depth of Knowledge (Section 5)

DOK: 3

Board Approved 8-3-15

Curriculum: Career Connections

Curricular Unit: Job Search

Instructional Unit: G. Prepare for future successful employment

Standard Alignments (Section 2)

MGGLE: 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 pageand 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