

Jasper City Schools Curriculum Map-CAREER TECH-Course Title: Cooperative Education Seminar

Unit:	Career Development and Employability Skills
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> Identify components required for a career portfolio. <ul style="list-style-type: none"> Demonstrating the ability to create or update a career portfolio Examples: work evaluations, completed job or college applications, work samples Demonstrate skills related to preparing for job opportunities. Examples: résumé, employment letter, interview skills Apply employment skills necessary to obtain and maintain jobs. Example: exhibiting positive work attitudes and behaviors
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> Prepare materials necessary for job hunting, including resumes, and cover letters. Identify methods of preparing for interviews. Recognize the factors that create an employer's first impression of a job candidate. Understand how a positive attitude, high self esteem, and enthusiasm lead to success on the job. Describe how to assert yourself at work. Describe how to handle criticism and workplace pressure professionally. Identify methods used to handle anger on the job.
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Essential Question(s):	What is handling criticism?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<ol style="list-style-type: none"> Finding and Applying for a Job <ol style="list-style-type: none"> Sources of Job Leads Applying for a Job <ol style="list-style-type: none"> Application Basics Preparing a Resume Preparing Cover Letters Interviewing <ol style="list-style-type: none"> Preparation Interviewing Following-up 	<p>Case Studies Cooperative Learning Demonstrations Four Corners Guest Speakers Lecture Position Paper</p>	<p>Textbook Computer Rubrics Videos Internet</p>

3. Attitudes for Success <ul style="list-style-type: none"> a. Self Esteem b. Enthusiasm c. Asserting Yourself 4. Acting Like a Professional <ul style="list-style-type: none"> a. Accepting Criticism b. Handling Pressure c. Controlling Anger 		
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Unit Assessment:	Open-ended questions, performance, cooperative group project, case study/scenario, test
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Unit/Course CTSO Activity:	CTSO members could demonstrate effective interviewing techniques to local professionals during an Advisory Committee meeting.
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Unit/Course Culminating Product:	Portfolio
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Course/Program Credential(s):	<input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other: Leads to WorkKeys
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Course Title: Cooperative Education Seminar

Unit:	Ethics and Social Responsibility
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 4. Apply ethical behavior in the workplace. <ul style="list-style-type: none"> • Critiquing workplace issues, including conflict resolution, diversity, attendance, and interpersonal skills 5. Distinguish ethical from unethical actions in the workplace. 6. Identify employment laws and regulations. <ul style="list-style-type: none"> • Recognizing specific work-related rules and regulations
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Demonstrate job-related ethical and unethical behaviors and actions in the workplace. <ul style="list-style-type: none"> • Analyze workplace issues, including conflict resolution, diversity, and interpersonal skills 2. Differentiate ethical from unethical actions in the workplace. 3. Define employment laws and regulations. <ul style="list-style-type: none"> • Examples: local, state, and federal laws and regulations
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Essential Question(s):	How can one employee's unethical actions affect the other employees and the company?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<ol style="list-style-type: none"> 1. Job-related ethical and unethical issues <ol style="list-style-type: none"> a. conflict resolution b. diversity c. attendance d. interpersonal skills 2. Types of ethical/unethical behavior 3. Employment laws and regulations <ol style="list-style-type: none"> a. Affirmative action b. Sexual harassment c. Local, state, federal laws 4. Workplace regulation <ol style="list-style-type: none"> a. OSHA b. ADA 	<p>Carousel Brainstorming Application Cards Buzz Sessions Case Studies/Scenarios Challenge Envelopes Collaborative Learning Cooperative Learning Exit Slips Field Trips/Virtual Field Trips Five Plus One (5+1) Games Group Investigation Guest Speakers</p>	<p>Textbooks Reference Books Support Materials Handouts Videos Virtual Library Computers Printers Whiteboard ALEX Web sites Internet</p>

	Guided Practice Inquiry Inside-Outside Circles KWHL Learning Logs Lecture Listen-Think-Pair-Share Memorization Note-Taking Oral Presentations PBL Position Paper Socratic Seminar SWOT Analysis Ten Plus Two (10 + 2) Think-Ink-Pair-Share Turn and Share Two Minute Talks Work-Based Learning Worksheets	
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Unit Assessment:	Quizzes, tests, self-assessments, open-ended questions, oral presentations, solutions to problems, cooperative group projects, posters, online activities, learning logs, case studies, scenarios, research projects, computer presentations
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Unit/Course CTSO Activity:	Student will participate in CTSO District competition.
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Unit/Course Culminating Product:	Skit with written script, display, debate, learning log, journals, multimedia presentation, newspaper articles, PowerPoint presentation with script, poster, creative writing, games, teaching a lesson
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Course/Program Credential(s):	<input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other: Leads to WorkKeys
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Course Title: Coordinated Studies Seminar

Unit:	Personal Finance
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <p>7. Demonstrate skills needed in managing personal finances, including maintaining personal checking and savings accounts, evaluating available credit sources, and preparing state and federal income tax forms.</p>
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify the steps involved in planning a budget. 2. Explain how to keep records effectively. 3. Identify common methods for saving money. 4. Explain how to select, manage, and reconcile a checking account. 5. Describe different types of credit. 6. Explain the advantages and disadvantages using credit.
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Essential Question(s):	<p>How has financial management changed in the last 50 years?</p> <p>What inherent dangers are associated with credit?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<ol style="list-style-type: none"> 1. Budgeting <ol style="list-style-type: none"> a. Planning a Budget b. Preparing and Following a Budget 2. Saving Money <ol style="list-style-type: none"> a. Ways to Save b. Retirement Plans 3. Checking Accounts and Other Banking Services <ol style="list-style-type: none"> a. Checking Accounts b. Using Other Banking Services c. Online Banking 4. Using Credit Wisely <ol style="list-style-type: none"> a. Understanding Credit 	<p>Brainstorming/Discussion</p> <p>Games</p> <p>Guest Speakers</p> <p>Instructional Technologies</p> <p>KWL</p> <p>Memorization</p> <p>Note Taking</p> <p>Oral Presentation</p> <p>Portfolio</p> <p>Work-Based Learning</p>	<p>Textbooks</p> <p>Support Materials</p> <p>Computers</p> <p>Software</p> <p>Internet</p> <p>Reference Materials</p>

1) Types of Credit 2) Advantages and Disadvantages b. The Costs of Credit c. Credit Agreements and Reports		
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Unit Assessment:	Completed budget, Test, Open-ended questions, cooperative group project, test
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Unit/Course CTSO Activity:	CTSO members could teach local junior high students about credit and the dangers involved.
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Unit/Course Culminating Product:	Career Portfolio
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Course/Program Credential(s):	<input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other: Leads to WorkKeys
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Course Title: Cooperative Education Seminar

Unit:	Leadership and Teamwork
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <p>8. Demonstrate leadership and teamwork skills through participation in career and technical education student organization (CTSO) activities.</p> <p>Examples: setting goals; conducting meetings; participating in conferences, workshops, competitions, and civic and community service activities</p>
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <p>1. Exhibit leadership skills through participation in CTSO activities.</p> <p>Examples: setting goals; conducting meetings; participating in conferences, workshops, competition, and civics and community service activities</p>
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Essential Question(s):	What leadership skills can be learned in Coordinated Study Seminar that relate to your short-term and long-term plans.
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<ol style="list-style-type: none"> 1. Leadership skills and practices <ol style="list-style-type: none"> a. appropriate leadership styles b. effects of communication methods 2. CTSO activities <ol style="list-style-type: none"> a. goal setting b. conducting meetings c. participation in conferences, workshops, competitions d. competitions, civic and community service activities 3. Teamwork skills <ol style="list-style-type: none"> a. effective teamwork b. benefits for self/class/CTSO/project 	<p>Carousel Brainstorming</p> <p>Application Cards</p> <p>Buzz Sessions</p> <p>Case Studies/Scenarios</p> <p>Challenge Envelopes</p> <p>Collaborative Learning</p> <p>Cooperative Learning</p> <p>Exit Slips</p> <p>Field Trips/Virtual Field Trips</p> <p>Five Plus One (5+1)</p> <p>Games</p> <p>Group Investigation</p> <p>Guest Speakers</p> <p>Guided Practice</p>	<p>Textbooks</p> <p>Reference Books</p> <p>Support Materials</p> <p>Handouts</p> <p>Videos</p> <p>Virtual Library</p> <p>Computers</p> <p>Printers</p> <p>Whiteboard</p> <p>ALEX</p> <p>Web sites</p> <p>Internet</p>

	Inquiry Inside-Outside Circles KWHL Learning Logs Lecture Listen-Think-Pair-Share Memorization Note-Taking Oral Presentations PBL Position Paper Socratic Seminar SWOT Analysis Ten Plus Two (10 + 2) Think-Ink-Pair-Share Turn and Share Two Minute Talks Work-Based Learning Worksheets	
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Unit Assessment:	Quizzes, tests, self-assessments, open-ended questions, oral presentations, solutions to problems, cooperative group projects, posters, online activities, learning logs, case studies, scenarios, research projects, computer presentations
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Unit/Course CTSO Activity:	Student will participate in CTSO District competition.
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Unit/Course Culminating Product:	Skit with written script, display, debate, learning log, journals, multimedia presentation, newspaper articles, PowerPoint presentation with script, poster, creative writing, games, teaching a lesson
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Course/Program Credential(s):	<input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other: Leads to WorkKeys
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Course Title: Cooperative Education Seminar

Unit:	Technical Foundation Skills
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Content Standard(s) and Depth of Knowledge Level(s):	<p>The student will:</p> <ol style="list-style-type: none"> 9. Explain skills required for success in a specific career. <ol style="list-style-type: none"> a. Applying relevant mathematics and communication skills in the workplace b. Identifying opportunities for continuous learning and advancement in the workplace 10. Demonstrate job skills as listed on the student's personal training plan. <ol style="list-style-type: none"> a. Performing job skills to industry standards 11. Demonstrate workplace safety practices. 12. Use correct procedures for maintaining records related to employment. <ol style="list-style-type: none"> a. Submitting documentation of required reports, including wage and hour report and work schedules 13. Relate work-based learning experiences to the student's career objective or pathway. 14. Demonstrate skills necessary to obtain a business and industry recognized work-readiness credential.
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>The student will:</p> <ol style="list-style-type: none"> 1. Perform online interest inventories, aptitude surveys, and career selection utilities. 2. Select a career from those identified through self-assessment tools above to complete in-depth research. 3. Participate in Job Shadow with professional as closely related to career choice as possible. 4. Present research to peers, faculty, and/or community groups. 5. Research skills and training required for an assigned occupation. 6. Create a chart to record personal acquisition and level of skills and training required for the assigned occupation. 7. Identify opportunities for skill and training acquisition at colleges, universities, technical centers, community organizations, online, etc. 8. Demonstrate qualifying skills to peers, faculty, and/or community groups. 9. Complete workplace safety training material/module. 10. Complete pre-employment forms (application, resume, letter of interest, W2, insurance forms) 11. Prepare time sheets 12. Calculate salary including Gross Wages, Taxes, and Net Wages.
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Essential Question(s):	What minimal skills are necessary to be considered employable in a specific career setting?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
1. Basic Skills <ol style="list-style-type: none"> a. Reading b. Writing 	Portfolio Lecture Handouts	Textbook Library Career Resources Computer

<ul style="list-style-type: none"> c. Math d. Problem Solving <p>2. Personal & Professional Skills</p> <ul style="list-style-type: none"> a. Identify b. Measure c. Locate d. Acquire <p>3. Personal Training Plan</p> <p>4. Workplace Safety</p> <ul style="list-style-type: none"> a. Knowledge b. Testing/Certification c. Practice <p>5. Employment Documentation</p> <ul style="list-style-type: none"> a. Application b. Resume c. Letter of Interest d. Portfolio e. W2 f. Insurance Forms g. Wages <ul style="list-style-type: none"> i. Gross Pay ii. Taxes iii. Net Pay h. Time Cards i. Schedules 	<p>Worksheet</p> <p>Research</p> <p>Presentation</p> <p>Guest Speaker</p> <p>Field Trip</p> <p>Collaborative Learning</p> <p>Online Research</p>	<p>LCD Projector</p> <p>Internet</p> <p>Printer</p> <p>Videos/DVD's</p>
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Unit Assessment:	Teacher Observations, Performances, Test, Checklists, Rubrics, Online Activities, Case Studies, Portfolio, Oral Presentations, Worksheets, Self-Assessment, Game Performance, Peer Assessment
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Unit/Course CTSO Activity:	Students prepare for competitive event. Students present Business Plan & CTSO presentation(s) to another group (i.e. peers, faculty meeting, civic organization, etc.)
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Unit/Course Culminating Product:	Students prepare Professional Portfolio.
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Course/Program Credential(s): ☒ Credential ☐ Certificate ☐ Postsecondary Degree ☐ University Degree ☐ Other: Leads to WorkKeys

Unit:	Career Development and Employability Skills
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<p>Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Student will:</p> <ol style="list-style-type: none"> 1. Explain how to research and select career opportunities. 2. Compare the relationship between educational achievement and career planning. 3. Demonstrate how to locate, evaluate, and interpret career information for a specific career. <ul style="list-style-type: none"> • Identifying educational requirements for a specific career • Utilizing career resources, ladders, and webs • Explaining advantages and disadvantages of self-employment • Recognizing employment trends • Analyzing the impact of population, climate, and geographic location on occupational opportunities 4. Determine personal responsibility for making educational and career choices. Examples: demographics, local resources, professional training, formulating career plans, retraining and upgrading skills, exploring school and community resources, comparing education and job opportunities <ul style="list-style-type: none"> • Examining the effect of work on lifestyles 5. Apply skills needed for seeking, obtaining, maintaining, and changing jobs, including preparing a résumé, completing job applications, participating in a job interview, and dressing and grooming for the workplace. <ul style="list-style-type: none"> • Accessing detailed information about job openings and opportunities Examples: skills required for a full or part-time job; working conditions, benefits, and opportunities for change
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<p>Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify methods to research careers such as traditional resources, the Internet, and informal strategies. 2. Formulate key questions to ask in assessing a career opportunity. 3. Evaluate various career possibilities 4. Develop an individual career plan and set intermediate goals. 5. Identify the education and training you will need to reach your career goals. 6. Explain why networking is effective for developing job leads. 7. Create and maintain a career network and contact list. 8. Prepare materials necessary for job hunting, including resumes, and cover letters. 9. Identify methods of preparing for interviews.
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	10. Recognize the factors that create an employer's first impression of a job candidate. 11. Anticipate and answer typical and tough interview questions. 12. Apply procedures for following up on an interview. 13. Recognize proper methods of accepting and rejecting employment.
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Essential Question(s):	1. How might researching job opportunities change in the future? 2. How can dress and grooming affect employability?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
A. Research Techniques <ol style="list-style-type: none"> Formal Informal Primary Secondary B. Selecting Careers <ol style="list-style-type: none"> Career Interest Inventories Education Requirements Aptitudes and Abilities Work Environment Salary and Benefits C. Finding and Applying for a Job <ol style="list-style-type: none"> Sources of Job Leads Applying for a Job <ol style="list-style-type: none"> Application Basics Preparing a Resume Preparing Cover Letters D. Interviewing <ol style="list-style-type: none"> Preparation Interviewing Following-up 	Portfolio Cooperative Learning Collaborative Learning Simulation Demonstrations	Textbooks Rubrics Videos Internet E-mail Computers

Unit Assessment:	Open-ended questions, performance, cooperative group project, case study/scenario, test
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Unit/Course CTSO Activity:	CTSO members will demonstrate effective interviewing techniques.
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Unit/Course Culminating Product:	Career Portfolio
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Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other:
Leads to Work-keys

Course Title: Workforce Essentials

Unit:	Foundation Skills
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 6. Explain the importance of effective communication skills in the workplace. Examples: listening strategies, oral and written communications, proper business etiquette, informal presentations and discussions, proficiency in speaking standard English 7. Demonstrate mathematical computation skills in the workplace. Examples: costs and time; ratios and percentages; tables, charts, and graphs; distance, weight, area, and volume
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify ways of planning and organizing communication. 2. Describe the importance of effective speaking and listening skills in the workplace. 3. Identify and describe basic writing skills. 4. Exhibit basic employment math skills.
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Essential Question(s):	<ol style="list-style-type: none"> 1. What is the purpose(s) of federal/state withholdings?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
I. Listening Skills A. Passive Listening B. Active Listening II. Writing Skills A. Basic Writing Skills B. Writing Styles C. Electronic Media D. Reading Skills III. Speaking A. Purpose B. Standard English	Brainstorming Case Studies Demonstrations Guest Speakers Lecture Note Taking Think Pair Share	Textbook Support Materials Internet Handouts Podcasting Computers Software

C. Telephone Techniques IV. Mathematical Skills A. Completing Time Cards 1. Regular pay 2. Overtime Pay B. Calculating Tax Withholdings 1. Federal Taxes 2. State Standards C. Reading Charts and Graphs 1. Pie Charts 2. Lines Charts 3. Horizontal Bar Graphs 4. Vertical Line Graphs 5. Line Graphs		
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Unit Assessment:	Open-ended questions, performance, cooperative group project, case study/scenario, test
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Unit/Course CTSO Activity:	CTSO members will prepare for CTSO competitions.
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Unit/Course Culminating Product:	Students will complete W4 forms and S4 forms and calculate pay and withholdings for a group of sample employees
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Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other:	
Leads to Work-keys	

Course Title: Workforce Essentials

Unit:	Ethics and Social Responsibility
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <p>8. Identify ethical and unethical behavior and actions in the workplace.</p> <ul style="list-style-type: none"> Describing legal issues affecting business, including affirmative action; sexual harassment; local, state, and federal laws; and workplace regulations, including the Occupation, Safety, and Health Administration (OSHA), Americans with Disabilities Act (ADA); and the Environmental Protection Agency (EPA).
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <p>1. Research ethical and unethical behaviors and actions in the workplace to include:</p> <ul style="list-style-type: none"> Affirmative action, sexual harassment Local, state, and federal laws Workplace regulations: OSHA, ADA, EPA
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Essential Question(s):	Why does it matter that employees practice positive ethics in the workplace? What are possible consequences of unethical behavior in the workplace?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>Ethics and Social Responsibility</p> <p>A. Types of ethical/unethical behavior</p> <p>B. Affirmative action</p> <p>C. Sexual harassment</p> <p>D. Local, state, federal laws</p> <p>E. Workplace regulation</p> <ul style="list-style-type: none"> OSHA ADA EPA 	<p>Portfolio</p> <p>Carousel Brainstorming</p> <p>Application Cards</p> <p>Buzz Sessions</p> <p>Case Studies/Scenarios</p> <p>Challenge Envelopes</p> <p>Collaborative Learning</p> <p>Cooperative Learning</p> <p>Exit Slips</p> <p>Field Trips/Virtual Field Trips</p> <p>Five Plus One (5+1)</p> <p>Games</p> <p>Group Investigation</p>	<p>Textbooks</p> <p>Reference Books</p> <p>Support Materials</p> <p>Handouts</p> <p>Videos</p> <p>Virtual Library</p> <p>Computers</p> <p>Printers</p> <p>Whiteboard</p> <p>ALEX</p> <p>Web sites</p> <p>Internet</p>

	Guest Speakers Guided Practice Inquiry Inside-Outside Circles KWHL Learning Logs Lecture Listen-Think-Pair-Share Memorization Note-Taking Oral Presentations PBL Position Paper Socratic Seminar SWOT Analysis Ten Plus Two (10 + 2) Think-Ink-Pair-Share Turn and Share Two Minute Talks Work-Based Learning Worksheets	
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Unit Assessment:	Quizzes, tests, self-assessments, open-ended questions, oral presentations, solutions to problems, cooperative group projects, posters, online activities, learning logs, case studies, scenarios, research projects, computer presentations
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Unit/Course CTSO Activity:	Students will participate in CTSO District competition.
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Unit/Course Culminating Product:	Skit with written script, display, debate, learning log, journals, multimedia presentation, newspaper articles, PowerPoint presentation with script, poster, creative writing, games, teaching a lesson
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Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other: Leads to Work-Keys	
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Course Title: Workforce Essentials

Unit:	Leadership and Teamwork
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <p>9. Explain leadership skills and practices.</p> <ul style="list-style-type: none"> • Identifying appropriate leadership styles • Discuss effects of communication in various settings <p>Examples: pairs, small groups, teams, large groups</p> <p>10. Apply leadership skills through participation in career and technical student organization (CTSO) activities.</p> <p>Examples: setting goals; conducting meetings; participating in conferences, workshops, competitions, and civic and community service activities</p> <p>11. Identify behaviors that promote effective teamwork.</p>
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <p>1. Compare leadership styles: advantages and disadvantages of each. (9)</p> <p>2. Identify and explain various communication methods: pairs, small groups, teams, large groups. (9)</p> <p>3. Exhibit leadership skills through participation in CTSO activities. (10)</p> <p>Examples: setting goals; conducting meeting; participating in conferences, workshops, competition, and civics and community service activities</p> <p>4. Describe effective teamwork behaviors. (11)</p>
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Essential Question(s):	What leadership skills learned in Workforce Essentials will help you in your short-term and long-term plans?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>F. Leadership skills and practices</p> <p>1. appropriate leadership styles</p> <p>2. effects of communication methods</p> <p>G. CTSO activities</p> <p>1. goal setting</p> <p>2. conducting meetings</p> <p>3. participation in conferences, workshops, competitions</p>	<p>Portfolio</p> <p>Carousel Brainstorming</p> <p>Application Cards</p> <p>Buzz Sessions</p> <p>Case Studies/Scenarios</p> <p>Challenge Envelopes</p> <p>Collaborative Learning</p> <p>Cooperative Learning</p> <p>Exit Slips</p>	<p>Textbooks</p> <p>Reference Books</p> <p>Support Materials</p> <p>Handouts</p> <p>Videos</p> <p>Virtual Library</p> <p>Computers</p> <p>Printers</p> <p>Whiteboard</p> <p>ALEX</p>

4. competitions, civic and community service activities H. Teamwork behaviors 1. effective teamwork 2. benefits to employers/employees	Field Trips/Virtual Field Trips Five Plus One (5+1) Games Group Investigation Guest Speakers Guided Practice Inquiry Inside-Outside Circles KWHL Learning Logs Lecture Listen-Think-Pair-Share Memorization Note-Taking Oral Presentations PBL Position Paper Socratic Seminar SWOT Analysis Ten Plus Two (10 + 2) Think-Ink-Pair-Share Turn and Share Two Minute Talks Work-Based Learning Worksheets	Web sites Internet
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Unit Assessment:	Quizzes, tests, self-assessments, open-ended questions, oral presentations, solutions to problems, cooperative group projects, posters, online activities, learning logs, case studies, scenarios, research projects, computer presentations
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Unit/Course CTSO Activity:	Student will participate in CTSO District competition.
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Unit/Course Culminating Product:	Skit with written script, display, debate, learning log, journals, multimedia presentation, newspaper articles, PowerPoint presentation with script, poster, creative writing, games, teaching a lesson
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Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other: Leads to Work-Keys

Course Title: Workforce Essentials

Unit:	Applied Technology
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Content Standard(s) and Depth of Knowledge Level(s):	<p>The student will:</p> <ol style="list-style-type: none"> 12. Determine uses, capabilities, and limitations of technological tools for achieving personal and workplace needs. <ol style="list-style-type: none"> a. Utilizing common tools, equipment, machines, and materials required for a selected job b. Assessing results of investigations related to uses and limitations of technological tools
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>The student will:</p> <ol style="list-style-type: none"> 1. Research technology tools available for a specific task within an occupation. Include historic, current, and futuristic tools used. 2. Familiarize yourself with the functions of the technological tool. 3. Suggest other tasks that may be performed using this same tool. 4. Compare tools used to complete similar tasks to determine the most effective/efficient tool for the task. 5. Support choice of a specific tool suggested for a task. Be sure to indicate advantages and limitations of the tool.
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Essential Question(s):	How would you justify the use of a specific technological tool as opposed to any other tool to complete a task? What factors should be considered when determining which technological tool to use (e.g. purchase cost, employee training, equipment maintenance, productivity, etc.). How will you prioritize these factors to fit multiple equipment decisions?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<ol style="list-style-type: none"> 1. Technology Tools <ol style="list-style-type: none"> a. Identify technology available for a specific occupational task. b. Research technology to determine functionality. c. Compare potential equipment available to complete a similar task. 	<p>Lecture Project Rubric Written Assignment Portfolio Collaborative Learning Research Field Trip/Virtual Field Trip Online Catalog Research</p>	<p>Computer LCD Projector Internet Printer</p>

i. Advantages		
ii. Disadvantages		

Unit Assessment:	Teacher Observations, Performances, Test, Checklists, Rubrics, Online Activities, Case Studies, Oral Presentations, Worksheets, Self-Assessment, Peer Assessment
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Unit/Course CTSO Activity:	Students prepare for CTSO competitive event. Students present CTSO presentation(s) to another group (i.e. peers, faculty meeting, civic organization, etc.)
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Unit/Course Culminating Product:	Student investigates potential technological tools used to perform a selected occupational task. Student prepares spreadsheets and charts comparing two or more similar tools based on a number of functionalities. Student creates a presentation including visual props of the comparison research completed describing advantages and disadvantages of each tool.
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Course/Program Credential(s):	<input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other: Leads to Work-Keys
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Course Title: Workforce Essentials

Unit:	Technical Knowledge and Skills
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Content Standard(s) and Depth of Knowledge Level(s):	<p>The student will:</p> <ol style="list-style-type: none"> 13. Interpret a company's vision and mission statements, goals, and objectives with regard to a specific career objective or pathway. <ol style="list-style-type: none"> a. Describing products and services offered by a specific company b. Identifying rights and responsibilities of employees and employers 14. Evaluate opportunities to obtain business and industry-recognized work-readiness credentials.
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>The student will:</p> <ol style="list-style-type: none"> 6. Explain a company's vision and mission statement, goals and objectives. 7. Identify products and services provided by a specific company. 8. Explain the rights and responsibilities of employees and employers. 9. Research potential business and industry-recognized work-readiness credentials and their acquisition.
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Essential Question(s):	What evidence would you use in determining company beliefs and norms? How do you determine whether a company's vision and mission statement are reflected through their products and services? What is the most important employee ability/skill/training to consider when hiring new employees?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
2. Company Vision and Mission <ol style="list-style-type: none"> a. Statements b. Goals c. Objectives 3. Product Offering 4. Service Offering	Lecture Handouts Written Assignment Portfolio Collaborative Learning Research Guest Speaker Field Trip Online Catalog Research ECommerce (Equipment Purchase)	Textbook Computer LCD Projector Internet Printer Videos/DVD's

5. Rights & Responsibilities a. Employer b. Employee 6. Business/Industry-Recognized Work Readiness Credentials		
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Unit Assessment:	Teacher Observations, Performances, Test, Checklists, Rubrics, Online Activities, Case Studies, Oral Presentations, Worksheets, Self-Assessment, Peer Assessment
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Unit/Course CTSO Activity:	Students prepare for CTSO competitive event. Students present CTSO presentation(s) to another group (i.e. peers, faculty meeting, civic organization, etc.)
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Unit/Course Culminating Product:	Student shall conceptionalize a business and prepare the following: vision and mission statement, goals and objectives; product/service identification, employer/employee rights and responsibilities (employee handbook outline); employee hiring consideration checklist (prioritize skills/training required and/or preferred).
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Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other:	
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Course Title: Workforce Essentials

Unit:	Economics and Finance
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <p>15. Explain economic principles and concepts fundamental to entrepreneurship. Examples: goods and services, supply and demand, private enterprise, cost-profit indicators, trends</p> <p>16. Differentiate among types of employment documents and records. Examples: tax documentation, contract information, personal income, worker's compensation, social security, pay procedures, deductions, net pay, fringe benefits, electronic fund transfers</p>
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define entrepreneurship and explain its advantages and disadvantages. 2. Illustrate basic forms of business ownership. 3. Explain how supply and demand interact. 4. Contrast goods and services. 5. Discuss the types of economic systems. 6. Explain measures used to analyze economic conditions. 7. Understand different company policies and pay procedures. 8. Complete a W4, S4 and tax return. 9. Describe how the Social Security System works.
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Essential Question(s):	<p>What is the best economic system?</p> <p>Which type of payment policy is best?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>A. Entrepreneurship</p> <ol style="list-style-type: none"> 1. Advantages 2. Disadvantages 3. Traits of an Entrepreneur 4. Ways of Becoming a Business Owner <p>B. Types of Business Ownership</p>	<p>Carousel Brainstorming</p> <p>Cooperative Learning</p> <p>Five Plus One</p> <p>Guided Practice</p> <p>KWL</p> <p>Socratic Seminar</p>	<p>Textbooks</p> <p>Internet</p> <p>Computers</p> <p>Software</p>

<ul style="list-style-type: none"> 1. Sole Proprietorship <ul style="list-style-type: none"> a. Advantages b. Disadvantages 2. Partnerships <ul style="list-style-type: none"> a. Advantages b. Disadvantages 3. Corporations <ul style="list-style-type: none"> a. Advantages b. Disadvantages <p>C. Supply and Demand</p> <ul style="list-style-type: none"> 1. Law of Demand 2. Law of Supply 3. Equilibrium 4. Law of Diminishing Marginal Utility <p>D. Economic Systems</p> <ul style="list-style-type: none"> 1. Market Economies 2. Command Economies 3. Mixed Economies 		
<p>E. Economic Measurement Tools</p> <ul style="list-style-type: none"> 1. Employee Productivity 2. Gross Domestic Product 3. Inflation Rate 4. Unemployment Rate <p>F. Pay Policies</p> <ul style="list-style-type: none"> 1. Types of Pay <ul style="list-style-type: none"> a. Salary b. Hourly c. Commission 2. Payment Frequency <ul style="list-style-type: none"> a. Weekly b. Bi-monthly c. Monthly <p>G. Taxes</p> <ul style="list-style-type: none"> 1. FICA 2. State Income Tax 		

H. Social Security <ul style="list-style-type: none"> 1. Eligibility 2. Types of Benefits 3. Future of Social Security 		
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Unit Assessment:	Open-ended questions, performance, cooperative group project, case study/scenario, test
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Unit/Course CTSO Activity:	CTSO members will present content knowledge to panel of professionals during Career Night.
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Unit/Course Culminating Product:	Portfolio
Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other: Leads to Work-keys	

Course Title: Workforce Essentials

Unit:	Safety and Health
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Content Standard(s) and Depth of Knowledge Level(s):	<p>The student will:</p> <p>17. Formulate a workplace safety plan. Examples: preventing illness or injuries, communicating safety information, identifying hazards, performing basic first aid, identifying safe work attire</p> <p>18. Describe how worker safety regulations protect employees and employers.</p>
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>The student will:</p> <p>10. Identify how good health contributes to career success. 11. Understand and contribute to the creating of a workplace safety plan. 12. Recognize workplace safety hazards. 13. Demonstrate proficiency in basic first aid. 14. Explore worker safety responsibilities of employers and employees. 15. Present research on a workplace injury incident.</p>
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Essential Question(s):	As an employee, what areas of your own workplace safety are you responsible for?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
1. Health <ul style="list-style-type: none"> a. Eat b. Exercise c. Sleep d. Be alert e. Manage stress 2. On The Job Safety	Portfolio Lecture Handouts Written Assignment Portfolio Collaborative Learning Research Guest Speaker Field Trip Online Research	Textbook Computer LCD Projector Internet Printer Videos/DVD's

f. Rules & Regulations i. Government's Role ii. Employer's Role iii. Employee's Role g. Responding to Emergencies		
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Unit Assessment:	Teacher Observations, Performances, Test, Checklists, Portfolio, Rubrics, Online Activities, Case Studies, Oral Presentations, Worksheets, Self-Assessment, Peer Assessment
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Unit/Course CTSO Activity:	Students prepare for CTSO competitive event. Students present CTSO presentation(s) to another group (i.e. peers, faculty meeting, civic organization, etc.)
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Unit/Course Culminating Product:	Portfolio, volunteerism with social supportive organization, creation of visual art project for display within school and community
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Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other: Leads to Work-Keys	
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Jasper City Schools Curriculum Map-CAREER TECH-Course Title: Business Law

Unit: #1 What is Law?	Course Introduction and Safety, The Law and Courts, Criminal Law, Tort Law (1,080 min./12 days)	
Content Standard(s) and Depth of Knowledge Level(s):	<p>The student will:</p> <p>CS 1. Interpret components and categories of state and federal criminal law</p> <p>CS2. Differentiate between ethics and law using research results</p> <p>CS 3. Critique influences, sources, and structure of the law and court systems</p> <p>CS4. Analyze classifications of law, including procedural and substantive and private and public, for distinguishing characteristics</p> <p>CS 5. Determine career and entrepreneurial opportunities, responsibilities, and educational and credentialing requirements related to the legal profession</p> <p>CS 8. Critique components of national and international sales and consumer law</p>	
Learning Objective(s) and Depth of Knowledge Level(s):	<p>The student will:</p> <p>Become familiar with course expectations and requirement, learn and practice safety procedures for the classroom and workplace, explain how ethical decisions are made, identify the different ethical character traits, describe how the law relates to ethics, explain the importance of the law, identify the parts of the Constitution, explain the components of common law, explain the purposes of statutory law, identify the way that the courts make law, describe the structure of the federal court system, explain the role of the U.S. Supreme Court, determine the common structure of most state court systems, identify alternative dispute resolution techniques, differentiate between civil and criminal cases, describe the steps in a civil lawsuit, explain the rights of criminal defendants, list the steps in a criminal prosecution, explain the differences between categories of crime, distinguish federal from state criminal law, describe the elements of a crime, determine several defenses to criminal acts, explain the differences between penalties for committing felonies and misdemeanors, describe the different categories of crime, identify several special crimes that involve the use of motor vehicles, define different types of business crimes, differentiate between and give examples of negligence and intentional torts, explain a person's rights and duties in relation to tort law, describe remedies available in tort law, list the main intentional torts against people and property, explain the concepts of the reasonable person test and proximate cause, explain the concept of strict liability, compare and contrast negligence, strict liability, and proximate cause</p>	
Essential Question(s):	Why is safety important in the operation of a business?, What is the origin of our nations' legal system?, How does one bring about effective change in society without resorting to radicalism?, How is a legal dispute resolved in the business world?	
Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
1. Description of classroom expectations and requirements	1. Students will receive a class syllabus, course outline, and register for edmodo.com. 45 min.	1. Teacher handouts of class syllabus, course outline, safety pretest, four year plan, career interest inventory, and career tech info sheet.

<p>2. Recognition of the importance of safety in the classroom and workplace</p>	<ul style="list-style-type: none"> - Teacher will discuss with students what is expected in the classroom in regards to behavior, assignments, and participation. 45 min. -Students will complete a career interest inventory and Business Law Benchmark test. 45 min. <p>2. Students will complete Learning Activity Packet on Following Safety Precautions. 45 min.</p> <p>Students will complete Learning Activity Packet on Handling Accidents. 45 min.</p> <ul style="list-style-type: none"> -Students will review for and pass test on Safety in the Workplace and Classroom. 45 min. -Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min. 	<p>2. MarkEd Learning Activity Packets on Following Safety Precautions and Handling Accidents, safety test</p>
<p>3. Explanation of how ethical decisions are made, identification of the different ethical character traits, description of how the law relates to ethics, explanation of the importance of the law, identification of the parts of the Constitution, explanation of the components of common law, explanation of the purposes of statutory law, identification of the ways that the courts make law</p>	<p>3. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 1.1 with them. Upon completion they will then complete review questions 1-3 & Academic Connection on p. 14 and questions 2-5 on p. 29. 60 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <ul style="list-style-type: none"> -Students will search the Internet for 10 stories about criminal and civil cases. For each case, they will write a short paragraph that explains what makes the case either a criminal or civil case. 25 min. (Instructional Technology, Reading in Content Area, Writing in Content Area) -Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min. 	<p>3. Glencoe Business and Personal Law Text Chapter 1, Microsoft PowerPoint, Socrative app, edmodo.com</p>

<p>4. Description of the structure of the federal court system, explanation of the role of the U.S. Supreme Court, identification of alternative dispute resolution techniques, differentiation between civil and criminal cases, description of the steps in a civil lawsuit, explanation of the rights of criminal defendants</p> <p>5. Explanation of the differences between categories of crime, distinguish federal from state criminal law, describe the elements of a crime, determination of several defenses to criminal acts, explanation of the differences between penalties for committing felonies and misdemeanors</p>	<p>4. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 1.2 with them. Upon completion they will then complete review questions 1-3 & Academic Connection on p. 27 and questions 6-10 on p. 29. 60 min.(Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will review for a quiz on The Law and Courts. 25 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will pass a quiz on The Law and Courts. 45 min.</p> <p>5. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 2.1 with them. Upon completion they will then complete review questions 1-3 & Academic Connection on p. 40 and questions 2-4 on p. 40. 40 min.(Instructional Technology, Teacher Questions, & Lecture)</p>	<p>4. Glencoe Business and Personal Law Text Chapter 1, Microsoft PowerPoint, Socrative app, edmodo.com</p> <p>5. Glencoe Business and Personal Law Text Chapter 2, Microsoft PowerPoint, Socrative app, edmodo.com</p>
<p>6. Description of the different categories of crime, identification of several special crimes that involve the use of motor vehicles</p>	<p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will use the Internet to research capital punishment laws. Each student should find a site that is pro capital punishment and one that is against it. They should list and discuss the stances of each group and summarize with their feelings both before and after completing the assignment. 45 min. (Reading in Content Area, Writing in Content Area)</p> <p>6. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 2.2 with them. Upon completion they will then complete review questions 1-3 & Academic Connection on p. 47 and questions 5-9 on p. 49. 40 min.(Instructional Technology, Teacher Questions, & Lecture)</p>	<p>6. Glencoe Business and Personal Law Text Chapter 2, Microsoft PowerPoint, Socrative app, edmodo.com</p>

<p>7. Distinguish between a tort and a crime, differentiation between negligence and intentional torts, explanation of a person's rights and duties in relation to tort law, description of remedies available in tort law</p>	<p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>- Students will review for a quiz on Criminal Law. 40 min.</p> <p>- Students will pass a quiz on Criminal Law. 45 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>7. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 3.1 with them. Upon completion they will then complete review questions 1-3 & Academic Connection on p. 59 and questions 2-6 on p. 67. 60 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will create a poem, song, or rap about the nine intentional torts. 25 min.</p>	<p>7. Glencoe Business and Personal Law Text Chapter 3, Microsoft PowerPoint, Socrative app, edmodo.com</p>
<p>8. Explanation of the concepts of the reasonable person test and proximate cause, explanation of the concept of strict liability, comparison and contrast of negligence, strict liability, and proximate cause</p>	<p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>8. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 3.2 with them. Upon completion they will then complete review questions 1-3 & Academic Connection on p. 65 and questions 7-10 on p. 67. 60 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will review for a quiz on Tort Law. 25 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will pass a quiz on Tort Law. 45 min.</p>	<p>8. Glencoe Business and Personal Law Text Chapter 3, Microsoft PowerPoint, Socrative app, edmodo.com</p>

	-Students will create a guide to filing a suit in small claims court. 40 min. -Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min. -Students will review for a test on Unit 1: What is Law. 40 min. -Students will pass a test on Unit 1: What is Law. 45min.	
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Unit Assessment:	Review questions and true/false, multiple choice, completion, and matching test
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Unit/Course CTSO Activity:	Students will take a practice FBLA Competitive Events test
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Unit/Course Culminating Product:	Students will create a guide to filing a suit in small claims court
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Course/Program Credential(s):	<input checked="" type="checkbox"/> Credential <input checked="" type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other:
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Vocabulary: morality, ethics, justice, law, constitution, common law, statute, administrative law, jurisdiction, appellate court, ADR, arrest, bail, arraignment, detention hearing, crime, defendant, plaintiff, prosecutor, felony, misdemeanor, infraction, murder, manslaughter, battery, assault, burglary, larceny, robbery, vandalism, tort, tortfeasor, intentional tort, negligence, proximate cause, contributory negligence, comparative negligence, assumption of risk, strict liability

Course Title: Business Law

Unit: #2 Contract Law	What is a Contract? (225 min./2.5 days)
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Content Standard(s) and Depth of Knowledge Level(s):	The student will: CS 7. Critique components of contract law
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Learning Objective(s) and Depth of Knowledge Level(s):	The student will: Explain the nature and importance of contracts, identify the elements of a valid contract, analyze the different classes of contracts, differentiate between express and implied, unilateral and bilateral, and oral and written contracts, explain the requirements of a valid offer, recognize the requirements of an acceptance, distinguish the differences between an offer, an invitation to negotiate, an acceptance, and a counteroffer, explain how offers are terminated
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Essential Question(s):	How is contract knowledge important in the operation of a business?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
1. Explanation of the nature and importance of contracts, identification of the elements of a valid contract, analysis of the different classes of contracts, differentiate between express and implied, unilateral and bilateral, and oral and written contracts	<p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>1. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 4.1 with them. Upon completion they will then complete review questions 1-3 & Academic Connection on p. 86 and questions 2-3 on p. 95. 60 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will write a position paper in response to the following statement: "Accepting partial payment of a debt as payment in full may be better than going to court to get the full amount due." 25 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p>	1. Glencoe Business and Personal Law Text Chapter 4, Microsoft PowerPoint, Socrative app, edmodo.com

2. Explanation of the requirements of a valid offer, recognition of the requirements of an acceptance, distinguish the differences between an offer, an invitation to negotiate, an acceptance, and a counteroffer, explanation of how offers are terminated	<p>2. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 4.2 with them. Upon completion they will then complete review questions 1-3 & Academic Connection on p. 93 and questions 4-9 on p. 95. 65 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will review for a test on Unit 2: Contract Law. 20 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will pass a test on Unit 2: Contract Law. 40 min.</p>	2. Glencoe Business and Personal Law Text Chapter 4, Microsoft PowerPoint, Socrative app, edmodo.com
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Unit Assessment:	Review questions and true/false, multiple choice, matching, and completion test
Unit/Course CTSO Activity:	Students will take a practice FBLA Competitive Events test
Unit/Course Culminating Product:	Students will create a driving contract
Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input checked="" type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other:	

Vocabulary: contract, offer, acceptance, genuine agreement, express contract, implied contract, bilateral contract, unilateral contract, invitations to negotiate, mirror image rule, counteroffer, revocation, rejection

Course Title: Business Law

Unit: #3 Consumer Law	Consumer Law and Contracts, Renting or Owning a Home (675 min./7.5 days)	
Content Standard(s) and Depth of Knowledge Level(s):	The student will: CS 7. Critique components of contract law CS 8. Critique components of national and international sales and consumer law CS 11. Explain legal rules that apply to real property ownership	
Learning Objective(s) and Depth of Knowledge Level(s):	The student will: Explain the Uniform Commercial Code , compare and contrast service contracts and contracts for the sale of goods, explain when title and risk of loss pass in a sale of goods, list the remedies of the buyer and seller when a sales contract is breached, distinguish different types of consumer fraud, describe laws and agencies that protect consumers, identify various types of warranties, describe how warranties may be excluded or modified, determine where to get consumer protection assistance , explain the rights and obligations of landlords and tenants, identify the conditions in which an eviction can occur, determine liability for landlords and tenants, explain the ways real property can be co-owned, describe how title to real property can be transferred, explain the function of warranty and quitclaim deeds	
Essential Question(s):	Why is it important that a business owner be familiar with consumer laws?, How can the process of renting or owning a home impact my credit?	
Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
1. Explanation of the Uniform Commercial Code , comparison and contrast of service contracts and contracts for the sale of goods, explanation of when title and risk of loss pass in a sale of goods	1. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 7.1 with them. Upon completion they will then complete review questions 1-3 & Academic Connection on p. 167 and questions 2-5 on p. 177. 45 min. (Instructional Technology, Teacher Questions, & Lecture) -Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min. -Students will write an imaginary letter to a company that has not fulfilled a contract with them. Students should state the terms of the contract, the obligation that was not fulfilled, and the course of action they would like to take to end the obligation. 85 min. -Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.	1. Glencoe Business and Personal Law Text Chapter 7, Microsoft PowerPoint, Socrative app, edmodo.com

<p>2. Distinguish different types of consumer fraud, description of laws and agencies that protect consumers, identification of various types of warranties, description of how warranties may be excluded or modified</p> <p>3. Explanation of the rights and obligations of landlords and tenants, identification of the conditions in which an eviction can occur, determination of the liability for landlords and tenants</p>	<p>2. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 7.2 with them. Upon completion they will then complete review questions 1-3 & Academic Connection on p. 175 and questions 6-9 on p. 177. 60 min.(Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will review for a quiz on Consumer Law and Contracts. 25 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will pass a quiz on Consumer Law and Contracts. 45 min.</p> <p>3. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 9.1 with them. Upon completion they will then complete review questions 1-3 & Academic Connection on p. 205 and questions 2-5 on p. 213. 40 min.(Instructional Technology, Teacher Questions, & Lecture)</p>	<p>2. Glencoe Business and Personal Law Text Chapter 7, Microsoft PowerPoint, Socrative app, edmodo.com</p> <p>3. Glencoe Business and Personal Law Text Chapter 9, Microsoft PowerPoint, Socrative app, edmodo.com</p>
<p>4. Explanation of the ways real property can be co-owned, description of how title to real property can be transferred, explanation of the function of warranty and quitclaim deeds</p>	<p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>- Students will create a listing for their home and try to sell it to the class. 85 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>4. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 9.2 with them. Upon completion they will then complete review questions 1-3 & Academic Connection on p. 211 and questions 6-9 on p. 213. 60 min.(Instructional Technology, Teacher Questions, & Lecture)</p>	<p>4. Glencoe Business and Personal Law Text Chapter 9, Microsoft PowerPoint, Socrative app, edmodo.com</p>

	<ul style="list-style-type: none"> - Students will review for a quiz on Renting or Owning a Home. 25 min. -Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min. - Students will pass a quiz on Renting or Owning a Home. 45 min. -Students will create a consumer rights brochure. 40 min. -Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min. - Students will review for a test on Unit 3: Consumer Law. 40 min. - Students will pass a test on Unit 3: Consumer Law. 45 min. 	
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Unit Assessment:	Review questions and multiple choice, true/false, matching, and completion test
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Unit/Course CTSO Activity:	Students will take a practice FBLA Competitive Events test
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Unit/Course Culminating Product:	Students will create a consumer right's brochure
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Course/Program Credential(s):	<input checked="" type="checkbox"/> Credential <input checked="" type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other:
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Vocabulary: UCC, firm offer, title, bill of sale, insurable interest, voidable title, risk of loss, warranty, express warranty, full warranty, limited warranty, implied warranty, warranty of merchantability, warranty of fitness for a particular purpose, lease, lessee, lessor, tenancy, sublease, fixtures, eviction, real property, estate, deed, eminent domain, lien, license, easement

Course Title: Business Law

Unit: #4 Your Money and the Law	Credit Protection and Bankruptcy (450 min./5 days)
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Content Standard(s) and Depth of Knowledge Level(s):	The student will: CS 12. Compare various types of bankruptcy law and their impact on business and consumers
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Learning Objective(s) and Depth of Knowledge Level(s):	The student will: Describe the federal laws that regulate consumer credit, explain the purpose of the Equal Credit Opportunity Act and the Fair Debt Collection Practices Act, identify alternatives to bankruptcy, distinguish between the different types of bankruptcy, explain the difference between voluntary and involuntary bankruptcy, identify debts which cannot be discharged by bankruptcy
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Essential Question(s):	Why is it important to protect my credit?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
1. Description of the federal laws that regulate consumer credit, explanation of the purpose of the Equal Credit Opportunity Act and the Fair Debt Collection Practices Act	<p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>1. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 12.1 with them. Upon completion they will then complete review questions 1-3 & Academic Connection on p. 269 and questions 2-5 on p. 277. 60 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will research the Consumer Credit Protection Act and the Truth in Lending Act. Each student should find five facts about each and share the facts with the class. 25 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will create a poster, using Adobe Photoshop, informing classmates what to do if a credit card is stolen or lost. 85 min.</p>	1. Glencoe Business and Personal Law Text Chapter 12, Microsoft PowerPoint, Socrative app, edmodo.com

<p>2. Identification of alternatives to bankruptcy, distinguish between the different types of bankruptcy, explanation of the difference between voluntary and involuntary bankruptcy, identification of debts which cannot be discharged by bankruptcy</p>	<p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>2. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 12.2 with them. Upon completion they will then complete review questions 1-3 & Academic Connection on p. 275 and questions 6-9 on p. 277. 60 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will review for a quiz on Credit Protection and Bankruptcy. 25 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will pass a quiz on Credit Protection and Bankruptcy. 45 min.</p> <p>-Students will write a letter to a credit agency disputing their credit report. 40 min.</p>	<p>2. Glencoe Business and Personal Law Text Chapter 12, Microsoft PowerPoint, Socrative app, edmodo.com</p>
	<p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will review for a test on Unit 4: Your Money and the Law. 40 min.</p> <p>-Students will pass a test on Unit 4: Your Money and the Law. 45 min.</p>	

Unit Assessment:	Review questions and multiple choice, true/false, and completion test
Unit/Course CTSO Activity:	Students will take a practice FBLA Competitive Events test
Unit/Course Culminating Product:	Students will write a letter to a credit agency disputing their credit report.
Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input checked="" type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other:	

Vocabulary: repossession, garnishment, usury law, Consumer Credit Protection Act, Fair Credit Reporting Act, ECOA, FDCPA, FCBA, bankruptcy, voluntary bankruptcy, involuntary bankruptcy, Ch. 7 bankruptcy, Ch.11 bankruptcy, Ch. 12 bankruptcy, Ch. 13 bankruptcy

Course Title: Business Law

Unit: #7 Family Law	Marriage and Divorce, Insurance and Estate Planning (720 min./8 days)
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Content Standard(s) and Depth of Knowledge Level(s):	<p>The student will:</p> <p>CS 13. Explain types of insurance options available to consumers</p> <p>CS 14. Explain laws that apply to marriage, divorce, and child custody</p>
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>The student will:</p> <p>Name the rights and duties involved in marriage, describe the different types of marriage, explain the types of marriages that are prohibited by law, list the requirements of marriage, describe the differences between annulment, a legal separation, and a divorce, identify the common grounds for divorce, explain the issues involved in a divorce settlement, explain the meaning and purpose of insurance, describe the different types of property insurance, distinguish between types of life insurance, identify the different types of health insurance, identify the main types of retirement plans, name the formal requirements of a will, describe how to revoke or change a will, identify the different types of trusts</p>
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Essential Question(s):	How can marriage and divorce impact my credit?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
1. Description of the different types of marriage, explanation of the types of marriages that are prohibited by law, knowledge of the requirements of marriage	<p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>1. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 20.1 with them. Upon completion they will then complete review questions 1-3 & Academic Connection on p. 445 and questions 2-5 on p. 453. 60 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>- Students will split into groups. Each group will create a prenuptial agreement based on a given scenario. Upon completion, the class will discuss the possible difficulties that may arise. 25 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p>	1. Glencoe Business and Personal Law Text Chapter 20, Microsoft PowerPoint, Socrative app, edmodo.com

<p>2. Description of the differences between and annulment, a legal separation, and a divorce, identification of the common grounds for divorce, explanation of the issues involved in a divorce settlement</p> <p>3. Explanation of the meaning and purpose of insurance, description of the different types of property insurance, knowledge of the different types of life insurance, identification of the different types of health insurance</p>	<p>2. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 20.2 with them. Upon completion they will then complete review questions 1-3 & Academic Connection on p. 451 and questions 6-9 on p. 453. 60 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will review for a quiz on Marriage and Divorce. 25 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will pass a quiz on Marriage and Divorce. 45 min.</p> <p>3. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 21.1 with them. Upon completion they will then complete review questions 1-3 & Academic Connection on p. 464 and questions 2-5 on p. 473. 40 min. (Instructional Technology, Teacher Questions, & Lecture)</p>	<p>2. Glencoe Business and Personal Law Text Chapter 20, Microsoft PowerPoint, Socrative app, edmodo.com</p> <p>3. Glencoe Business and Personal Law Text Chapter 21, Microsoft PowerPoint, Socrative app, edmodo.com</p>
<p>4. Identification of the main types of retirement plans, knowledge of the formal requirements of a will, description of how to revoke or change a will, identification of the different types of trusts</p>	<p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>- Students will write a sample will. Students will be given the option of assuming the identity of a historical character. 40 min.</p> <p>4. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 21.2 with them. Upon completion they will then complete review questions 1-3 & Academic Connection on p. 471 and questions 6-9 on p. 473. 45 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads 5 min</p>	<p>4. Glencoe Business and Personal Law Text Chapter 21, Microsoft PowerPoint, Socrative app, edmodo.com</p>

	<p>-Students will review for a quiz on Insurance and Estate Planning. 40 min.</p> <p>-Students will pass a quiz on Insurance and Estate Planning. 45 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will research and report on the latest Health care Legislation. 175 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will review for a test on Insurance and Estate Planning. 40 min.</p> <p>-Students will pass a test on Insurance and Estate Planning. 45 min.</p>	
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Unit Assessment:	Review questions and multiple choice, true/false, matching, and completion test
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Unit/Course CTSO Activity:	Students will take a practice FBLA Competitive Events test
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Unit/Course Culminating Product:	Students will research and report on the latest Health care Legislation
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Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input checked="" type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other:
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Vocabulary: marriage, prenuptial agreement, common-law marriage, bigamy, polygamy, consanguinity, affinity, annulment, divorce, adultery, no-fault divorce, alimony, insurance, premium, beneficiary, insurable interest, straight life insurance, term life insurance, will, testator/testatrix, testamentary intent, testamentary capacity, intestate, probate, executor/executrix, trust, trustee

AGENDA
JASPER CITY BOARD OF EDUCATION
WORK SESSION
AND
SPECIAL CALLED BOARD MEETING
JULY 14, 2014 AT 12:30 P.M.

WORK SESSION:

The Board will convene at 12:30 p.m. to conduct a work session.

The following items will be discussed:

1. Interviews of the finalists for the position of superintendent:

Candidate #1 - 12:30 – 1:30 pm.
Candidate #2 - 2:00 – 3:00 pm
Candidate #3 - 3:30 – 4:30 pm
Candidate #4 - 5:00 – 6:00 pm
2. Discussion regarding the superintendent selection process;
3. Representatives from Lathan and Associates PC Architects and Hoar Construction Management will be in attendance to give an update on the status of the new Walker High School construction project.

SPECIAL CALLED MEETING:

Immediately after the work session, the Board may convene a special called meeting to discuss matters including the following:

1. Matters relating to the presentation from Lathan and Associates, P.C. Architects and Hoar Construction Management;
2. Discussion regarding the process for selection of the Board superintendent and/or selection of the superintendent.

The Jasper City Board of Education will conduct interviews for chosen applicants for the position of Superintendent for Jasper City Schools on Monday, July 14, 2014. The interview schedule is as follows:

Candidate #1 - 12:30 – 1:30 pm.
Candidate #2 - 2:00 – 3:00 pm
Candidate #3 - 3:30 – 4:30 pm
Candidate #4 - 5:00 – 6:00 pm

The Work Session and Special Called Meeting will be held in the Central Office Conference Room. If necessary, due to overcrowding, the interviews will be moved to the Maddox Middle School Library.