



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Diversified Occupations Grade Level(s): 12 Units of Credit: 1 Classification: Elective	Length of Course: 30 cycles Periods Per Cycle: 6 Length of Period: 43 minutes Total Instructional Time: 129 hours
---	--

Course Description

The Diversified Occupations course is designed to prepare students to meet the needs of the employment community and to develop employability skills for the 21st century in today's competitive job market. The eight major areas of study include workplace legal matters, health and safety, getting to know yourself, personal finance, entrepreneurship, taxes, communication skills, team work, leadership, and lifelong learning. The students will employ skills in classroom activities that simulate workplace environments and scenarios. Student career objectives are utilized in career planning, job, and skill acquisition.

Instructional Strategies, Learning Practices, Activities, and Experiences

Guided Group Practice Team Formation Activities Small Group Lecture Constructed Response Teacher Demonstrations	Community Business Leader Guest Speakers Independent Work Time Homework Google Classroom Guided Individual Practice	Completion Of Current W-4, and 1040-EZ Tax Forms Review of W-2, 1099-INT Tax Forms Bell Ringers Learning Objectives Hybrid Learning Strategies
---	---	--

Assessments

Unit Tests: Workplace Legal Matters, Health and Safety, Getting To Know Yourself, Personal Finance, Entrepreneurship, Taxes, Communication Skills, Team Work and Leadership, Lifelong Learning	Diversified Occupations Final Exam True Color Project Simplified Business Plan Project	Team Form Quiz Team Storm Quiz Team Norm Quiz Team Perform Quiz
--	--	--

Materials/Resources

Audio/Visual Aids (Presentations on CDs, Videotapes, DVDs)	Team, Personal Finance, Entrepreneurship, and Taxes Worksheets	True Color and 16 Personality Tests
--	--	-------------------------------------

Adopted: 9/2003

Revised: 8/17/2009; 5/21/18

P:\MGDRBR\NEWCURR\Career Education\2018\Diversified Occupations\Planned Course Overview.doc

Course Introduction and Paperwork	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Course paperwork Rules and Regulations (classroom and Diversified Occupations (D.O.) program)</p> <p><u>Related Vocabulary:</u> training agreement training plan student contract work schedule sign out procedures school calendar for work release classroom expectations</p>	<p>The students will be able to:</p> <ul style="list-style-type: none">• Complete all required paperwork.• Understand rules and regulations of classroom and diversified occupations program.• Be able to describe the concept of personality differences through the "true color" model.• Be able to identify his/her "true color." <p>13.1.11.A ~ Relate careers to individual interests, abilities, and aptitudes. 13.1.11.C ~ Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.</p>

Beginning a New Job	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>New Job Paperwork, Activities and Anxiety Realistic Employer Expectations</p> <p><u>Related Vocabulary:</u> orientation ice breaker activities company culture mentor anxiety non-compete agreement company mission and purpose strategy career goal</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Describe and complete employment paperwork and orientation activities. • Explain how to dress for work. • Describe and demonstrate how to manage the anxieties and challenges of the first day of work. • Explain the purpose of orientation and distinguish among the different types of orientation programs. • Identify ways to prepare for first day in a new job. <p>13.2.11.E - Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:</p> <ul style="list-style-type: none"> • Commitment • Communication • Dependability • Health/safety • Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, Occupational Safety and Health Administration (OSHA), Material Safety Data Sheets (MSDS) • Personal initiative • Self-advocacy • Scheduling/time management • Team building • Technical literacy • Technology <p>13.3.11.A - Evaluate personal attitudes and work habits that support career retention and advancement.</p>

Workplace Legal Matters	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Fair Labor Standards Act Labor Unions Labor laws Minimum Wage Discrimination</p> <p><u>Related Vocabulary:</u> temporary work permit transferable work permit minimum wage child labor laws compensatory time collective bargaining discrimination affirmative action equal opportunity employer</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Research a past situation that caused the development of either labor unions or labor laws. • Have a basic understanding of how minimum wage laws affect individual employees (state and federal). • Create a poster explaining one facet of the child labor laws. • Be able to identify child labor law requirements and prohibited occupations. <p>13.2.11.E ~ Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:</p> <ul style="list-style-type: none"> • Commitment • Communication • Dependability • Health/safety • Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets) • Personal initiative • Self-advocacy • Scheduling/time management • Team building • Technical literacy • Technology

Workplace Health and Safety	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Occupational Safety and Health Administration Workers' Compensation Ergonomics First Aid and Emergencies Healthy Employee Compass Industrial Workplace Safety Speaker</p> <p><u>Related Vocabulary:</u> OSHA workers' compensation ergonomics repetitive stress injury Environmental Protection Agency (EPA) First A-I-D ABC's of an emergency nutrients myplate food guide addiction sedentary stress time management Material Safety Data Sheets (MSDS) Food and Drug Administration (FDA) substance abuse goal setting Specific, Measurable, Achievable, Relevant, Time-bound (SMART) Goals</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify an employees' role in a workplace emergency. • Describe how a nutritious diet and good sleep hygiene contribute to health. • Analyze workplace environments in relation to employee health and wellness. • Identify causes of stress and ways to manage stress. • Become familiar with top ten life stressors. <p>13.2.11.E ~ Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:</p> <ul style="list-style-type: none"> • Commitment • Communication • Dependability • Health/safety • Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, MSDS) • Personal initiative • Self-advocacy • Scheduling/time management • Team building • Technical literacy • Technology

Pre-Team	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>"True Color" Assessment Team Actions in "Forming" Phase Team Member Roles</p> <p><u>Related Vocabulary:</u> form team member team leader team support team facilitator team sponsor 4 "True Colors"</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Develop a list of observations experienced during the "forming" phase. • Use observations examples to analyze "forming" phase. • Identify team roles and strategically assign roles to each member. • Be able to validate personality color to personal reality. <p>13.2.11.E ~ Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:</p> <ul style="list-style-type: none"> • Commitment • Communication • Dependability • Health/safety • Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, MSDS) • Personal initiative • Self-advocacy • Scheduling/time management • Team building • Technical literacy • Technology <p>13.3.11.B ~ Evaluate team member roles to describe and illustrate active listening techniques:</p> <ul style="list-style-type: none"> • Clarifying • Encouraging • Reflecting • Restating • Summarizing <p>13.3.11.C ~ Evaluate conflict resolution skills as they relate to the workplace:</p> <ul style="list-style-type: none"> • Constructive criticism • Group dynamics • Managing/leadership • Mediation • Negotiation • Problem solving

Getting to Know Yourself	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Develop a thorough, realistic self-concept and allow that personal knowledge to guide career decisions.</p> <p><u>Related Vocabulary:</u> 7-step decision-making process resources lifestyle goals values data people ideas things aptitude ability personality type self-concept learning styles sequence bodily/kinesthetic rhythmic/musical verbal/linguistic logical/mathematical visual/spatial interpersonal intrapersonal naturalistic</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Explain how lifestyle goals affect career choices. • Describe how personal values, interests, skills, personality, and learning styles may shape career plans. • Define data, people, ideas, and things, giving examples of each. • Explain how an aptitude becomes an ability, giving at least one example. • Describe at least three learning styles, evaluating their own dominant styles. • Be able to name the seven steps in the decision-making process. • Review how the decision-making process is used in selecting a job/career. <p>13.1.11.A - Relate careers to individual interests, abilities, and aptitudes. 13.1.11.B - Analyze career options based on personal interests, abilities, aptitudes, achievements and goals. CAR.1 - Self-Awareness – Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development. FIN.1 - Personal Decision Making – Use a rational decision-making process as it applies to the roles of citizens, workers, and consumers. FIN.2 - Earning a Living – Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.</p>

Total Compensation	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The Employer/Employee Relationship Payment Methods Benefits Performance Reviews Preparing for Job Loss</p> <p><u>Related Vocabulary:</u> hourly wage overtime nonexempt employees exempt employees salary commission tips profit-sharing plan performance bonuses pension plan performance review probation layoff termination employee rights percentage to decimal "Under the Table" withhold form W-4 form W-2 Internal Revenue Service (IRS) Income Tax Return exemption</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Understand company policies and procedures. • Know what to expect from an employer. • Calculate gross pay, payroll taxes, and net pay for payroll calculated by hourly wage, salary, commission, and overtime. • Understand various employee motivations for working. • Become familiar with employee benefits. • Understand the connection between job performance and skills to an employer performance review and practice appropriate responses in the evaluation meeting. • Become familiar with payroll taxes and understand they are paid to support the government and government services. <p>13.1.11.E ~ Justify the selection of a career. 13.3.11.A ~ Evaluate personal attitudes and work habits that support career retention and advancement. 13.3.11.D ~ Develop a personal budget based on career choice, such as, but not limited to:</p> <ul style="list-style-type: none"> • Charitable contributions • Fixed/variable expenses • Gross pay • Net pay • Other income • Savings • Taxes

Total Compensation (Continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Related Vocabulary: (continued)</p> <ul style="list-style-type: none"> federal taxes state taxes local taxes Social Security Form 1040- (EZ, A) tax table deductions medical insurance vision/prescription/dental insurance disability insurance flexible schedule flex-time job-sharing full-time part-time cafeteria plan convenience benefits 401K plan time card time clock sick pay vacation pay healthy benefits 	

Personal Finance – Managing Money	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Manage Money Through Budgeting Financial Responsibility and Planning Saving and Investing Checking Accounts and Credit</p> <p><u>Related Vocabulary:</u> budget fixed expenses flexible expenses needs wants/luxuries record keeping financial responsibility financial planning allocate prioritizing exceed interest compounding interest deposit withdrawal balance dividend Certificate of Deposit (CD) 401(K) plan 403(B) plan Individual Retirement Account (IRA) Keogh Plan Simplified Employee Pension (SEP) savings bond savings account check register endorse reconcile Electronic Fund Transfer (EFT)</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Learn to develop and adhere to a budget which will enable effective money management. • Learn steps in preparing a budget. • Learn effective recordkeeping strategies. • Understand how personal changes can affect one's financial situation. • Become familiar with sources of help for financial problems. • Identify common ways to save money. • Identify different types of retirement plans. • Explain how to select, manage, and reconcile a checking account. • Define credit and name different types of credit and lenders. • State advantages and disadvantages of using credit. • Explain how to compare credit costs. <p>13.3.11.D ~ Develop a personal budget based on career choice, such as, but not limited to:</p> <ul style="list-style-type: none"> • Charitable contributions • Fixed/variable expenses • Gross pay • Net pay • Other income • Savings • Taxes <p>13.4.11.C ~ Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to:</p> <ul style="list-style-type: none"> • Community based organizations (that is chambers of commerce, trade/technical associations, industrial resource centers) • Financial institutions • School-based career centers Small Business Administration services (that is SCORE – the nation's largest network of volunteer, and expert business mentors, Small Business Development Centers, Entrepreneurial Development Centers) • Venture capital <p>FIN.2 ~ Earning a Living – Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.</p> <p>FIN.3 ~ Managing Finances and Budgeting – Develop and evaluate a spending/savings plan.</p> <p>FIN.4 ~ Saving and Investing – Evaluate savings and investment options to meet short- and long-term goals.</p> <p>FIN.6 ~ Banking – Evaluate services provided by financial deposit institutions to transfer funds.</p> <p>FIN.7 ~ Using Credit – Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.</p>

Personal Finance – Managing Money (Continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><u>Related Vocabulary:</u> (continued) online banking credit down payment finance charge asset debt liability credit bureau credit rating/score charitable contributions</p>	

You and the World of Work	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Job, Occupation, Career American Consumer Spending Habits How the workplace is affected by forces such as changing technology and the global economy The role of job outlooks when making career plans Workplace is and will always be constantly changing</p> <p><u>Related Vocabulary:</u> job occupation career lifestyle interests skills transferable skills job satisfaction economy global economy job market job outlook outsourcing telecommute team diversity lifelong learning</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Describe how skills, interests, and desired lifestyle may shape career plans. • Explain how work life affects lifestyle. • Identify workplace trends such as the global economy, changing technology, diversity, and teamwork. • Be able to define a job, an occupation, and a career. • Identify reasons as to why people work. • Evaluate job outlooks when making career plans. • Be able to list at least three reasons why the workplace is and will always be constantly changing. <p>13.1.11.A - Relate careers to individual interests, abilities, and aptitudes. 13.1.11.B - Analyze career options based on personal interests, abilities, aptitudes, achievements, and goals. 13.2.11.E - Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:</p> <ul style="list-style-type: none"> • Commitment • Communication • Dependability • Health/safety • Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets) • Personal initiative • Self-advocacy • Scheduling/time management • Team building • Technical literacy • Technology <p>13.3.11.F - Evaluate strategies for career retention and advancement in response to the changing global workplace. 13.3.11.G - Evaluate the impact of lifelong learning on career retention and advancement.</p>

Exploring and Evaluating Careers	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Career Exploration Process Evaluating Careers Developing a Career Plan Education and Training necessary for Career Preparation/Certification</p> <p><u>Related Vocabulary:</u> career cluster exploratory interview temp work cooperative program volunteer job shadow internship choices website education/training work environment individual career plan personal career profile online learning on-the-job training apprentice (apprenticeship) vocational/technical center trade school continuing education military service intermediary goals long-term goals</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Use formal and informal methods to research careers. • Evaluate career choices based on how they match their personal attributes. • Formulate key questions to ask in assessing a career opportunity. • Evaluate sources of career information. • Identify work experiences that can help explore careers. • Become familiar with the Advance Career Technical Education (CTE) Career Clusters. • Use the PA Career Guide and the Occupation Outlook Handbook (website) to gain career information. <p>13.1.11.A ~ Relate careers to individual interests, abilities, and aptitudes. 13.1.11.C ~ Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices. 13.1.11.D ~ Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to:</p> <ul style="list-style-type: none"> • Career days • Career portfolio • Community service • Cooperative education • Graduation/senior project • Internship • Job shadowing • Part-time employment • Registered apprenticeship • School-based enterprise

Entrepreneurship	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Define "Entrepreneurship" Name the traits successful entrepreneurs share Four main ways to become an entrepreneur Advantages/disadvantages of becoming an entrepreneur Different forms of legal business ownership Preparation of business plan including six sections Methods of Financing a new Business</p> <p><u>Related Vocabulary:</u> entrepreneur decisive creative risk-taker persistent tenacious trepidation self-motivated start-up costs lease goodwill market outlook franchise sole proprietorship partnership corporation operating costs income statement revenue gross profit net profit liabilities</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Define entrepreneur and entrepreneurship. • Identify four main ways of becoming an entrepreneur and explain advantages and disadvantages of each. • Name the traits that most successful entrepreneurs share. • Evaluate his/her own entrepreneurial characteristics and assess desire and ability to become a successful entrepreneur. • Identify and describe differences between business types. • Develop a business plan containing six sections. • Determine a plan to gain financing for new business. <p>13.4.11.A ~ Analyze entrepreneurship as it relates to personal career goals and corporate opportunities. 13.4.11.B ~ Analyze entrepreneurship as it relates to personal character traits. 13.4.11.C ~ Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to:</p> <ul style="list-style-type: none"> • Community based organizations (that is chambers of commerce, trade/technical associations, Industrial Resource Centers) • Financial institutions • School-based career centers Small Business Administration services (that is SCORE, Small Business Development Centers, Entrepreneurial Development Centers) • Venture capital

Entrepreneurship (Continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Related Vocabulary: (continued) capital/owner's equity business plan marketing plan financial plan incorporation</p>	

Reading Charts, Prints	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Data and Statistics Types of Graphs Reading Charts and Graphs Types of Prints, Drawings, and Plans</p> <p><u>Related Vocabulary:</u> data mean median mode pie graph bar graph line graph pictograph architectural (construction) civil electrical / electronic Heating, Ventilation, Air Conditioning (HVAC) mechanical structural technical illustration welding</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Interpret the data presented on a chart/table. • Interpret data presented on a graph. • Describe various components and kinds of prints and drawings. • Explain the importance of prints and drawings to the employee. • Perform calculations/measurements related to print reading. <p>13.1.11.B ~ Analyze career options based on personal interests, abilities, aptitudes, achievements and goals. 13.2.11.E ~ Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:</p> <ul style="list-style-type: none"> • Commitment • Communication • Dependability • Health/safety • Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets) • Personal initiative • Self-advocacy • Scheduling/time management • Team building • Technical literacy • Technology <p>13.3.11.C ~ Evaluate conflict resolution skills as they relate to the workplace:</p> <ul style="list-style-type: none"> • Constructive criticism • Group dynamics • Managing/leadership • Mediation • Negotiation • Problem solving <p>COMP.1 ~ Mathematical Foundations – Apply basic mathematical operations to solve problems. COMP.3 ~ Patterns, Functions, and Algebra – Use algebraic operations to solve problems. COMP.4 ~ Measurements – Use common international standards of measurement when solving problems. COMP.5 ~ Statistics and Probability – Analyze and interpret data using common statistical procedures.</p>

Inspection and Gauging, Quality, and Continuous Improvement	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Basic Concepts in Inspection and Gauging Quality Concepts Quality Management Systems Costs/Benefits of Quality</p> <p><u>Related Vocabulary:</u> inspection gauging quality quality assurance quality management systems continuous improvement lean production non-value added value added Six Sigma</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify basic concepts in inspection. • Identify basic concepts in gauging. • Inspect samples to determine quality. • Identify basics of quality concepts. • Identify the basics of quality management systems. • Identify problem solving skills. • Understand the meaning and application of continuous improvement. • Explain why and how Six Sigma has become one of the most widely used and effective continuous improvement strategies. • Learn about lean as a continuous improvement strategy. • Learn non-value added and value added activities. <p>13.1.11.B ~ Analyze career options based on personal interests, abilities, aptitudes, achievements and goals. 13.2.11.E ~ Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:</p> <ul style="list-style-type: none"> • Commitment • Communication • Dependability • Health/safety • Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets) • Personal initiative • Self-advocacy • Scheduling/time management • Team building • Technical literacy • Technology <p>13.3.11.C ~ Evaluate conflict resolution skills as they relate to the workplace:</p> <ul style="list-style-type: none"> • Constructive criticism • Group dynamics • Managing/leadership • Mediation • Negotiation • Problem solving <p>COMP.4 ~ Measurements – Use common international standards of measurement when solving problems. COMP.5 ~ Statistics and Probability – Analyze and interpret data using common statistical procedures.</p>

Professional Communication Skills	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Speaking and Listening Skills Reading and Writing Skills Customer Service Skills</p> <p><u>Related Vocabulary:</u> communication customer relations purpose audience subject "golden rule" pronunciation enunciation intonation active listening non-verbal communication e-mail previewing skimming proofreading editing communication styles memo</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify ways to improve public speaking skills. • Describe effective speaking habits and apply their importance in the workplace. • Explain how active listening and note taking can improve listening skills. • Summarize strategies for improving writing skills. • Follow the "golden rule" of public speaking. • Identify common forms of business writing and reading and the style appropriate for each. • Identify and practice effective methods for improving customer relations and satisfaction. • Practice giving and receiving constructive feedback. <p>13.2.11.E ~ Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:</p> <ul style="list-style-type: none"> • Commitment • Communication • Dependability • Health/safety • Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets) • Personal initiative • Self-advocacy • Scheduling/time management • Team building • Technical literacy • Technology

Professional Communication Skills (Continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>13.3.11.B ~ Evaluate team member roles to describe and illustrate active listening techniques:</p> <ul style="list-style-type: none">• Clarifying• Encouraging• Reflecting• Restating• Summarizing <p>13.3.11.C ~ Evaluate conflict resolution skills as they relate to the workplace:</p> <ul style="list-style-type: none">• Constructive criticism• Group dynamics• Managing/leadership• Mediation• Negotiation• Problem solving <p>13.3.11.F ~ Evaluate strategies for career retention and advancement in response to the changing global workplace.</p> <p>13.3.11.G ~ Evaluate the impact of lifelong learning on career retention and advancement.</p>

Workplace Ethics and Desirable Employee Qualities	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Desirable Employee Qualities Ethical Behavior at Work Developing a Positive Attitude Acting Like a Professional</p> <p><u>Related Vocabulary:</u> ethics confidentiality prejudice honesty integrity termination conduct community society self-management cooperativeness initiative responsibility stereotype loyalty attitude self-esteem enthusiasm assertive arrogant professionalism</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify the skills and personal qualities employers look for in employees. • Describe ways to demonstrate desirable personal qualities on the job. • Explain the importance of ethics in the workplace. • Identify examples of both ethical and unethical behavior at work and to understand the consequences of each. • Identify ethical principles and ways to apply them in a work setting. • Describe strategies for handling unethical practices. • Explain why a positive attitude, high self-esteem, and enthusiasm contribute to career success. • Practice the ability to think positively, overcome doubt, and deal with mistakes. • Describe ways to assert self on the job without being arrogant. • Develop effective strategies to handle criticism, pressure, and gossip in the workplace. • Identify ways to manage negative feelings. <p>13.2.11.E ~ Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:</p> <ul style="list-style-type: none"> • Commitment • Communication • Dependability • Health/safety • Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets) • Personal initiative • Self-advocacy • Scheduling/time management • Team building • Technical literacy • Technology <p>13.3.11.A ~ Evaluate personal attitudes and work habits that support career retention and advancement.</p>

Workplace Ethics and Desirable Employee Qualities (Continued)

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Related Vocabulary: (continued) defensive gossip perceive receptive clarity constructive criticism "FISH" Philosophy commitment dependability</p>	

Job Acquisition Communications	
CONTENTS/ KEY CONCEPTS	
<p>Updating Job Applications, Resumes and Cover Letters Letters of Recommendation Unusual Interviews Illegal Interview Questions and Appropriate Responses Appropriate References</p> <p><u>Related Vocabulary:</u> networking job leads job search websites personal data sheet resume letter of recommendation cover letter job application interview with multiple interviewers initial interview second interview lunch / dinner interview references CareerLinks</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Define networking and explain its importance to finding job leads. • Update their personal resume and understand the concept of "living document:" • Review job applications, resumes, cover letters, and letters of recommendations and make hiring decisions. • Use the internet to locate job leads. • Observe and participate in unusual job interviews. <p>13.2.11.A ~ Apply effective speaking and listening skills used in a job interview. 13.2.11.B ~ Apply research skills in searching for a job.</p> <ul style="list-style-type: none"> • CareerLinks • Internet (i.e. O*NET) • Networking • Newspapers • Professional associations • Resource books (that is <i>Occupational Outlook Handbook, PA Career Guide</i>) <p>13.2.11.C ~ Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to:</p> <ul style="list-style-type: none"> • Job application • Letter of appreciation following an interview • Letter of introduction • Postsecondary education/training applications • Request for letter of recommendation • Resume

Job Acquisition Communications (Continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>13.2.11.E ~ Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:</p> <ul style="list-style-type: none">• Commitment• Communication• Dependability• Health/safety• Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)• Personal initiative• Self-advocacy• Scheduling/time management• Team building• Technical literacy• Technology

Teamwork and Leadership	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Benefits and Drawbacks to Working in Teams Conflict Management Styles Social Styles Ways to Make Teams More Effective Running an Effective Meeting Team Feedback Giving and Receiving Feedback Leadership Styles Violence in the Workplace</p> <p><u>Related Vocabulary:</u> functional team cross-functional team self-directed team team member team leader team facilitator team supporter team sponsor form, storm, norm, perform 9 conflict management styles and related slogans cooperate authority social styles</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify the benefits and drawbacks to teamwork for team members and businesses. • Explain how to organize and manage an effective team. • Describe how to be a productive team member. • Explain the name and characteristics of effective leaders. • Demonstrate the four leadership styles. • Demonstrate the nine conflict management styles. • Evaluate conflict management styles in real world examples. • Explain the four social styles. • Identify the four difficult team member's types and demonstrate strategies to make each difficult team member more effective. • Summarize the procedure for leading a formal meeting. • Understand how cultural differences may play a part in team roles. • Identify the five roles within a team. • Describe the four phases of the team life cycle and identify distinct characteristics of each phase. • Recognize the potential for workplace violence and utilize ways to both prevent and handle it. <p>13.2.11.E ~ Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:</p> <ul style="list-style-type: none"> • Commitment • Communication • Dependability • Health/safety • Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets) • Personal initiative • Self-advocacy • Scheduling/time management • Team building • Technical literacy • Technology

Teamwork and Leadership (Continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Related Vocabulary: (continued) difficult team members (mummy, windbag, rambler, and homesteader) team planning leadership styles open-minded flexible decisive vision foresight parliamentary procedure meeting agenda celebrate interpret process recorder time-keeper team life cycle</p>	<p>COM.2 ~ Social Communication – Apply basic social communication skills in personal and professional situations. COMP.6 ~ Problem-Solving Applications – Use mathematical procedures to analyze and solve business problems. MGT.1 ~ Analyze the management functions and their implementation and integration within the business environment. MGT.2 ~ Management Theories – Analyze management theories and their application within the business environment.</p>

Lifelong Learning and Change	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The Challenge of Change Paradigm Shifting Trend of Lifelong Learning Plant Tour</p> <p><u>Related Vocabulary:</u> top 10 stressors change handwritings on the wall cheese (changes) promotion adventure seniority perseverance lay-off termination lifelong learning fear of unknown anticipation notice severance package</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify the top reasons for stress. • Understand the concepts related to the text <i>"Who Moved My Cheese?"</i> • Describe ways to prepare for the future and the changes that will surely come with it. • Explain why employees change jobs. • Describe strategies for changing jobs. • Explain how to handle job loss. • Define the word paradigm. • Explain the concept of a paradigm shift. <p>13.1.11.E ~ Justify the selection of a career. 13.1.11.F ~ Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> • Associate degree • Baccalaureate degree • Certificate/licensure • Entrepreneurship • Immediate part/full time employment • Industry training • Military training • Professional degree • Registered apprenticeship • Tech Prep • Vocational rehabilitation centers <p>13.3.11.C ~ Evaluate conflict resolution skills as they relate to the workplace:</p> <ul style="list-style-type: none"> • Constructive criticism • Group dynamics • Managing/leadership • Mediation • Negotiation • Problem solving <p>13.3.11.F ~ Evaluate strategies for career retention and advancement in response to the changing global workplace. 13.3.11.G~ Evaluate the impact of lifelong learning on career retention and advancement.</p>