



Career Opportunities Curriculum

Jessica Evans
STCHARLESR6

Career Opportunities Curriculum Committee

Curriculum Chairpersons

Jessica Evans, Administration Building, Curriculum and Instruction Specialist

Curriculum Committee Members

Jeanne Payne

Career Opportunities Curriculum
TABLE OF CONTENTS

Table of Contents.....	2
District Mission Statement.....	3
District Vision.....	3
District Values.....	3
District Goals.....	4
Philosophical Foundations.....	5
Philosophy.....	6
Program Goals.....	7
Scope and Sequence.....	8-9
Course Overview.....	10
Curriculum.....	11
Appendix	
National Entrepreneurship Standards	

District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment
- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity
- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices
- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
 - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

Philosophy

The curriculum for Career Opportunities gives students the skills needed to look closely at what is necessary to achieve their career goals. This course gives students a road map to accomplish the various milestones needed on the path to their career from education requirements, soft skills, and job expectations. Designed to prepare students to take the next step on their career journey, this curriculum gives students an opportunity to evaluate a variety of careers and the milestones needed to be successful on their path.

Program Goals

At the conclusion of the Career Opportunities course, students will be able to:

- Evaluate career opportunities based on current/future economy
- Analyze employer expectations in the business environment
- Select and use sources of career information
- Determine tentative occupational interest
- Explain employment opportunities in entrepreneurship
- Utilize job-search strategies
- Interview for a job
- Demonstrate ethical work habits

CAREER OPPORTUNITIES - SCOPE and SEQUENCE	
I= Introduce	
R= Reinforce	
M= Master	
Competencies	Career Opportunities
Match personal interests with career options	IR
Set lifestyle goals	IR
Research/evaluate careers and strategies for setting career goals	I
Define entrepreneurship and the traits of successful entrepreneurs	I
Network and use other resources for identifying potential jobs	IRM
Apply for job	IR
Prepare for interview	I
Conduct an interview	IR
Follow -up after an interview	IR
Use ethical behavior in the workplace	IR
Use skills to enter the workplace, including ethical behavior, health and safety, and legal issues	IR
Use proper attitude on the job	IR
Act professionally on the job	I
Be a healthy worker	IRM
Use safety on the job	IR
Identify the laws that affect the workplace	IR
Develop interpersonal skills, decision-making and problem-solving skills, technology skills and time management skills	IR
Understand teamwork	IR
Understand leadership	IR
Write and read using professional skills	IR
Make decisions on the job	IR
Solve workplace problems	IR
Use computer software and its applications	IR
Use time effectively	IR
Organize their work	IR
Understand the economic system	I
Be a wise consumer	IR
Plan and use a budget	I
Use a checking account and banking services	IR
Manage a career and how to balance work, family and community responsibilities	IR

Career Opportunities

Course Overview

Grade level(s): 9 - 12	Credits earned: [½ unit elective credit]
Course Rationale	Course Description
<i>The rationale for Career Opportunities in the St. Charles School District is to allow students to investigate career pathways and to prepare them to be productive workers and consumers in a global society.</i>	<i>Career Opportunities is a one-semester activity-based course. It is designed for college and non-college bound students grades 9 - 12. Each student will complete several interest and personality inventories to help determine a direction for their future. Students will then research careers in the various career pathways.</i>
Transfer Goals/Big Ideas	
<i>Students will be able to independently use their learning to identify a career in a pathway that is suited to their interest and abilities. Students will then be able to utilize job-search strategies to locate a job in their chosen career pathway. Students will also have the employability skills to be successful in their career choice.</i>	
Priority Missouri Learning Standards/National Standards	
<p><i>H.01 Evaluate career opportunities based on current/future economy</i></p> <p><i>H.02 Analyze employer expectations in the business environment</i></p> <p><i>H.04 Select and use sources of career information</i></p> <p><i>H.05 Determine tentative occupational interest</i></p> <p><i>H.06 Explain employment opportunities in entrepreneurship</i></p> <p><i>H.07 Utilize job-search strategies</i></p> <p><i>H.09 Interview for a job</i></p> <p><i>B.04 Demonstrate ethical work habits</i></p>	

Unit 1 : Self Assessment

Standards	Goal(s) /Big Ideas	
<p><i>H.01 Evaluate career opportunities based on current/future economy</i></p> <p><i>H.04 Select and use sources of career information</i></p> <p><i>H.05 Determine tentative occupational interest</i></p>	<p><i>Students will be able to independently use their learning to identify a career in a pathway that is suited to their interest and abilities.</i></p>	
	Enduring Understandings	Essential Questions
	<p><i>Students will evaluate career opportunities and determine their tentative occupational interest.</i></p>	<p><i>Students will discover how their own personality, interests, and abilities will affect their career choice.</i></p>
Learning Targets		
<p><i>Students will evaluate career opportunities current and future.</i></p> <p><i>Students will use sources of career information.</i></p> <p><i>Students will determine their tentative occupational interest.</i></p>		
Unit Duration:		
<p><i>3 to 5 weeks</i></p>		

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
3-5 wks	Self Assessment	16 career pathways Various personality/interest inventories <u>A few examples:</u> Yourfreecareertest.com Keirsey Temperament Sorter II Smalley Personality Type Inventory MissouriConnections.org	<i>Students will evaluate career opportunities</i> <i>Students will determine their tentative occupational interest.</i> <i>Students will use sources of career information.</i>	CFA pretest CFA post test Quiz Unit test Yourfreecareertest.com <u>Self Assessments:</u> <i>Thinking about myself</i> <i>Smalley Personality type</i> <i>Keirsey Temperament Sorter II</i> <u>Missouri connections:</u> Interest profiler Reality check Skills Learning styles survey

Unit 2: Researching Careers and Career Pathways

Standards	Transfer Goal(s) /Big Ideas	
<i>H.04 Select and use sources of career information</i>	<i>Students will be able to independently use their learning to identify a career in a pathway that is suited to their interest and abilities.</i>	
<i>H.05 Determine tentative occupational interest</i>	Enduring Understandings	Essential Questions
<i>H.06 Explain employment opportunities in entrepreneurship</i>	<i>Students will select and use sources of career information and explain employment opportunities in entrepreneurship.</i>	<i>Students will consider which occupations in chosen career pathways best match their interests and skills.</i>
Learning Targets		
<i>Students will select sources of career information. Students will explain employment opportunities in entrepreneurship</i>		
Unit Duration:		
3 to 5 weeks		

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
3-5 wks	Researching Careers & Career Pathways	Occupational Outlook Handbook Missouri Connections 16 career pathways	<i>Students will select sources of career information.</i> <i>Students will explain employment opportunities in entrepreneurship</i>	<u>Missouri connections:</u> Career cluster Occupational sort School sort Work Importance locator Research project

Unit 3: Finding a Job
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<i>H.07 Utilize job-search strategies</i>	<i>Students will then be able to utilize job-search strategies to locate a job in their chosen career pathway.</i>	
<i>H.09 Interview for a job</i>	Enduring Understandings	Essential Questions
	<i>Students will utilize job-search strategies and interview for a job.</i>	<i>Students will consider strengths, weakness, interests, and jobs available in the field that they are interested in. Students will use job searching strategies to narrow search for jobs to apply for.</i>
Learning Targets		
<i>Students will utilize job-search strategies Students will interview for a job</i>		
Unit Duration:		
<i>3 -4 weeks</i>		

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
3-4 weeks	Finding a job	Missouri Connections Resume writer <i>Succeeding in the world of work</i>	<p><i>Students will utilize job-search strategies</i></p> <p><i>Students will interview for a job</i></p>	<ul style="list-style-type: none"> ○ Pretest CFA ○ Create a resume ○ Create a cover letter ○ Missouri connections ○ Design a Facebook page for a successful job search. ○ Complete various personality and interest assessments to ascertain student's possibility for future job leads ○ Participate in a mock interview

Unit 4: Being Successful on the Job

Standards	Transfer Goal(s) /Big Ideas	
<p><i>H.02 Analyze employer expectations in the business environment</i></p> <p><i>B.04 Demonstrate ethical work habits</i></p>	<i>Students will also have the employability skills to be successful in their career choice.</i>	
	Enduring Understandings	Essential Questions
	<p><i>Students will analyze employer expectations in the business environment and demonstrate ethical work habits.</i></p> <p><i>Students will also have the employability skills to be successful in their career choice.</i></p>	<p><i>Students will consider how ethics can affect their workplace success.</i></p> <p><i>Students will explain why a positive attitude, high esteem, and enthusiasm contribute to career success.</i></p> <p><i>Students will develop effective strategies to handle pressure, criticism, gossip, and manage negative feelings in the workplace.</i></p> <p><i>Students will create and discover strategies to stay within a budget, calculate paychecks, and manage & reconcile a checking account.</i></p>
Learning Targets		
<p><i>Students will analyze employer expectations in the business environment</i></p> <p><i>Students will demonstrate ethical work habits</i></p>		
Unit Duration:		
3 to 5 weeks		

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
3 - 5 weeks	Being Successful on the job	Succeeding In The World of Work Guest speakers Internet Missouri connections	<p><i>Students will consider how ethics can affect their workplace success.</i></p> <p><i>Students will explain why a positive attitude, high esteem, and enthusiasm contribute to career success.</i></p> <p><i>Students will develop effective strategies to handle pressure, criticism, gossip, and manage negative feelings in the workplace.</i></p> <p><i>Students will create and discover strategies to stay within a budget, calculate paychecks, and manage & reconcile a checking account</i></p>	<p>Pretest CFA</p> <p>Quizzes</p> <p>Unit Test</p> <p>Creating a budget project</p> <p>Checkbook project</p> <p>On the job case studies</p> <p>Activity to research a company’s policies & benefit package</p> <p>Guest speakers</p> <p>Define and review key terms</p> <p>Explore how positive attitude and enthusiasm can guide workers to career advancement/promotions.</p> <p>Project in groups describing what acting like a workplace profession “looks like” and what a perfect employee: looks like”.</p> <p>View and discuss unit related videos</p> <p>Students in groups record & edit their own video</p>

Strand: **Unit 1 Self Assessment**

Topic/Objective 1: Discover personal traits, interests, learning styles, setting goals and the decision making procedures

Level: 9-12		Sample Tasks
Score 4.0		In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.
		<ul style="list-style-type: none"> Student will select a topic(s) and write a summary on how/why that topic is significant to business in the United States
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0		<p>The student will be able to:</p> <ul style="list-style-type: none"> Describe how skills, interests, and desired lifestyle may shape career plans. Analyze some positive and negative ways the global economy affects workers. Compare and contrast ways that might decrease or increase an income and how that affects your lifestyle. Evaluate job outlooks when making career plans. Will be able to name the seven steps in the decision making process
		<ul style="list-style-type: none"> Create a career cluster List some ways to keep up with global trends. Missouri connections
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content
Score 2.0		<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognize and recall terminology: skills, interests, occupation, lifestyle <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
		<ul style="list-style-type: none"> Activity matching terms with descriptions Write a paper using terms, and your interests, strengths and weaknesses. Include the career path that best fits you
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content
Score 1.0		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
Score 0.0		Even with help, no understanding or skill demonstrated.

Strand: Unit 2 Researching Careers & career pathways

Topic/Objective 2: Exploring Careers

Level: 9-12

Sample Tasks

Score 4.0		In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Students will create a digital ePortfolio that is well-designed and an organized reflection of their career plan,
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0		<p>The student will be able to:</p> <ul style="list-style-type: none"> • Explain how to use the decision making process to choose a career • Describe how to identify your career choices • Identify your needs and wants • Evaluate your goals 	<ul style="list-style-type: none"> • Write a paper explaining how a positive attitude affects your goals • Missouri connections.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0		<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognize or recall specific terminology such as: lifestyle goals, data, attitude, culture, values, job, career <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Match descriptions to the following terms: <ul style="list-style-type: none"> ○ Job, career, values, culture, lifestyle goals, attitude, business confidentiality, social responsibility
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	<ul style="list-style-type: none"> •
Score 0.0		Even with help, no understanding or skill demonstrated.	

Strand: Unit 2 Researching Careers & career pathways

Topic/Objective 3: Understanding Entrepreneurship

Level: 9-12

Sample Tasks

Score 4.0		In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • The student will write a business plan
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0		<p>The student will be able to:</p> <ul style="list-style-type: none"> • List advantages and disadvantages of entrepreneurship • Define entrepreneurial skills • List factors that can affect business success • Identify the four main ways to become a business owner 	<ul style="list-style-type: none"> • Explain the parts that comprise a multinational firm • Evaluate an income statement for entrepreneurs and a cooperative
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0		<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognize or recall specific terminology such as: lifestyle goals, data, attitude, culture, values, job, career • <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Match descriptions to the following terms: <ul style="list-style-type: none"> ○ Job, career, values, culture, lifestyle goals, attitude, business confidentiality, social responsibility
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
Score 0.0		Even with help, no understanding or skill demonstrated.	

Strand: Unit 2 Researching Careers & career pathways		
Topic/Objective 4: Developing an Individual career plan		
Level: 9-12		Sample Tasks
Score 4.0		In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.
		<ul style="list-style-type: none"> • The student will create a PowerPoint reflecting a career plan. Using various sources, the PowerPoint will share valuable information about goals and career information.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0		The student will be able to: <ul style="list-style-type: none"> • Describe formal and informal methods of researching careers • Evaluate sources of career information • Identify work experiences that can help explore careers • Develop key questions to ask when researching and assessing careers.
		<ul style="list-style-type: none"> • Write a paper analyzing characteristics of a career profile and enumerate them in order of importance • Identify the characteristics used to develop a career profile
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content
Score 2.0		There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Recognize or recall specific terminology such as: career clusters, source, internships, cooperative programs, flextime, career pathways, work environment However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
		<ul style="list-style-type: none"> • Match descriptions to the following terms: <ul style="list-style-type: none"> ○ Job, career, values, culture, lifestyle goals, attitude, business confidentiality, social responsibility
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content
Score 1.0		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
Score 0.0		Even with help, no understanding or skill demonstrated.

Strand: Unit 3 Finding a job		
Topic/Objective 5: Finding and applying for a job		
Level: 9-12		Sample Tasks
Score 4.0		In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.
		<ul style="list-style-type: none"> • The student will create a multimedia presentation highlighting a successful job search
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0		The student will be able to: <ul style="list-style-type: none"> • Define networking and explain why it is an effective way to develop job leads. • Develop a career network and contact list. • Explain how to use the internet and other resources to find career opportunities.
		<ul style="list-style-type: none"> • Design a Facebook page for a successful job search. • Complete various personality and interest assessments to ascertain student's possibility for future job leads/ • Create a resume • Do a mock interview
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content
Score 2.0		There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Recognize or recall specific terms: individual traits, skills, or attributes to specific jobs or services to achieve a successful job search. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
		<ul style="list-style-type: none"> • Match description of individual traits, skills or attributes to specific jobs or services to achieve a successful job search.
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content
Score 1.0		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
		<ul style="list-style-type: none"> •
Score 0.0		Even with help, no understanding or skill demonstrated.

Strand: Unit 3 Finding a job			
Topic/Objective 6: The phases of the interview process			
Level: 9-12			Sample Tasks
Score 4.0		In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • The student will conduct an interview with an adult of career interest.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0		<p>The student will be able to:</p> <ul style="list-style-type: none"> • Successfully complete applications for a job. • Create a resume and cover letter by using advanced features of Microsoft Word. • Students will view and discuss a video of interview techniques • Compare/contrast advantages and disadvantages of online applications • Identify the importance of body language in creating a good impression 	<ul style="list-style-type: none"> • Mock interview • Fill out a online application • Develop answers to typical & tough interview questions
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0		<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognize or recall specific terms: interview, body language, role playing, problem solving, stress <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Match descriptions to following terms: <ul style="list-style-type: none"> ○ Interviewing techniques, feedback, punctuality planning
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	<ul style="list-style-type: none"> •
Score 0.0		Even with help, no understanding or skill demonstrated.	

Strand: Unit 4 Being Successful on the job		
Topic/Objective 7: Expectations of Employees and Employers		
Level: 9-12		Sample Tasks
Score 4.0		In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.
		<ul style="list-style-type: none"> The student will investigate a corporation and prepare a pamphlet which describes specific details of such. Student will present pamphlet and information to class
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0		<p>The student will be able to:</p> <ul style="list-style-type: none"> <i>explain why a positive attitude, high esteem, and enthusiasm contribute to career success.</i> <i>develop effective strategies to handle pressure, criticism, gossip, and manage negative feelings in the workplace.</i> <i>Describe how to be assertive on the job</i> <i>Contrast/compare expectations of employee & employers</i>
		<ul style="list-style-type: none"> Class discussion Videos related to unit Unit terms and chapter questions Project- panel of students answering class questions & class discussion on topics Create a pamphlet for new employee expectations & another for employers.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content
Score 2.0		<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognize or recall specific terminology such as: <ul style="list-style-type: none"> Professionalism, constructive criticism, defensive, gossip <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
		<ul style="list-style-type: none"> Match terminology with definitions including self-esteem, assertive, receptive, perceptive
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content
Score 1.0		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
		<ul style="list-style-type: none">
Score 0.0		Even with help, no understanding or skill demonstrated.

Strand: Unit 4 Being Successful on the job

Topic/Objective 8: Managing Your Money

Level: 9-12		Sample Tasks
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> The student will create a spreadsheet budget form in Excel. Using the software, students will create a monthly budget form to prepare a monthly budget.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will be able to:</p> <ul style="list-style-type: none"> Create a budget and discuss strategies to stay within a budget, calculate pay for hours worked Differentiate parts of paycheck/stub/deduction/gross & net pay manage & reconcile a checking account 	<ul style="list-style-type: none"> Compare/contrast different ways fo budget Describe strategies that will help you stay within your budget. Activity of writing checks and balancing a checkbook Videos that relate to the unit Activity to calculate hours worked x pay rate- check, analyze a paycheck stub
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognize or recall specific terminology such as: <ul style="list-style-type: none"> Budget, fixed expenses, flexible expenses, record keeping. Net pay, gross pay <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Match terms with descriptions to terms.
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	<ul style="list-style-type: none">
Score 0.0	Even with help, no understanding or skill demonstrated.	

Strand: Unit 4 Being Successful on the job

Topic/Objective 9 : Workplace Ethics

Level: 9-12

Sample Tasks

Score 4.0

In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.

- **The student will investigate a corporation and prepare a pamphlet which describes specific details of workplace ethics. Student will present pamphlet and information to class**

3.5

In addition to score 3.0 performance, in-depth inferences and applications with partial success.

Score 3.0

The student will be able to:

- **Explore how a positive attitude and enthusiasm can guide workers to advancement in the company**
- **Define key terms and unit questions**
- **Discuss solutions to workplace issues**
- **Develop strategies to handle criticism, pressure, and gossip in the workplace**

- Project covering workplace ethics
- Videos relating to unit
- Guest speakers
- Class discussion on problem scenarios in the workplace

2.5

No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content

Score 2.0

There are no major errors or omissions regarding the simpler details and processes as the student:

- **Recognize or recall specific terminology such as: Professionalism, self management, cooperativeness, initiative, confidentiality, prejudice, ethics, dishonesty**

However, the student exhibits major errors or omissions regarding the more complex ideas and processes.

- **Match terms with definitions**

1.5

Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content

Score 1.0

With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.

-

Score 0.0

Even with help, no understanding or skill demonstrated.

Entrepreneurial Skills

The Processes and Traits/Behaviors associated with entrepreneurial success.

Entrepreneurial Processes	
A	Understands concepts and processes associated with successful entrepreneurial performance
Discovery	
A.01	Explain the need for entrepreneurial discovery
A.02	Discuss entrepreneurial discovery processes
A.03	Assess global trends and opportunities
A.04	Determine opportunities for venture creation
A.05	Assess opportunities for venture creation
A.06	Describe idea-generation methods
A.07	Generate venture ideas
A.08	Determine feasibility of ideas
Concept Development	
A.09	Describe entrepreneurial planning considerations
A.10	Explain tools used by entrepreneurs for venture planning
A.11	Assess start-up requirements
A.12	Assess risks associated with venture
A.13	Describe external resources useful to entrepreneurs during concept development

A.14	Assess the need to use external resources for concept development
A.15	Describe strategies to protect intellectual property
A.16	Use components of a business plan to define venture idea
Resourcing	
A.17	Distinguish between debt and equity financing for venture creation
A.18	Describe processes used to acquire adequate financial resources for venture creation/start-up
A.19	Select sources to finance venture creation/start-up
A.20	Explain factors to consider in determining a venture's human-resource needs
A.21	Describe considerations in selecting capital resources
A.22	Acquire capital resources needed for the venture
A.23	Assess the costs/benefits associated with resources
Actualization	
A.24	Use external resources to supplement entrepreneur's expertise
A.25	Explain the complexity of business operations
A.26	Evaluate risk-taking opportunities
A.27	Explain the need for business systems and procedures
A.28	Describe the use of operating procedures
A.29	Explain methods/processes for organizing work flow
A.30	Develop and/or provide product/service
A.31	Use creativity in business activities/decisions

A.32	Explain the impact of resource productivity on venture success
A.33	Create processes for ongoing opportunity recognition
A.34	Adapt to changes in business environment
Harvesting	
A.35	Explain the need for continuation planning
A.36	Describe methods of venture harvesting
A.37	Evaluate options for continued venture involvement
A.38	Develop exit strategies
B	Entrepreneurial Traits/Behaviors Understands the personal traits/behaviors associated with successful entrepreneurial performance
Leadership	
B.01	Demonstrate honesty and integrity
B.02	Demonstrate responsible behavior
B.03	Demonstrate initiative
B.04	Demonstrate ethical work habits
B.05	Exhibit passion for goal attainment
B.06	Recognize others' efforts
B.07	Lead others using positive statements
B.08	Develop team spirit
B.09	Enlist others in working toward a shared vision
B.10	Share authority, when appropriate

B.11	Value diversity
Personal Assessment	
B.12	Describe desirable entrepreneurial personality traits
B.13	Determine personal biases and stereotypes
B.14	Determine interests
B.15	Evaluate personal capabilities
B.16	Conduct self-assessment to determine entrepreneurial potential
Personal Management	
B.17	Maintain positive attitude
B.18	Demonstrate interest and enthusiasm
B.19	Make decisions
B.20	Develop an orientation to change
B.21	Demonstrate problem-solving skills
B.22	Assess risks
B.23	Assume personal responsibility for decisions
B.24	Use time-management principles
B.25	Develop tolerance for ambiguity
B.26	Use feedback for personal growth
B.27	Demonstrate creativity
B.28	Set personal goals

Ready Skills

The basic business knowledge and skills that are prerequisites
or co-requisites for becoming a successful entrepreneur.

C	<p>Business Foundations</p> <p>Understands fundamental business concepts that affect business decision making</p>
Business Concepts	
C.01	Explain the role of business in society
C.02	Describe types of business activities
C.03	Explain types of businesses
C.04	Explain opportunities for creating added value
C.05	Determine issues and trends in business
C.06	Describe crucial elements of a quality culture/continuous quality improvement
C.07	Describe the role of management in the achievement of quality
C.08	Explain the nature of managerial ethics
C.09	Describe the need for and impact of ethical business practices
Business Activities	
C.10	Explain marketing management and its importance in a global economy
C.11	Describe marketing functions and related activities
C.12	Explain the nature and scope of operations management
C.13	Explain the concept of management

C.14	Explain the concept of financial management
C.15	Explain the concept of human resource management
C.16	Explain the concept of risk management
C.17	Explain the concept of strategic management
D	Communications and Interpersonal Skills Understands concepts, strategies, and systems needed to interact effectively with others
Fundamentals of Communication	
D.01	Explain the nature of effective communications
D.02	Apply effective listening skills
D.03	Use proper grammar and vocabulary
D.04	Reinforce service orientation through communication
D.05	Explain the nature of effective verbal communications
D.06	Address people properly
D.07	Handle telephone calls in a businesslike manner
D.08	Make oral presentations
D.09	Explain the nature of written communications
D.10	Write business letters
D.11	Write informational messages
D.12	Write inquiries
D.13	Write persuasive messages
D.14	Prepare simple written reports

D.15	Prepare complex written reports
D.16	Use communications technologies/systems (e.g., e-mail, faxes, voice mail, cell phones, etc.)
Staff Communications	
D.17	Follow directions
D.18	Explain the nature of staff communication
D.19	Give directions for completing job tasks
D.20	Conduct staff meetings
Ethics in Communication	
D.21	Respect the privacy of others
D.22	Explain ethical considerations in providing information
Group Working Relationships	
D.23	Treat others fairly at work
D.24	Develop cultural sensitivity
D.25	Foster positive working relationships
D.26	Participate as a team member
Dealing with Conflict	
D.27	Demonstrate self control
D.28	Show empathy for others
D.29	Use appropriate assertiveness
D.30	Demonstrate negotiation skills

D.31	Handle difficult customers/clients
D.32	Interpret business policies to customers/clients
D.33	Handle customer/client complaints
D.34	Explain the nature of organizational change
D.35	Describe the nature of organizational conflict
D.36	Explain the nature of stress management
E	Digital Skills Understands concepts and procedures needed for basic computer operations
Computer Basics	
E.01	Use basic computer terminology
E.02	Apply basic commands of operating system software
E.03	Employ desktop operating skills
E.04	Determine file organization
E.05	Demonstrate system utilities for file management
E.06	Compress or alter files
E.07	Use reference materials to access information
E.08	Use menu systems
E.09	Use control panel components
E.10	Access data through various computer drives

Computer Applications	
E.11	Demonstrate basic search skills on the Web
E.12	Evaluate credibility of Internet resources
E.13	Demonstrate file management skills
E.14	Communicate by computer
E.15	Solve routine hardware and software problems
E.16	Operate computer-related hardware peripherals
E.17	Explain the nature of e-commerce
E.18	Describe the impact of the Internet on business
E.19	Develop basic website
F	Economics Understands the economic principles and concepts fundamental to entrepreneurship/small-business ownership
Basic Concepts	
F.01	Distinguish between economic goods and services
F.02	Explain the factors of production
F.03	Explain the concept of scarcity
F.04	Explain the concept of opportunity costs
F.05	Describe the nature of economics and economic activities
F.06	Determine forms of economic utility created by business activities
F.07	Explain the principles of supply and demand

F.08	Describe the concept of price
Cost-Profit Relationships	
F.09	Explain the concept of productivity
F.10	Describe cost/benefit analysis
F.11	Analyze the impact of specialization/division of labor on productivity
F.12	Explain the concept of organized labor and business
F.13	Explain the law of diminishing returns
F.14	Describe the concept of economies of scale
Economic Indicators/Trends	
F.15	Explain measures used to analyze economic conditions
F.16	Explain the nature of the Consumer Price Index
F.17	Explain the concept of Gross Domestic Product
F.18	Determine the impact of business cycles on business activities
Economic Systems	
F.19	Explain the types of economic systems
F.20	Describe the relationship between government and business
F.21	Assess impact of government actions on business ventures
F.22	Explain the concept of private enterprise
F.23	Assess factors affecting a business's profit
F.24	Determine factors affecting business risk
F.25	Explain the concept of competition

F.26	Describe types of market structures
F.27	Determine the impact of small business/entrepreneurship on market economies
International Concepts	
F.28	Explain the nature of international trade
F.29	Describe small-business opportunities in international trade
F.30	Determine the impact of cultural and social environments on world trade
F.31	Explain the impact of exchange rates on trade
F.32	Evaluate influences on a nation's ability to trade
G	Financial Literacy Understands personal money-management concepts, procedures, and strategies
Money Basics	
G.01	Explain forms of financial exchange (cash, credit, debit, etc.)
G.02	Describe functions of money (medium of exchange, unit of measure, store of value)
G.03	Describe the sources of income (wages/salaries, interest, rent, dividends, transfer payments, etc.)
G.04	Recognize types of currency (paper money, coins, banknotes, government bonds, treasury notes, etc.)
G.05	Read and interpret a pay stub
G.06	Explain the time value of money
G.07	Describe costs associated with credit
G.08	Explain legal responsibilities associated with use of money
G.09	Use money effectively

Financial Services	
G.10	Describe services provided by financial institutions
G.11	Explain legal responsibilities of financial institutions
G.12	Explain costs associated with use of financial services
G.13	Select financial institution
G.14	Open account with financial institution
Personal Money Management	
G.15	Set financial goals
G.16	Develop savings plan
G.17	Develop spending plan
G.18	Make deposits to and withdrawals from account
G.19	Complete financial instruments
G.20	Maintain financial records
G.21	Read and reconcile financial statements
G.22	Correct errors with account
G.23	Explain types of investments
G.24	Invest money
G.25	Develop personal budget
G.26	Build positive credit history
G.27	Improve/repair creditworthiness

H	Professional Development Understands concepts and strategies needed for career exploration, development, and growth
Career Planning	
H.01	Evaluate career opportunities based on current/future economy
H.02	Analyze employer expectations in the business environment
H.03	Explain the rights of workers
H.04	Select and use sources of career information
H.05	Determine tentative occupational interest
H.06	Explain employment opportunities in entrepreneurship
Job-Seeking Skills	
H.07	Utilize job-search strategies
H.08	Complete a job application
H.09	Interview for a job
H.10	Write a follow-up letter after job interviews
H.11	Write a letter of application
H.12	Prepare a résumé
H.13	Describe techniques for obtaining work experience (e.g., volunteer activities, internships)
H.14	Explain the need for ongoing education as a worker
H.15	Explain possible advancement patterns for jobs
H.16	Determine skills needed to enhance career progression

H.17	Utilize resources that can contribute to professional development (e.g., trade journals/ periodicals, professional/trade associations, classes/seminars, trade shows, and mentors)
H.18	Use networking techniques for professional growth
Business Functions	
The business activities performed by entrepreneurs in managing the business.	
I	Financial Management Understands the financial concepts and tools used in making business decisions
Accounting	
I.01	Explain accounting standards (GAAP)
I.02	Prepare estimated/projected income statement
I.03	Estimate cash-flow needs
I.04	Prepare estimated/projected balance sheet
I.05	Calculate financial ratios
I.06	Determine and deposit payroll taxes
I.07	File tax returns
Finance	
I.08	Explain the purposes and importance of obtaining business credit
I.09	Make critical decisions regarding acceptance of bank cards
I.10	Establish credit policies

I.11	Develop billing and collection policies
I.12	Describe use of credit bureaus
I.13	Explain the nature of overhead/operating expenses
I.14	Determine financing needed to start a business
I.15	Determine risks associated with obtaining business credit
I.16	Explain sources of financial assistance
I.17	Explain loan evaluation criteria used by lending institutions
I.18	Select sources of business loans
I.19	Establish relationship with financial institutions
I.20	Complete loan application process
I.21	Determine business's value
Money Management	
I.22	Establish financial goals and objectives
I.23	Develop and monitor budget
I.24	Manage cash flow
I.25	Explain the nature of capital investment
I.26	Foster a positive financial reputation
I.27	Implement procedures for managing debt
I.28	Supervise/implement regular accounting procedures and financial reports

J	Human Resource Management Understands the concepts, systems, and strategies needed to acquire, motivate, develop, and terminate staff
Organizing	
J.01	Develop a personnel organizational plan
J.02	Develop job descriptions
J.03	Develop compensation plan/incentive systems
J.04	Organize work/projects for others
J.05	Delegate responsibility for job tasks
Staffing	
J.06	Determine hiring needs
J.07	Recruit new employees
J.08	Screen job applications/résumés
J.09	Interview job applicants
J.10	Select new employees
J.11	Negotiate new-hire's salary/pay
J.12	Dismiss/Fire employee
Training/Development	
J.13	Orient new employees (management's role)
J.14	Conduct training class/program
J.15	Coach employees

Morale/Motivation	
J.16	Exhibit leadership skills
J.17	Encourage team building
J.18	Recognize/reward employees
J.19	Handle employee complaints/grievances
J.20	Ensure equitable opportunities for employees
J.21	Build organizational culture
Assessment	
J.22	Assess employee morale
J.23	Provide feedback on work efforts
J.24	Assess employee performance
J.25	Take remedial action with employee
J.26	Conduct exit interviews
K	Information Management Understands the concepts, systems, and tools needed to access, process, maintain, evaluate, and disseminate information for business decision-making
Record keeping	
K.01	Explain the nature of business records
K.02	Maintain record of daily financial transactions
K.03	Record and report sales tax

K.04	Develop payroll record keeping system
K.05	Maintain personnel records
K.06	Maintain customer records
Technology	
K.07	Explain ways that technology impacts business
K.08	Use Personal Information Management/Productivity applications
K.09	Demonstrate writing/publishing applications
K.10	Demonstrate presentation applications
K.11	Demonstrate database applications
K.12	Demonstrate spreadsheet applications
K.13	Demonstrate collaborative/groupware applications
K.14	Determine venture's technology needs
Information Acquisition	
K.15	Select sources of business start-up information
K.16	Conduct an environmental scan to obtain marketing information
K.17	Monitor internal records for marketing information
K.18	Determine underlying customer needs/frustrations
L	<p>Marketing Management</p> <p>Understands the concepts, processes, and systems needed to determine and satisfy customer needs/wants/expectations, meet business goals/objectives, and create new product/service ideas</p>
Product/Service Creation	

L.01	Explain methods to generate a product/service idea
L.02	Generate product/service ideas
L.03	Assess opportunities for import substitution
L.04	Determine product/service to fill customer need
L.05	Determine initial feasibility of product/service ideas
L.06	Plan product/service mix
L.07	Choose product name
L.08	Determine unique selling proposition
L.09	Develop strategies to position product/service
L.10	Build brand/image
L.11	Evaluate customer experience
Marketing-information Management	
L.12	Explain the concept of market and market identification
L.13	Describe the role of situation analysis in the marketing-planning process
L.14	Determine market segments
L.15	Select target markets
L.16	Conduct market analysis
L.17	Explain the concept of marketing strategies
L.18	Describe the nature of marketing planning
L.19	Set a marketing budget
L.20	Develop marketing plan

L.21	Monitor and evaluate performance of marketing plan
Promotion	
L.22	Describe the elements of the promotional mix
L.23	Calculate advertising media costs
L.24	Select advertising media
L.25	Prepare a promotional budget
L.26	Develop promotional plan for a business
L.27	Write a news release
L.28	Obtain publicity
L.29	Select sales-promotion options
L.30	Write sales letters
L.31	Manage online (www) activities
L.32	Evaluate effectiveness of advertising
Pricing	
L.33	Calculate breakeven point
L.34	Explain factors affecting pricing decisions
L.35	Establish pricing objectives
L.36	Select pricing strategies
L.37	Set prices
L.38	Adjust prices to maximize profitability

Selling	
L.39	Acquire product information for use in selling
L.40	Analyze product information to identify product features and benefits
L.41	Prepare for the sales presentation
L.42	Establish relationship with client/customer
L.43	Determine customer/client needs
L.44	Determine customer's buying motives for use in selling
L.45	Differentiate between consumer and organizational buying behavior
L.46	Recommend specific product
L.47	Convert customer/client objections into selling points
L.48	Close the sale
L.49	Demonstrate suggestion selling
L.50	Plan follow up strategies for use in selling
L.51	Process sales documentation
L.52	Prospect for customers
L.53	Plan strategies for meeting sales quotas
L.54	Analyze sales reports
L.55	Train staff to support sales efforts
L.56	Analyze technology for use in the sales function
L.57	Manage online sales process

M	Operations Management Understands the processes and systems implemented to facilitate daily business operations.
Business Systems	
M.01	Plan business layout
M.02	Determine equipment needs
M.03	Document business systems and procedures
M.04	Establish operating procedures
M.05	Develop project plans
M.06	Analyze business processes and procedures
M.07	Implement quality improvement techniques
M.08	Evaluate productivity of resources
M.09	Manage computer-based operating systems
Channel Management	
M.10	Select business location
M.11	Select distribution channels
M.12	Develop and implement order-fulfillment processes
Purchasing/Procurement	
M.13	Explain the buying process

M.14	Describe the nature of buyer reputation and vendor relationships
M.15	Establish company buying/purchasing policies
M.16	Conduct vendor search
M.17	Choose vendors
M.18	Negotiate contracts with vendors
M.19	Place orders
M.20	Barter with vendors
Daily Operations	
M.21	Schedule staff
M.22	Maintain inventory of products/supplies
M.23	Organize shipping/receiving
Risk Management	
N	Understands the concepts, strategies, and systems that businesses implement and enforce to minimize loss
Business Risks	
N.01	Describe types of business risk
N.02	Determine ways that small businesses protect themselves against loss
N.03	Establish controls to prevent embezzlement/theft
N.04	Establish and implement systems to protect customer/employee confidentiality
N.05	Determine business's liabilities

N.06	Explain ways to transfer risk
N.07	Obtain insurance coverage
N.08	Develop strategies to protect computer (digital) data
N.09	Develop security policies and procedures
N.10	Establish safety policies and procedures
N.11	Protect assets from creditors
N.12	Establish parameters for staff responsibility/authority
N.13	Develop continuation plan
Legal Considerations	
N.14	Explain legal issues affecting businesses
N.15	Protect intellectual property rights
N.16	Select form of business ownership
N.17	Obtain legal documents for business operations
N.18	Describe the nature of businesses' reporting requirements
N.19	Adhere to personnel regulations
N.20	Implement workplace regulations (including OSHA, ADA)
N.21	Develop strategies for legal/government compliance
Strategic Management	
O	Understands the processes, strategies, and systems needed to guide the overall business organization
Planning	
O.01	Conduct SWOT analysis

O.02	Conduct competitive analysis
O.03	Evaluate business acquisition options
O.04	Develop company goals/objectives
O.05	Develop business mission
O.06	Forecast income/sales
O.07	Conduct break-even analysis
O.08	Develop action plans
O.09	Develop business plan
Controlling	
O.10	Use budgets to control operations
O.11	Develop expense-control plans
O.12	Analyze cash-flow patterns
O.13	Interpret financial statements
O.14	Analyze operating results in relation to budget/industry
O.15	Track performance of business plan

