COURSE TITLE: Human Resource Management

Course Description:
Human Resource Management focuses on preparing students for employment in the human resources field. The course emphasizes understanding the impact of proper management of people as a resource in business and identifying and managing issues facing human resources professionals, such as globalization, diversity, new technologies, knowledgeable workers, and changing trends in the workplace.

Potential Certifications/Credentials:
Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts, Certiport- Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Microsoft Office Expert 2019/365 - Access / Excel / Word, Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)
## Course Scope and Sequence

<table>
<thead>
<tr>
<th>Unit #</th>
<th>Unit Title</th>
<th>Estimated Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Foundational Standards</td>
<td></td>
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<tr>
<td>2</td>
<td>Introduction to Human Resources</td>
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<tr>
<td>3</td>
<td>Business Leadership</td>
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<tr>
<td>4</td>
<td>Recruitment</td>
<td></td>
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<tr>
<td>5</td>
<td>Employee Relations</td>
<td></td>
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<tr>
<td>6</td>
<td>Employee Benefits and Compensation</td>
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<tr>
<td>7</td>
<td>Organizational Development</td>
<td></td>
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<tr>
<td>8</td>
<td>Diversity in the Workplace</td>
<td></td>
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<tr>
<td>9</td>
<td>Labor Relations</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Ethics, Legal Issues, Safety, and Security</td>
<td></td>
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<tr>
<td>11</td>
<td>Global Human Resources</td>
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</tr>
<tr>
<td>12</td>
<td>Career Exploration</td>
<td></td>
</tr>
</tbody>
</table>
Unit Plans of Instruction

Foundational Standards

F1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.

F2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.

F3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.

F4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.

F5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

F6. Discuss and demonstrate ways to value diversity.
Unit 2 Title: Introduction to Human Resources

Content Standards
1. Identify and explain the traditional functions of human resources.
   1a. Describe the responsibilities of a human resource manager.
   1b. Compare and contrast human resources departments in large, midsized, and small organizations.

2. Explain current issues and trends that influence human resource management.
   2a. Identify strategies to adapt to trends.

Unpacked Learning Objectives

Students know:
- The traditional functions of human resources.
- The responsibilities of a human resource manager.
- The role of human resources departments.
- Large, midsized, and small organizations.
- Current issues and trends that influence human resource management.
- Strategies to adapt to trends.

Students are able to:
- Describe the employment process.
- List employee relations needs that may arise before, during and after employment.
- Decide which functions are the responsibilities of human resources.
- Summarize the responsibilities of a human resource manager.
- Differentiate human resource departments in large, midsized, and small organizations.
- Explain current issues and trends that influence human resource management.
- Identify strategies to adapt to trends.
- Research trends affecting the human resource management field.

Students understand that:
- The traditional functions of a human resources manager is essential to the function and success of any business.
- The responsibilities of a human resource manager have an influential role on the employee from hiring to termination and/or retirement.
- Human resources departments vary in size and responsibilities based on the size of the organization.
- The approach to human resource management may change due to current issues and trends.
- Organizations must be open to change and strategies to best utilize the human resources department.
| Unit Driving/Essential Question | What are the responsibilities of a human resource manager?  
How are human resources departments in large, midsized, and small organizations different or the same?  
What are current trends in the job market that affect a human resources department? |
|---|---|
| Exemplar High Quality Unit Task | Prepare for FBLA and/or DECA competitive events.  
Maintain a course portfolio.  
Interview a human resources manager and type a report of your findings.  
Explore careers in human resources and complete a presentation of your findings. |

## Map of Student Learning by Learning Objective

|---|---|---|---|---|
| Students will identify the traditional functions of human resources. | Formative: Q/A, class discussion, exit slip  
Summative: Chapter test | New vocabulary using online flashcards  
Teacher presentation  
Note-taking guide  
List the traditional functions of human resources. |  | Quizlet Flashcards, teacher made presentation, teacher made note-taking guide, computer, projector, word processing software, internet access |
<p>| Students will explain the traditional functions of human resources. | Formative: Q/A, checkpoints | Create an infographic to explain functions |  | Infographic maker by Canva, computer, internet access |</p>
<table>
<thead>
<tr>
<th>Students will describe the responsibilities of a human resource manager.</th>
<th>Summative: Project rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative: Research worksheet</td>
<td></td>
</tr>
<tr>
<td>Summative: Presentation rubric</td>
<td></td>
</tr>
<tr>
<td>Students will use the Occupational Outlook Handbook to research the responsibilities of a human research manager.</td>
<td></td>
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<tr>
<td>Answer questions on a career as a human resource manager.</td>
<td></td>
</tr>
<tr>
<td>Create a presentation to report findings.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students will compare and contrast human resources departments in large, midsized, and small organizations.</th>
<th>Formative: Q/A, class discussion, check for understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative: Chapter test, essay rubric</td>
<td></td>
</tr>
<tr>
<td>Teacher presentation</td>
<td></td>
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<tr>
<td>Note-taking guide</td>
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<tr>
<td>Venn diagram</td>
<td></td>
</tr>
<tr>
<td>Write an essay to compare and contrast human resources departments in large, midsized, and small organizations</td>
<td></td>
</tr>
<tr>
<td>Teacher made presentation, teacher made note-taking guide, venn diagram worksheet, computer, projector, word processing software.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students will explain current issues and trends that influence human resource management.</th>
<th>Formative: Check for understanding, exit ticket</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative: Article summary rubric</td>
<td></td>
</tr>
<tr>
<td>Read <a href="#">this article</a> on current issues and trends in human resource management and write an article summary using a template.</td>
<td></td>
</tr>
<tr>
<td>Article summary template, article, computer, internet access.</td>
<td></td>
</tr>
</tbody>
</table>
Students will identify strategies to adapt to trends.

| Formative: Check for understanding, exit ticket |
| Summative: Chapter test, research findings |
| Read [this article](#) and identify strategies to adapt to trends. |
| List the strategies on a word processing document and summarize each strategy. |

| Article, computer, internet access, word processing software. |

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### Key Vocabulary

- compliance
- job analysis
- recruitment
- retention
- labor relations
- training and development
- technologies
- trends
- globalization
- diversity

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### Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

- field trips
- guest speakers
- advisory board
- job shadowing

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### CTSO Connection:

- FBLA Human Resource Management [competitive event](#)
- DECA Human Resource Management [Series Event](#)

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### Certification/Credential Connection:

- ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts, Microsoft Office Expert 2019/365 - Access / Excel / Word, Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)
Unit 3 Title: Business Leadership

Content Standards
3. Describe the process of developing a mission statement and vision for an organization.
   3a. Explain how a company’s mission statement and vision impact day-to-day functions and affect employee morale.
   3b. Compare and contrast the mission statements of several companies.
   3c. Create a new or updated mission statement and vision for a business or organization.

4. Research and report on ways different leadership styles impact the performance, engagement, and morale of teams and organizations.

Unpacked Learning Objectives

Students know:
● The process of developing a mission statement and vision for an organization.
● The importance of a company’s mission statement and how the vision impacts day-to-day functions and affects employee morale.
● How to locate the mission statements of several companies.
● An example of a new and updated mission statement and vision for a business or organization.
● Different leadership styles.

Students are able to:
● Describe the process of developing a mission statement and vision for an organization.
● Create a fictional company’s mission statement and vision.
● Describe how a mission statement and vision impact day-to-day functions.
● Hypothesize why a company’s mission statement and vision can affect employee morale.
● Criticize mission statements of several companies.
● Develop a mission statement and vision for a business or organization.
● Research different leadership styles of influential business leaders.
● Show how leadership styles can influence the engagement and morale of the team and organization.
● Design a table to compare leadership styles.
● Prepare a presentation on how different leadership styles impact performance.

Students understand that:
● Developing a mission statement and vision is essential to establishing a focus and common ground for the organization.
● The company’s mission statement and vision impact day-to-day functions and affect employee morale.
● Mission statements will vary depending on the organization’s size, history, market, and location.
● Mission statements and visions can be written based on personal convictions and future goals.
● Leaders have their own styles, goals and personalities. Those individual styles can impact the performance and morale of the employees and overall organization.
<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What is the difference between a mission statement and vision for an organization? In what ways do different leadership styles impact the performance, engagement, and morale of teams and organizations?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Prepare for FBLA and/or DECA competitive events. Maintain a course portfolio. Write a personal mission and vision statement.</td>
</tr>
</tbody>
</table>

### Map of Student Learning by Learning Objective

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Students will describe the process of developing a mission statement and vision for an organization.</td>
<td>Formative: Observation Summative: Project rubric</td>
<td>Introduce new vocabulary Show the video clip, How Do You Write a Good Mission Statement?, to students (4:55) Class discussion Allow students to brainstorm the process of</td>
<td></td>
<td>Free resource with log in: California Educators Together, Brainstorming graphic organizer, Tweet sheet</td>
</tr>
</tbody>
</table>

**Equipment List by CTE Cluster**

**Link to Helpful Tech Tools**

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Alabama State Department of Education, Career and Technical Education/Workforce Development, Plans of Instruction
Updated as of Jan 8, 2022
| **writing a good mission statement.**
Write the mission statement on a Twitter-like platform worksheet. |
| **Play the video of actors as they motivate their audiences with portions of their famous speeches. Then ask the question, "What makes these speeches so inspiring?"**
Teacher-led discussion on what makes a great leader and direct them into writing a personal vision statement. |
| **Link the personal vision statement with an organization’s vision statement. What are the similarities? Report your findings on a word processing document.** |

| Students will explain how a company’s mission statement and vision impact day-to-day functions and affect employee morale. |
| Formative: Check for understanding |
| Summative: Research findings response |
| Read this article and explain how a company’s mission statement and vision impact day-to-day functions and affect employee morale. Type your response in a word processing document. |

Free resource with login: [California Educators Together](#)
| Students will compare and contrast the mission statements of several companies. | Formative: Observation  
Summative: Rubric | Read several mission statements of companies. Complete the Venn diagram.  
| Article, internet access, computer, Venn diagram, pencil.  
| Students will create a new or updated mission statement and vision for a business or organization. | Formative: Observation, check for understanding  
Summative: Rubric | Using the article from the previous exercise as your guide, write a vision statement and mission statement for a brand new company of your choice.  
| Computer, internet access, word processing software.  
| Students will research ways different leadership styles impact the performance, engagement, and morale of teams and organizations. | Formative: Observation, exit ticket  
Summative: Essay rubric | Complete the 5 Voices leadership assessment.  
Research different leadership styles. Read this article to guide your research.  
Write an essay on the varying leadership styles. Include a paragraph on your leadership style.  
| 5 Voices assessment, article, internet access, computer, word processing software.  
| Students will report on ways different leadership styles impact the performance, engagement, and morale of teams and organizations. | Formative: Observation, exit ticket  
Summative: Presentation rubric | Using your essay, create a presentation of your research findings.  
Present your findings to the classroom.  
| Internet access, computer, presentation software.  

Key Vocabulary

mission statement, vision, morale, leadership styles

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

field trips, guest speakers, advisory board, job shadowing

CTSO Connection:

FBLA Human Resource Management competitive event
FBLA Organizational Leadership competitive event
FBLA Future Business Leader competitive event
DECA Human Resource Management Series Event

Certification/Credential Connection:

ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts, Microsoft Office Expert 2019/365 - Access / Excel / Word, Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)
Unit 4 Title: Recruitment

Content Standards
5. Describe effective methods of recruiting candidates externally and internally.
   5a. Propose ways to develop a diverse pool of talent for employment consideration.
   5b. Gather and share information on places or media where employers advertise open positions.
   5c. Discuss the pros and cons of different types of advertisements.
   5d. Describe the elements of a job posting and explain why each is important.
   5e. Create a sample job posting for a selected position.
   5f. Gather and share information regarding the use and effectiveness of electronic hiring platforms.

6. Explain how selection tools are used in choosing a candidate for a position.
   6a. Gather and share information on different ways companies conduct interviews and how candidates progress through an interview process.
   6b. Compare and contrast the hiring processes in businesses of different sizes.
   6c. Discuss how an organization utilizes job description and skillset to select the candidate best suited for an open position.
   6d. Explain the methods and importance of verifying information supplied by candidates for employment.

7. Identify legislation that affects the recruitment and selection processes.
   7a. Locate specific employment tools and evaluate them based on existing legislation.

Unpacked Learning Objectives

Students know:
● Effective methods of recruiting candidates inside and outside of the organization.
● Ways to develop a diverse pool of talent for employment consideration. Places or media where employers advertise open positions.
● The pros and cons of different types of advertisements.
● The elements of a job posting and its importance.
● The elements of a job posting.
● The effectiveness of electronic hiring platforms.
● Selection tools used to choose a candidate for a position.
● Ways companies conduct interviews and how candidates progress through an interview process.
● The hiring processes in businesses.
● How a job description is used.
● The methods of verifying job candidates information.
● Legislation that affects the recruitment and selection processes.
● Specific employment tools and existing legislation.
Students are able to:

- Write a job posting for a business position of a small and/or large company.
- Analyze candidates of a local business to see if long-term employees were hired internally or externally.
- Create a plan to recruit a diverse pool of talent.
- Give examples of online job postings.
- Locate websites and recruiting agencies where employers advertise open positions.
- Discuss the pros and cons of different types of advertisements.
- Construct a graphic organizer (table) to compare the different types of job advertisements.
- Locate a sample job posting online.
- Highlight the elements of a job posting.
- Describe the elements of a job posting.
- Create a sample job posting for a selected position.
- Search for job openings in their area.
- Analyze the job posting for accurate and detailed information.
- Dramatize a job interview.
- Evaluate a background check.
- Develop questions to ask a job candidate’s reference.
- Write interview questions.
- Role-play a mock interview.
- Develop a rating scale for an interview of a potential job candidate.
- Sequence the hiring process for a new employee from the application to the first day.
- Compare the hiring processes of businesses of different sizes.
- Match a potential employee’s skills and experience to a job description.
- Develop interview questions to determine if a job applicant is matched to the job.
- Evaluate a job candidate’s said skills on an application.
- List questions to verify a candidate’s work history.
- Match legislation with people affected by discrimination.
- Develop specific employment tools, like a questionnaire for a potential candidate.
- Evaluate specific employment tools for bias or discrimination.

Students understand that:

- The importance of advertising positions to recruit individuals inside and outside of the organization.
- Human resource managers should recruit a diverse pool of talent for employment consideration.
- The importance of employers advertising open positions.
- Employers should advertise open positions in a variety of places.
- There are advantages and disadvantages to different types of job advertisements.
- There are key descriptors of a job posting.
- A familiarity with a job and its responsibilities must be known to create a job posting.
● Different hiring platforms reach a particular segment of the potential hirees.
● There is a wide selection of tools used when choosing a candidate.
● Companies may interview a candidate in the following ways: virtually, in-person, by a panel, individually, informally, or even multiple times.
● The hiring process may differ depending on the company’s size.
● The job candidate best suited to perform the job is usually the one selected for the job.
● Employers will verify and validate a potential candidate’s information, education and past employment.
● Legislation is in place to protect the rights of eligible potential job candidates.
● There are employment tools in place that can be used to evaluate them for a potential job.

Unit Driving/Essential Question

Why is the job advertisement an essential part of hiring employees?
Discuss the differences in hiring externally and internally.
How is the hiring process different depending on the size of the company?

Exemplar High Quality Unit Task

Prepare for FBLA and/or DECA competitive events.
Maintain a course portfolio.
Create a career portfolio including a cover letter, resume, and answers to frequently used interview questions.
Mock interview.

Map of Student Learning by Learning Objective

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<tr>
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</thead>
<tbody>
<tr>
<td>Students will describe effective methods of recruiting candidates</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Introduce new vocabulary. Teacher presentation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Equipment List by CTE Cluster

Link to Helpful Tech Tools

Computer, internet access, projector, teacher made presentation, teacher made
<table>
<thead>
<tr>
<th>Activity</th>
<th>Formative:</th>
<th>Summative:</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will propose ways to develop a diverse pool of talent for employment consideration.</td>
<td>Observation, Q/A, exit ticket</td>
<td>Project rubric, chapter test:</td>
<td>Brainstorming activity, note-taking guide, word processing software.</td>
</tr>
<tr>
<td>Students will gather information on places or media where employers advertise open positions.</td>
<td>Observation, Q/A, exit ticket</td>
<td>Project rubric, chapter test:</td>
<td>Computer, internet access, word processing software, pencil.</td>
</tr>
<tr>
<td>Students will share information on places or media where employers advertise open positions.</td>
<td>Observation, Q/A, exit ticket</td>
<td>Project rubric, chapter test:</td>
<td>Using the list of possible websites, create a presentation of one resource. Take your classmates on a tour and show how it works.</td>
</tr>
<tr>
<td>Students will discuss the pros and cons of different types of advertisements.</td>
<td>Observation, Q/A, exit ticket</td>
<td>Project rubric, chapter test:</td>
<td>Using this article, the teacher will lead the class in a class discussion on pros and cons of different types of advertisements.</td>
</tr>
<tr>
<td>Activity</td>
<td>Formative</td>
<td>Summative</td>
<td>Required Equipment</td>
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</tr>
<tr>
<td>Students will describe the elements of a job posting.</td>
<td>Observation, check for understanding, Q/A, exit ticket</td>
<td>Project rubric, chapter test</td>
<td>Computer, internet access, projector, word processing software.</td>
</tr>
<tr>
<td>Students will explain why each element of a job posting is important.</td>
<td>Observation, check for understanding, Q/A, exit ticket</td>
<td>Project rubric, chapter test</td>
<td>Computer, internet access, projector, word processing software.</td>
</tr>
<tr>
<td>Students will create a sample job posting for a selected position.</td>
<td>Observation, check for understanding, Q/A, exit ticket</td>
<td>Project rubric, chapter test</td>
<td>Computer, internet access, projector, word processing software.</td>
</tr>
<tr>
<td>Students will gather information regarding the use and effectiveness of electronic hiring platforms.</td>
<td>Observation, check for understanding, Q/A, exit ticket</td>
<td>Project rubric, chapter test</td>
<td>Computer, internet access, projector, presentation software.</td>
</tr>
<tr>
<td>Students will share information regarding the use and effectiveness of electronic hiring platforms.</td>
<td>Observation, check for understanding, Q/A, exit ticket</td>
<td>Project rubric, chapter test</td>
<td>Computer, internet access, projector, presentation software.</td>
</tr>
</tbody>
</table>

**Note-taking guide**
Create a list of pros and cons of each type.

Read this [article](https://example.com) on the 6 elements each job posting must have.

Write a brief summary on each element.

In your summary from above, include why each element is important.

Using the elements learned, write a job posting for a data entry clerk at your local warehouse store.

Create a presentation using research findings on electronic hiring platforms. This [article](https://example.com) may be a useful resource.

Present your findings to the class.

Answer any questions asked by peers.
<table>
<thead>
<tr>
<th>Students will explain how selection tools are used in choosing a candidate for a position.</th>
<th>Formative: Observation, check for understanding, Q/A, exit ticket</th>
<th>Read this <a href="#">article</a> as a class. Collaborate with your classmates to create a presentation on each of the selection tools.</th>
<th>Computer, internet access, projector, presentation software.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will gather information on different ways companies conduct interviews and how candidates progress through an interview process.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Read this <a href="#">article</a> and summarize it using a template. Watch the <a href="#">video</a> on How to Interview</td>
<td>Computer, internet access, projector, word processing software.</td>
</tr>
<tr>
<td>Students will compare and contrast the hiring processes in businesses of different sizes.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Read this <a href="#">article</a> and complete a Venn diagram. Create an infographic on the hiring processes in businesses of different sizes.</td>
<td><a href="#">Infographic maker by Canva</a>, computer, internet access</td>
</tr>
<tr>
<td>Students will discuss how an organization utilizes job description and skillset to select the candidate best suited for an open position.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Teacher presentation Note-taking guide Watch this <a href="#">video</a> Journal entry: How does an organization match job description to skillset in order to hire the best candidate?</td>
<td>Computer, internet access, projector, presentation software, word processing software.</td>
</tr>
<tr>
<td>Students will explain the methods and importance of verifying information</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Teacher presentation Note-taking guide</td>
<td>Computer, internet access, projector, presentation</td>
</tr>
<tr>
<td>Activity</td>
<td>Formative Assessment</td>
<td>Summative Assessment</td>
<td>Tools</td>
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<td>-------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Suppliers of information</td>
<td>Summative: Project rubric, chapter test:</td>
<td>Read this <a href="#">article</a> and explain the importance of verifying information supplied by candidates. Write your response in a word processing document.</td>
<td>software, word processing software.</td>
</tr>
<tr>
<td>Students will identify legislation that affects the recruitment process</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Assign one law or regulation to each student to research.</td>
<td>Computer, internet access, projector, presentation software, word processing software.</td>
</tr>
<tr>
<td>Students will identify legislation that affects the recruitment process</td>
<td>Summative: Project rubric, chapter test:</td>
<td>Students will research and create a presentation of findings.</td>
<td>Computer, internet access, projector, presentation software, word processing software.</td>
</tr>
<tr>
<td>Students will locate specific employment tools.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>List possible employment tools and evaluate each using 2-3 complete sentences.</td>
<td>Computer, internet access, projector, word processing software.</td>
</tr>
<tr>
<td>Students will locate specific employment tools.</td>
<td>Summative: Project rubric, chapter test:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Key Vocabulary

- Internships, job posting, email, executive search firms, promotion, demotion, recruiting, transfer, job posting, referral, recruiting, employment agency, special events recruiting, ad campaign, external recruiting (social media, ads, newspaper), internal recruiting (job posting, emails, referrals), job title, summary, equipment, work environment, job duties/responsibilities, job description, qualifications, education, electronic hiring platforms, online application, headhunters, interview, integrity testing, physical examination, reference, background check, online resume, conference call/interview, preliminary screening, interview, employment test, personality test, reference check, recommendation, Categories of Criteria (knowledge, skills, abilities and other characteristics dictated by the job), reliable, valid, reference check, drug testing, American with Disabilities Act, Genetic Information Nondiscrimination Act, Age Discrimination in Employment Act, questionnaires, screening test

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Alabama State Department of Education, Career and Technical Education/Workforce Development, Plans of Instruction
Updated as of Jan 8, 2022
Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

- field trips, guest speakers, advisory board, job shadowing

CTSO Connection:

- FBLA Human Resource Management competitive event
- FBLA Job Interview competitive event
- DECA Human Resource Management Series Event

Certification/Credential Connection:

- ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts, Microsoft Office Expert 2019/365 - Access / Excel / Word, Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)
Unit 5 Title: Employee Relations

Content Standards
8. Discuss the importance of positive morale in the workplace and the consequences of negative morale.
   8a. Identify strategies to build an atmosphere of teamwork and encourage employee engagement.
   8b. Conduct research to find organizations with excellent employee morale and identify factors that contribute to their positive atmosphere.

9. Compare and contrast different types of performance reviews and their potential impacts on employees and the organization.
   9a. Identify strategies utilized to address poor performance by employees and to impose consequences for such performance.
   9b. Describe strategies to motivate employees to do their best work.

10. Examine the onboarding process for new employees in different types of businesses.
    10a. Compare and contrast what parts of an onboarding process are constant and which differ depending upon the organization's type, size, and structure.
    10b. Discuss the effect of a well-prepared onboarding process on retention of employees.

11. Describe the expectations that a business or organization has for employees.
    11a. Gather and share information on the differences in expectations among jobs in various industries or fields.

Unpacked Learning Objectives

Students know:
- The characteristics of positive and negative morale in the workplace.
- The strategies to build an atmosphere of teamwork and encourage employee engagement.
- Several organizations with excellent employee morale and the factors that contribute to their positive atmosphere.
- Different types of performance reviews and their potential impacts on employees and the organization.
- Poor performance by employees comes with consequences for such performance.
- Strategies to motivate employees to do their best work.
- The onboarding process for new employees in different types of businesses.
- Parts of the onboarding process may vary depending on the organization's type, size and structure.
- The effect of a well-prepared onboarding process on retention of employees.
- Businesses have expectations for their employees.
- The expectations among jobs in various industries or fields vary.
Students are able to:

- Differentiate between positive and negative morale behaviors in the workplace.
- List consequences of negative morale in the workplace on the employees.
- Develop a plan to develop teamwork and encourage employee engagement.
- Strategize ways to motivate employees.
- Describe what a work environment with positive employee morale looks like.
- Compare and contrast different types of performance reviews and their potential impacts on employees and the organization.
- Critique a performance review.
- Develop a self-assessment.
- Summarize behaviors and actions of ineffective employees.
- Develop a plan to improve poor performance and behavior of employees.
- Strategize ways to motivate and challenge employees to do their best work.
- Design posters of encouragement to build a positive work environment.
- Describe the hiring and training processes of local companies.
- Journal the first two weeks of a new employee at a business.
- Compare the onboarding process in different types of businesses.
- Relate the onboarding process to the organization’s type, size and structure.
- Compile a list of activities an employer could do to make a new employee’s transition go more smoothly.
- Describe the expectations that a business or organization has for employees.
- Write a code of conduct for a new, local small business.
- Categorize expectations of jobs in various industries or fields.

Students understand that:

- The morale of a workplace can positively or negatively affect the productivity of the employees and company.
- Teamwork and employee engagement does not come naturally, but must be addressed with intentional strategies by the business’ leaders.
- When a company respects its employees, it creates a positive work environment and boosts employee morale.
- Different types of employee evaluations can clearly communicate expectations and provide useful feedback and constructively improve job performance.
- Poor job performance by employees may dictate consequences or even termination.
- Incentives, such as bonus pay, a promotion, recognition, or time off, may be used to motivate employees to do their best work.
- Companies have an orientation period to get new employees acclimated and trained.
- The onboarding process varies depending on the type, size and structure of the company.
- The relationship between the onboarding process and the amount of time an employee remains with a company.
- Employees must meet a company’s expectations to remain employed by the organization.
- Job expectations vary depending on the industry and field.
### Unpacked Learning Objective SWBAT
- Students will discuss the importance of positive morale in the workplace and the consequences of negative morale.
- Students will identify strategies to build an atmosphere of teamwork and encourage employee involvement.

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<tbody>
<tr>
<td></td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Locate an educational article on positive morale in the workplace. Read and write a summary.</td>
<td></td>
<td>Computer, internet access, projector, word processing software.</td>
</tr>
<tr>
<td></td>
<td>Summative: Project rubric, chapter test:</td>
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<tr>
<td>Locate an educational article on positive morale in the workplace. Read and write a summary.</td>
<td>Teacher presentation Note-taking guide</td>
<td></td>
<td>Computer, internet access, projector, presentation software, word processing software.</td>
<td></td>
</tr>
<tr>
<td>Students will conduct research to find organizations with excellent employee morale.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Summative: Project rubric, chapter test:</td>
<td>Participate in team-building activities.</td>
<td>Research companies with excellent employee morale and write a one page essay on what makes the organization successful.</td>
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<tr>
<td>Students will identify factors that contribute to the positive atmosphere of organizations with excellent employee morale.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Summative: Project rubric, chapter test:</td>
<td>Present your research findings to the class.</td>
<td>Computer, internet access, projector, word processing software.</td>
</tr>
<tr>
<td>Students will compare and contrast different types of performance reviews and their potential impacts on employees and the organization.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Summative: Project rubric, chapter test:</td>
<td>Venn diagram Teacher presentation Read the <a href="#">article</a> Record your answers on a word processing document. 1. Write all 14 of the different performance appraisals 2. Which are your top 3? Why? 3. Which appraisal did you like the least? Why? 4. Have you ever received an appraisal? What kind was it?</td>
<td>Computer, internet access, projector, word processing software, Venn diagram, presentation software.</td>
</tr>
<tr>
<td>Students will identify strategies utilized to address poor performance by employees and to impose consequences for such performance.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Summative: Project rubric, chapter test.</td>
<td>Locate information on strategies to address poor performance and report on your findings in a digital poster.</td>
<td>Computer, internet access, projector, word processing software, Canva.</td>
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<tr>
<td>Students will describe strategies to motivate employees to do their best work.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Summative: Project rubric, chapter test.</td>
<td>Identify strategies used in successful companies in your previous assignment. List the strategies and explain each in 2-3 sentences.</td>
<td>Computer, internet access, projector, word processing software.</td>
</tr>
<tr>
<td>Students will examine the onboarding process for new employees in different types of businesses.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Summative: Project rubric, chapter test.</td>
<td>Locate information on the onboarding process for new employees in different types of business and report on your findings in a digital poster.</td>
<td>Computer, internet access, projector, word processing software, Canva.</td>
</tr>
<tr>
<td>Students will compare and contrast what parts of an onboarding process are constant and which differ depending upon the organization’s type, size, and structure.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Summative: Project rubric, chapter test.</td>
<td>Venn diagram Teacher presentation Note-taking guide</td>
<td>Computer, internet access, projector, word processing software, Venn diagram, presentation software.</td>
</tr>
<tr>
<td>Students will discuss the effect of a well-prepared onboarding process on retention of employees.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Summative: Project rubric, chapter test.</td>
<td>Student led discussion on what are the key components of a well-prepared onboarding process.</td>
<td>Computer, internet access.</td>
</tr>
</tbody>
</table>
| Students will describe the expectations that a business or organization has for employees. | Formative: Observation, check for understanding, Q/A, exit ticket  
Summative: Project rubric, chapter test. | Watch this [video](#) and summarize it in a paragraph. | Computer, internet access, projector, word processing software. |
| Students will gather information on the differences in expectations among jobs in various industries or fields. | Formative: Observation, check for understanding, Q/A, exit ticket  
Summative: Project rubric, chapter test. | Locate information on the differences in expectations among jobs in various industries or fields and report on your findings in a presentation. | Computer, internet access, projector, word processing software, presentation software. |
Key Vocabulary

morale, attitude, job satisfaction, motivation, selective hiring, conflict management, relationship building, communication, respect, empathy, trust, clear leadership and expectations, recognizes the need for balance between life and work, Examples: Adobe, Peloton, Farmers Insurance, self-assessment, evaluation, rating scale, checklist scale, essay, tardiness, unreliability, improper dress, integrity, intrinsic motivation, extrinsic motivation, incentives, bonus, comp time, onboarding, integrated, orientation, retention, Code of Conduct, attendance policy, standards of behavior, confidentiality, knowledge, skill set, soft skills, hard skills

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

field trips, guest speakers, advisory board, job shadowing

CTSO Connection:

FBLA Human Resource Management competitive event
FBLA Job Interview competitive event
DECA Human Resource Management Series Event
DECA Career Development Project event
DECA Business Solutions Project event

Certification/Credential Connection:

ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts, Microsoft Office Expert 2019/365 - Access / Excel / Word , Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)
Unit 6 Title: Employee Benefits and Compensation

Content Standards
12. Explain how wages and other compensation are determined in different employment categories.
   12a. Describe different pay scales, salary grades, and types of pay related to merit, overtime, and commission.
   12b. Describe ways other than wages that employees are compensated.
   12c. Compare and contrast the payroll function of human resource departments in organizations of different sizes.

13. Describe benefits customarily offered to employees.
   13a. Describe provisions of annual leave, sick leave, family and medical leave, military leave, administrative leave, extended sick leave, and other types of leave.
   13b. Describe different types of employer-provided insurance.
   13c. Correlate employee benefits with the size of the company or organization.
   13d. Gather and share information on types of retirement plans for employees including employer contributions and required employee contributions.
   13e. Enumerate and explain benefits other than leave, insurance, and retirement plans which companies may offer their employees.

Unpacked Learning Objectives

Students know:
- The wages and compensation among jobs in various industries or fields vary.
- Pay varies depending on the pay scale, salary grade, merit pay, overtime and/or commission the employee receives.
- Employees are compensated in other ways than wages.
- Human resource departments may or may not handle payroll depending on the size of the organization.
- The benefits customarily offered to employees.
- The different types of leave and situations where that type of leave may apply.
- The different types of employer-provided insurance.
- The size of the company or organization may affect the benefits available to its employees.
- Some employers may provide retirement plans and information about employee and employer contributions.
- Benefits and retirement plans available with certain companies.

Students are able to:
- Explain how wages and other compensation are determined in different employment categories.
- Research salaries of different fields of employment.
- Calculate payroll based on a designated method of payment and the number of hours worked.
- Compare pay scales.
- Give advantages and disadvantages of the different pay scales.
● Describe ways other than wages that employees are compensated.
● Explain the benefits of incentives.
● Compare and contrast the payroll function of human resource departments in organizations of different sizes.
● Research payroll departments roles.
● Describe benefits customarily offered to employees.
● Elaborate on potential health insurance benefits, enrollment and employee cost.
● Analyze retirement benefits for deductions, benefits, and age eligibility.
● Research the Family and Medical Leave Act.
● Generalize situations where the different types of leave may be used.
● Describe the different types of leave.
● Describe different types of employer-provided insurance.
● Correlate employee benefits with the size of the company or organization.
● Discriminate between types of retirement plans.
● Develop a plan for retirement.
● Compare types of retirement benefits.
● Create a presentation on the types of retirement plans for employees showing employer contributions and required employee contributions.
● Elaborate on benefits other than leave, insurance and retirement plans which companies may offer their employees.
● Explain benefits other than leave, insurance, and retirement plans which companies may offer their employees.

**Students understand that:**

● There is a general correlation of compensation between higher wages and education and experience in different employment categories.
● There are multiple methods for calculating compensation for an employee for his/her time on the job.
● There are other ways to compensate an employee.
● Payroll calculation is typically handled by the human resource department, depending on the size of the organization.
● Organizations may offer additional benefits to its employees.
● Companies may provide paid leave for its employees, depending on the situation and amount of time missed.
● Employees may provide different types of insurance.
● An employee’s benefits are correlated with the size of the company or organization.
● Retirement plans are available to employees who have worked an extended period of time with a company.
● The amount of retirement received is directly related to the amount of contributions made by the employee and/or employer over the course of the employment with the organization.
● There may be other benefits available to an employee.
Unit Driving/Essential Question: How does pay vary depending on the pay scale, salary grade, merit pay, overtime and/or commission the employee receives? What are some other ways an employee is paid other than regular paycheck? What are the different types of leave?

Exemplar High Quality Unit Task:
- Prepare for FBLA and/or DECA competitive events.
- Maintain a course portfolio.
- Interview the bookkeeper at the local school regarding the different levels of pay. Report findings in a presentation.
- Create a chart of the different types of leave including when each would be used.

Map of Student Learning by Learning Objective

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<tr>
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<tbody>
<tr>
<td>Students will explain how wages and other compensation are determined in different employment categories.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Locate information on the onboarding process for new employees in different types of business and write an article summary.</td>
<td>Locate information on the onboarding process for new employees in different types of business and write an article summary.</td>
<td>Computer, internet access, projector, word processing software.</td>
</tr>
<tr>
<td>Students will describe different pay scales, salary grades, and types of pay related to merit, overtime, and commission</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Read this article and summarize it.</td>
<td>Read this article and summarize it.</td>
<td>Computer, internet access, projector, word processing software.</td>
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<tr>
<td>Students will describe ways other than wages that employees are compensated.</td>
<td>Summative: Project rubric, chapter test:</td>
<td>Create an infographic on the various ways a person is compensated. Use this <a href="#">article</a> as a resource.</td>
<td>Computer, internet access, projector, word processing software, Canva.</td>
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<tr>
<td>Students will compare and contrast the payroll function of human resource departments in organizations of different sizes.</td>
<td>Summative: Project rubric, chapter test:</td>
<td>Venn diagram Teacher presentation Note-taking guide</td>
<td>Computer, internet access, projector, word processing software, Venn diagram, presentation software.</td>
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<tr>
<td>Students will describe benefits customarily offered to employees.</td>
<td>Summative: Project rubric, chapter test:</td>
<td>Teacher presentation Note-taking guide Create a list of benefits and describe each one.</td>
<td>Computer, internet access, projector, word processing software, presentation software.</td>
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<tr>
<td>Students will describe provisions of annual leave, sick leave, family and medical leave, military leave, administrative leave, extended sick leave, and other types of leave.</td>
<td>Summative: Project rubric, chapter test:</td>
<td>Create a list of the different types of leave and describe each one in 2-3 sentences.</td>
<td>Computer, internet access, projector, word processing software.</td>
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<tr>
<td>Students will describe different types of employer-provided insurance.</td>
<td>Summative: Project rubric, chapter test:</td>
<td>Create a list of employer-provided insurance and describe each one in 2-3 sentences.</td>
<td>Computer, internet access, projector, word processing software.</td>
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<tr>
<td>Students will correlate employee benefits with the size of the company or organization.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Compare two companies' benefit packages (the companies should be different sizes). Explain the differences in a comparison chart.</td>
<td>Computer, internet access, projector, word processing software, Venn diagram, presentation software.</td>
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<tr>
<td>Students will gather information on types of retirement plans for employees including employer contributions and required employee contributions.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Research and gather information on the different forms of retirement plans. Create a presentation to report your findings.</td>
<td>Computer, internet access, projector, word processing software, presentation software.</td>
<td></td>
</tr>
<tr>
<td>Students will share information on types of retirement plans for employees including employer contributions and required employee contributions.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Present your findings from the previous activity.</td>
<td>Computer, internet access, projector, presentation software.</td>
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<tr>
<td>Students will enumerate benefits other than leave, insurance and retirement plans which companies may offer their employees.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Read the article and create a list of all possible benefits.</td>
<td>Computer, internet access, projector, word processing software.</td>
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<tr>
<td>Students will explain benefits other than leave, insurance, and retirement plans which companies may offer their employees.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Using the list, explain each benefit in 2-3 sentences.</td>
<td>Computer, internet access, projector, word processing software.</td>
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</tbody>
</table>
Key Vocabulary

minimum wage, compensation, full-time, part-time, exempt, temporary full-time, contingent, on-call, pay scales, salary grades, merit, overtime, commission, bonuses, pay vs. compensation, incentives, payroll, taxes, deductions, clerk, accounting, health insurance, retirement benefits, sick leave, Family and Medical Leave Act (FMLA), military leave, administrative leave, extended sick leave, health/medical insurance, disability insurance, dental and vision insurance, open enrollment, benefits, deductions, pension, retirement age, Social Security contributions, Social Security Tax, retirement eligibility, 401K, benefits package, retirement benefits, services (tuition reimbursement, child care, recreational programs)

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

field trips, guest speakers, advisory board, job shadowing

CTSO Connection:

FBLA Human Resource Management competitive event
FBLA Personal Finance competitive event
DECA Human Resource Management Series Event
DECA Financial Literacy event

Certification/Credential Connection:

ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts, Microsoft Office Expert 2019/365 - Access / Excel / Word, Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)
Unit 7 Title: Organizational Development

Content Standards
14. Describe different types of training and professional development for employees.
   14a. Differentiate between on-site and off-site training and determine the positive and negative aspects of each.
   14b. Explain the benefits of providing consistent and timely training and professional development related to advances in technology, growth and expansion of the business, policy changes, and legal considerations.

15. Explain why professional development is a shared responsibility between a business and an employee.
   15a. Categorize various types of professional development opportunities as the responsibility of either the employer or the employee.
   15b. Describe the relationship between lifelong learning and professional development.

16. Gather and share information on various work environments, including positive and negative aspects of each type.

Unpacked Learning Objectives

Students know:
- Companies provide opportunities for different types of training and professional development for their employees.
- Training may be provided on-site or off-site and there are positive and negative aspects of each.
- Training and professional development are essential to growth and business success.
- Professional development is not solely the responsibility of the employer.
- The various types of professional development opportunities available.
- The relationship between lifelong learning and professional development.
- The various types of work environments and the pros and cons of each type.

Students are able to:
- Create an example of training for future employees.
- Compare different types of training.
- Give advantages to using a particular type of training.
- Give advantages and disadvantages of on-site and off-site training.
- Describe types of off-site trainings.
- Explain the need and benefits of providing consistent and timely training and professional development.
- Give reasons companies need to provide continued training.
- Elaborate on the importance of professional development.
- Explain who is responsible for an employee’s professional development.
- List various types of professional development opportunities.
- Determine if certain professional development opportunities are the responsibility of the employer or the employee.
● Distinguish between lifelong learning and professional development.
● Research various work environments and the pros and cons of each one.
● Create a presentation on the various work environments giving the pros and cons of each one.

Students understand that:
● Periodic training and professional development are key to continuous learning and job improvement.
● Training may take place on-site or off-site.
● Training on-site offers authentic experiences and applications.
● Off-site training may reduce distractions and boost morale.
● Consistently and timely training and professional development is necessary for employees to grow and stay knowledgeable of changes in technology, laws and/or policies.
● Employees must share in the responsibility of professional development and the desire to improve and grow.
● There are a variety of professional development opportunities available.
● Employers may share the responsibility of participation in professional development opportunities with the employees.
● It is important to continue to learn and seek opportunities to better oneself, regardless if required by an employer.
● Work environments vary depending on the type of job to be performed.
● Some jobs do not require a traditional office setting and may be performed remotely or at home.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What are the different types of training and professional development for employees?</th>
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<tbody>
<tr>
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<td>Who is responsible for continuing training? Employer or employee?</td>
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<tr>
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<td>How do you locate training opportunities to attend?</td>
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<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Prepare for FBLA and/or DECA competitive events.</td>
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<td>Maintain a course portfolio.</td>
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<td>Choose a profession and research the types and frequency he/she must undergo additional training to stay up-to-date in their profession. Write a report on your findings.</td>
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</table>
## Map of Student Learning by Learning Objective

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<tbody>
<tr>
<td>Students will describe different types of training and professional development for employees.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket Summative: Project rubric, chapter test:</td>
<td>Read this <a href="#">article</a> and describe each type of training.</td>
<td>Link to Differentiation Examples</td>
<td>Computer, internet access, projector, word processing software.</td>
</tr>
<tr>
<td>Students will differentiate between on-site and off-site training and determine the positive and negative aspects of each.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket Summative: Project rubric, chapter test:</td>
<td>List the pros and cons of on-site and off-site training.</td>
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<td>Computer, internet access, projector, word processing software.</td>
</tr>
<tr>
<td>Students will explain the benefits of providing consistent and timely training and professional development related to advances in technology, growth and expansion of the business, policy changes, and legal considerations.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket Summative: Project rubric, chapter test:</td>
<td>Locate an article that explains the benefits of providing consistent and timely training and professional development related to advances in technology, growth and expansion of the business, policy changes, and legal considerations.</td>
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<td>Computer, internet access, projector, word processing software.</td>
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**Equipment List by CTE Cluster**

- Link to Helpful Tech Tools
| Students will explain why professional development is a shared responsibility between a business and an employee. | Formative: Observation, check for understanding, Q/A, exit ticket  
Summative: Project rubric, chapter test: | Write an article summary.  
Read this [article](#) and write 10 facts about it. | Computer, internet access, projector, word processing software. |
| --- | --- | --- | --- |
| Students will categorize various types of professional development opportunities as the responsibility of either the employer or the employee. | Formative: Observation, check for understanding, Q/A, exit ticket  
Summative: Project rubric, chapter test: | Create a column chart and divide the types of professional development into employer/employee responsible. | Computer, internet access, projector, word processing software. |
| Students will describe the relationship between lifelong learning and professional development. | Formative: Observation, check for understanding, Q/A, exit ticket  
Summative: Project rubric, chapter test: | Teacher led discussion  
Note-taking guide  
Write a description of lifelong learning and how it is different/same as professional development. | Computer, internet access, projector, word processing software. |
| Students will gather information on various work environments, including positive and negative aspects of each type. | Formative: Observation, check for understanding, Q/A, exit ticket  
Summative: Project rubric, chapter test: | Research and create a presentation on various work environments. | Computer, internet access, projector, presentation software. |
| Students will share information on various work environments, including positive and negative aspects of each type. | Formative: Observation, check for understanding, Q/A, exit ticket | Present your findings to the class. | Computer, internet access, projector, presentation software. |
| Summative: Project rubric, chapter test: |   |   |   |
Key Vocabulary

orientation, professional development, lectures, virtual training, on-the-job training, survey, needs assessment, observations, solicitation of suggestions from employees, formal vs. informal training, role-playing, case study, classroom w/instructor (traditional and/or virtual), seminars, conferences, self-study, web-based, coaching, counseling, mentoring, goal setting–individual, group, and organizational, office space, non-traditional work setting (such as home)

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

field trips, guest speakers, advisory board, job shadowing

CTSO Connection:

FBLA Human Resource Management competitive event
FBLA Organizational Leadership competitive event
DECA Human Resource Management Series Event

Certification/Credential Connection:

ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts, Microsoft Office Expert 2019/365 - Access / Excel / Word, Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)
Unit 8 Title: Diversity in the Workplace

Content Standards
17. Explain how changing demographic trends in the workplace impact diversity.
   17a. Gather information about the aging workforce and the challenges associated with multigenerational employees working together.
   17b. Identify areas of diversity in the workplace and describe the positive and negative aspects of each with regard to best practices, diversity challenges, strategic team building, and employees working well together.

18. Explain the power of diversity of thought and how this applies to building a cohesive workforce.
   18a. Describe how identity, culture, and experience inform the contributions of employees in the workplace.
   18b. Conduct research to find organizations with positive relationships among diverse employee populations and identify the strategies employed successfully by these organizations.

19. Describe legislation, resources, and policies which encourage the hiring of employees from special and/or minority populations.
   19a. Discuss ways of advertising positions to emphasize details that will attract a diverse pool of candidates and exhibit cultural sensitivity when describing what makes an organization a good place to work.

Unpacked Learning Objectives

Students know:
- Demographic trends in the workplace impact diversity.
- About challenges associated with multigenerational employees working together.
- The best practices in the areas of diversity in the workplace and the importance of strategic team building.
- The power of diversity and how this applies to building a cohesive workforce.
- Identity, culture and experience inform the contributions of employees in the workplace.
- The strategies used by successful organizations with positive relationships with diverse employee populations.
- The legislation, resources, and policies which encourage the hiring of employees from special and/or minority populations.
- Advertising is necessary to attract a diverse pool of candidates.

Students are able to:
- Explain how changing demographic trends in the workplace impact diversity.
- Research diversity trends by regions in the United States and relate that to businesses in those areas.
- Describe the effects that an aging workforce has on the workplace.
- Describe challenges and rewards that multigenerational employees may experience working together.
- Identify areas of diversity in the workplace.
- Describe the positive and negative aspects of each area with regard to best practices, diversity challenges, strategic team building and employees working well together.
- Give examples of strategic team building.
- Defend the power of diversity of thought and the benefits to building a cohesive workforce.
- Describe how identity, culture, and experience inform the contributions of employees in the workplace.
- Research organizations with positive relationships among diverse employee populations.
- Identify strategies used by organizations with positive relationships among diverse employee populations.
- Role-play a positive interaction of employees in a diverse work environment.
- Outline legislation which encourages the hiring of employees from special and/or minority populations.
- Create an advertisement for a job opening that promotes cultural sensitivity.
- List components of effective job advertisements to recruit a diverse pool of candidates.
- Critique a job posting for being biased and not attracting a diverse pool of candidates.

Students understand that:
- Changing demographic trends impact diversity.
- Employees will differ in age and there may be challenges associated with multigenerational employees working together.
- Planning and best practices must be in place to ensure employees of different backgrounds work effectively together.
- Individual employee’s personalities, preferences and opinions contribute to an organization’s strengths.
- An employee’s background affects his/hers contributions in the workplace.
- There are exemplary organizations with positive relationships among diverse employee populations.
- There are strategies that companies use to build tolerance and cohesiveness.
- Legislation is in place to encourage hiring of employees from special and/or minority populations.
- Advertisements will attract a diverse pool of candidates and should exhibit cultural sensitivity when describing what makes an organization a good place to work.

| Unit Driving/Essential Question | What are current demographic trends that affect the workplace?  
|                               | What are the characteristics of the different generations?  
|                               | How does a company ensure employees of different backgrounds work effectively together?  
|                               | What are the laws in place to encourage hiring special and/or minority populations? |
| Exemplar High Quality Unit Task | Prepare for FBLA/DECA competitive events.  
|                               | Maintain a course portfolio.  
<p>|                               | Research the current demographics and create a graphic that represents the trend. |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------|------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------|
| Students will explain how changing demographic trends in the workplace impact diversity.        | Formative: Observation, check for understanding, Q/A, exit ticket | Introduce new vocabulary     | <em>Equipment List by CTE Cluster</em>                                                                  | Computer, internet access, projector, word processing software. |
|                                                                                                 | Summative: Project rubric, chapter test:              | Teacher led discussion       |                                                                                                  |                                  |
|                                                                                                 |                                                       | Note-taking guide            |                                                                                                  |                                  |
|                                                                                                 |                                                       | Write a one page description of the changing demographic trends in the workplace. |                                                                                                  |                                  |
| Students will gather information about the aging workforce and the challenges associated with multigenerational employees working together. | Formative: Observation, check for understanding, Q/A, exit ticket | Report on the various generations in the workforce. Give a description of each including characteristics and beliefs and values. | Computer, internet access, projector, word processing software. |                                  |
|                                                                                                 | Summative: Project rubric, chapter test:              |                                                                 |                                                                                                  |                                  |
| Students will identify areas of diversity in the workplace.                                     | Formative: Observation, check for understanding, Q/A, exit ticket | Read this article and create a presentation on the varying areas of diversity in the workplace. | Computer, internet access, projector, presentation software. |                                  |
|                                                                                                 |                                                                 |                                                                 |                                                                                                  |                                  |</p>
<table>
<thead>
<tr>
<th>Students will describe the positive and negative aspects of each with regard to best practices, diversity challenges, strategic team building, and employees working well together.</th>
<th>Formative: Observation, check for understanding, Q/A, exit ticket</th>
<th>Read the <a href="#">article</a> on the benefits and challenges of cultural diversity. Create a chart and describe the positive and negative aspects in regards to best practices, diversity challenges, strategic team building, and employees working well together.</th>
<th>Computer, internet access, projector, word processing software.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will explain the power of diversity of thought and how this applies to building a cohesive workforce.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Read about <a href="#">Coca-Cola</a>'s plan for creating a culture of diversity, equity and inclusion. Explain the importance of each aspect.</td>
<td>Computer, internet access, projector, word processing software.</td>
</tr>
<tr>
<td>Students will describe how identity, culture, and experience inform the contributions of employees in the workplace.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Research the teacher assigned topic from this <a href="#">article</a> and describe how each difference adds to a workplace.</td>
<td>Computer, internet access, projector, word processing software.</td>
</tr>
<tr>
<td>Students will conduct research to find organizations with positive relationships among diverse employee populations.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Research to find organizations with positive relationships among diverse employee populations.</td>
<td>Computer, internet access, projector, word processing software.</td>
</tr>
</tbody>
</table>
| Students will identify the strategies employed successfully by these organizations. | Formative: Observation, check for understanding, Q/A, exit ticket  
Summative: Project rubric, chapter test: | Using the research findings, identify strategies that organizations used that made them successful. Type your list in a word processing document. | Computer, internet access, projector, word processing software. |
|---|---|---|---|
| Students will describe legislation, resources, and policies which encourage the hiring of employees from special and/or minority populations. | Formative: Observation, check for understanding, Q/A, exit ticket  
Summative: Project rubric, chapter test: | Make a list of legislation that encourages the hiring of employees from minority groups. Briefly describe each legislation in 2-3 sentences. | Computer, internet access, projector, word processing software. |
| Students will discuss ways of advertising positions to emphasize details that will attract a diverse pool of candidates and exhibit cultural sensitivity when describing what makes an organization a good place to work. | Formative: Observation, check for understanding, Q/A, exit ticket  
Summative: Project rubric, chapter test: | Write an equal employment opportunity statement to include on job advertisements to include all minority groups. | Computer, internet access, projector, word processing software. |

**Key Vocabulary**

demographics, diversity, culture, ethnicity, race, workforce, Baby Boomers, Generation X, Generation Y/Millenials, Generation Z, team building, action planning, best practices, diversity challenges, strategic team building, multicultural, viewpoint, diverse thinking, cohesive, personality traits, harmony, contributions, innovation, team building, motivation, Examples: Google, Whole Foods, FedEx, Title VII of the Civil Rights Act of 1964, Equal Employment Opportunity Commission (EEOC), Age Discrimination in Employment Act (ADEA), Americans with Disabilities Act (ADA), Equal Pay Act (EPA), job posting
Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

- field trips, guest speakers, advisory board, job shadowing

CTSO Connection:

- FBLA Human Resource Management competitive event
- FBLA Electronic Career Portfolio
- DECA Human Resource Management Series Event

Certification/Credential Connection:

- ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts, Microsoft Office Expert 2019/365 - Access / Excel / Word , Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)
Unit 9 Title: Labor Relations

Content Standards
20. Identify the tasks and responsibilities of labor unions for a variety of industries and describe the advantages and disadvantages of joining a union.
   20a. Describe how employer actions differ in unionized and non-unionized businesses.

21. Describe the meaning of the phrase right-to-work and discuss the implications of right-to-work legislation for employees.
   21a. Distinguish the differences among right-to-work laws from state to state.
   21b. Form an opinion based on research as to which states’ laws best protect employees.

22. Conduct research to identify a variety of unfair labor practices as defined by the National Labor Relations Act (NLRA), Federal Labor Relations Authority, and other labor laws or entities.
   22a. Summarize case studies to describe the labor practice being examined, the filing of charges, the investigation and processing of the charge, and the issuance of complaint and settlement, and (possibly) the hearing and decision (if a case is not settled following the issuance of complaint).

Unpacked Learning Objectives

Students know:
● The purpose of labor unions and the potential benefits/disadvantages of joining a union.
● Employer actions may vary in unionized and non-unionized businesses.
● The phrase right-to-work and the implications of right-to-work legislation for employees.
● Right-to-work laws from state to state.
● Which states’ laws best protect employees.
● The labor practices as defined by the National Labor Relations Act (NLRA), Federal Labor Relations Authority, and other laws and entities.
● Several case studies where labor practices were settled in court.

Students are able to:
● Identify the responsibilities of a labor union.
● Describe the advantages and disadvantages of joining a union.
● Decide whether the students would join a union and why or why not.
● Compare employer actions in unionized and non-unionized businesses.
● Elaborate on the meaning of the phrase right-to-work legislation for employees.
● Apply the right-to-work to a specific situation.
● Interpret a map of states with right-to-work laws.
● Distinguish the difference among right-to-work laws from state to state.
● Compare laws from different states which protect employees.
● Rank states which best protect employees.
● Compare and contrast labor laws as defined by the National Labor Relations Act (NLRA).
● Identify a variety of unfair labor practices.
● Research case studies to describe the labor practice being examined and the filing of charges.
● Infer the impact the case had on current employment practices.

Students understand that:
● Labor unions are available to a variety of industries and trades.
● Labor unions are organizations to negotiate and bargain on behalf of its members.
● There are advantages and disadvantages to joining a union.
● Labor unions may influence an employer’s actions and treatment of its employees.
● Employees do not have to be a member of a union to seek employment with a company.
● Right-to-work laws vary from state to state.
● Laws vary from state to state on the protection of the employee versus the protection of the employer’s rights.
● Certain unfair labor practices in the past have influenced the passing of legislation that affects the current labor practices.
● Decisions from past unfair labor practice court cases have developed legislation and continue to influence practices set in the workplace to protect employees.

| Unit Driving/Essential Question | What are the advantages and disadvantages of joining a labor union?  
What are the laws pertaining to right-to-work?  
What are the laws that protect the employer?  
What are the laws that protect the employee?  
Give examples of unfair labor practices from the past that influenced the passing of legislation that affects current labor practices. |
|---------------------------------|-------------------------------------------------------------|
| Exemplar High Quality Unit Task | Prepare for FBLA/DECA competitive events.  
Maintain a course portfolio.  
Read case studies and write briefs. |
## Map of Student Learning by Learning Objective

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Students will identify the tasks and responsibilities of labor unions for a variety of industries.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket Summative: Project rubric, chapter test:</td>
<td>Introduce new vocabulary Teacher presentation Note-taking guide Create a list of labor unions for a variety of industries. Write tasks and responsibilities for the list of labor unions in a word processing document.</td>
<td></td>
<td>Computer, internet access, projector, word processing software.</td>
</tr>
<tr>
<td>Students will describe the advantages and disadvantages of joining a union.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket Summative: Project rubric, chapter test:</td>
<td>Make a list of advantages and disadvantages of joining a union.</td>
<td></td>
<td>Computer, internet access, projector, word processing software.</td>
</tr>
<tr>
<td>Students will describe how employer actions differ in unionized and non-</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Read this article and write a summary using the template.</td>
<td></td>
<td>Computer, internet access, projector, word processing software.</td>
</tr>
<tr>
<td>Unionized Businesses.</td>
<td>Summative: Project rubric, chapter test:</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Read this <a href="#">article</a> and create an infographic on the key takeaways from the article.</td>
<td>Computer, internet access, projector, Canva.</td>
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<td>---------------------------------------------</td>
</tr>
<tr>
<td>Students will describe the meaning of the phrase right-to-work legislation for employees.</td>
<td>Summative: Project rubric, chapter test:</td>
<td>Choose another state and compare the right-to-work law with Alabama's law.</td>
<td></td>
<td>Computer, internet access, projector, word processing software.</td>
</tr>
<tr>
<td>Students will distinguish the differences among right-to-work laws from state to state.</td>
<td>Summative: Project rubric, chapter test:</td>
<td>Write a one-page essay on which state protects its employees the best.</td>
<td></td>
<td>Computer, internet access, projector, word processing software.</td>
</tr>
<tr>
<td>Students will form an opinion based on research as to which states’ laws best protect employees.</td>
<td>Summative: Project rubric, chapter test:</td>
<td>Research to identify a variety of unfair labor practices as defined by the National Labor Relations Act (NLRA), Federal Labor Relations Authority, and other labor laws or entities.</td>
<td>Create a presentation to report your findings.</td>
<td>Computer, internet access, projector, presentation software.</td>
</tr>
<tr>
<td>Students will conduct research to identify a variety of unfair labor practices as defined by the National Labor Relations Act (NLRA), Federal Labor Relations Authority, and other labor laws or entities.</td>
<td>Summative: Project rubric, chapter test:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Students will summarize case studies to describe the labor practice being examined, the filing of charges, the investigation and processing of the charge, and the issuance of complaint and settlement, and (possibly) the hearing and decision (if a case is not settled following the issuance of complaint). | Formative: Observation, check for understanding, Q/A, exit ticket  
Summative: Project rubric, chapter test: | Locate two case studies and write a case study brief on the legal cases. | Computer, internet access, projector, word processing software. |
Key Vocabulary

labor union, benefits, minimum wage, equal opportunities, health and safety, legal support, labor relations, collective bargaining, strike, tactics, boycott, picketing, right-to-work laws, mediation, overtime pay, fringe benefits, comparative occupational wage rates, National Labor Relations Act (Wagner Act), Federal Labor Relations Authority, National Labor Relations Board (nlrb.gov)

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

field trips, guest speakers, advisory board, job shadowing

CTSO Connection:

FBLA Human Resource Management competitive event
DECA Human Resource Management Series Event
DECA Business Law and Ethics Team Decision Making event

Certification/Credential Connection:

ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts, Microsoft Office Expert 2019/365 - Access / Excel / Word, Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)
Unit 10 Title: Ethics, Legal Issues, Safety, and Security

Content Standards
23. Summarize the role of the U. S. Equal Employment Opportunity Commission (EEOC) in enforcing federal laws prohibiting discrimination against a job applicant or an employee because of race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age, equal pay, disability, or genetic information.
23a. Identify types of employers that are covered by EEOC and explain the role and authority of EEOC in investigating charges of discrimination against covered employers.

24. Explain the importance of establishing and implementing strong policies and procedures for dealing with all forms of harassment.

25. Define the phrase employment at will and discuss the origins of this policy.
   25a. Explain the implications of employment at will for employees and summarize the pros and cons associated with this policy.
   25b. Identify any known exceptions to the employment at will rule and describe how these exceptions differ from state to state.

26. Conduct research to identify employment policy violations which can have legal ramifications and workplace consequences.

27. Identify safety and security policies in place at businesses and discuss the differences between the policies in various industries and in organizations of different sizes.

Unpacked Learning Objectives

Students know:
- The role and authority of the EEOC in investigating charges of discrimination against covered employers.
- The different types of harassment that may occur in the workplace.
- The policies and procedures for dealing with harassment.
- The at will employment phrase and the origins of this policy.
- The at will policy and the implications for the employee.
- The at will rule and how it may vary from state to state.
- The employment policy violations which can have legal ramifications and workplace consequences.
- The safety and security policies in place and the differences between the policies in various industries and organizations of different sizes.

Students are able to:
- Explain the role and the authority of the EEOC in investigating charges of discrimination against covered employers.
- Identify types of employers (and/or size of business) that are covered by the EEOC.
- Give examples of situations where harassment took place in the workplace.
- Create strategies for dealing with harassment.
- Cite examples of court cases of harassment in the workplace and the outcome.
- Explain the origin and purpose of the employment at will policy.
- Explain the implications of employment at will for employees.
- Summarize the pros and cons associated with this policy.
- Describe a situation where the employee was treated unfairly because of the employment at will policy.
- Elaborate on the at will rule.
- Compare the at will rule from state to state.
- Give examples of exceptions to the at will rule.
- Describe inappropriate or illegal behaviors that would warrant legal action and/or workplace consequences.
- Describe safety and security policies in various industries in organizations of different sizes.
- Give examples of OSHA and how it regulates business safety.

**Students understand that:**
- The EEOC was enacted to protect the rights of all job applicants and employees against discrimination because of a person's race, color, religion, sex (including pregnancy, transgender status, and sexual orientation), national origin, age (40 or older), disability or genetic information.
- It is important to establish and implement procedures for dealing with all forms of harassment.
- An employer may terminate an employee at any time without just cause.
- There are implications of employment at will for employees.
- There are exceptions to the employment at will rule and those exceptions differ from state to state.
- An employee's actions, in and out of the workplace, may be monitored and have legal ramifications and workplace consequences.
- There are safety and security policies in place to protect the employees.
- The policies in place to protect employees vary depending on the size and type of industry.

| Unit Driving/Essential Question | What does the EEOC protect?  
What are the forms of harassment in the workplace?  
What does employment-at-will mean?  
What are the exceptions of employment at will? How do they vary by state?  
How are employees protected by safety and security policies? |
| Exemplar High Quality Unit Task | Prepare for FBLA/DECA competitive events.  
Maintain a course portfolio.  
Create a presentation on legislation that protects employees. |
### Map of Student Learning by Learning Objective

|----------------------------------|--------------------------------------------------------|-----------------------------|-------------------------------------------------------------------------------------------------|----------------------------------|
| Summarize the role of the U. S. Equal Employment Opportunity Commission (EEOC) in enforcing federal laws prohibiting discrimination against a job applicant or an employee because of race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age, equal pay, disability, or genetic information. | Formative: Observation, check for understanding, Q/A, exit ticket  
Summative: Presentation rubric, chapter test | Teacher presentation  
Note-taking guide  
Read the information on the U.S. Equal Employment Opportunity Commission’s [website](https://www.eeoc.gov).  
Summarize the information into a slideshow presentation and present findings to the class. |  
```
Integrated and Related Academic Content:  
ELA, Math, Science, and/or Social Studies Concepts & Activities
```

### Equipment List by CTE Cluster

- Computer, internet access, projector, presentation software, teacher-made presentation, teacher-made note-taking guide.

### Link to Helpful Tech Tools

- Computer, internet access, projector, word processing software.

| Students will identify types of employers that are covered by the EEOC. | Formative: Observation, check for understanding, Q/A, exit ticket  
Summative: Project rubric, chapter test: | Locate information on the Equal Employment Opportunity Commission. In a journal entry, identify types of employers that are covered by the EEOC |  
```
Integrated and Related Academic Content:  
ELA, Math, Science, and/or Social Studies Concepts & Activities
```

### Equipment, Technology & Materials

- Computer, internet access, projector, presentation software, teacher-made presentation, teacher-made note-taking guide.

### Link to Helpful Tech Tools

- Computer, internet access, projector, word processing software.
<table>
<thead>
<tr>
<th>Students will explain the role and authority of EEOC in investigating charges of discrimination against covered employers.</th>
<th>Formative: Observation, check for understanding, Q/A, exit ticket</th>
<th>Locate the answer and explain the role and authority of EEOC in investigating charges of discrimination against covered employers.</th>
<th>Watch this video on discrimination.</th>
<th>Computer, internet access, projector, word processing software.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will explain the importance of establishing and implementing strong policies and procedures for dealing with all forms of harassment.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Watch this video on harassment in the workplace.</td>
<td>Explain the importance of establishing and implementing strong policies and procedures for dealing with all forms of harassment. Report your findings in a one page essay.</td>
<td>Computer, internet access, projector, word processing software.</td>
</tr>
<tr>
<td>Students will define the phrase “employment at will” and discuss the origins of this policy.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Define &quot;employment at will&quot;. Locate the origins of this policy and write a report of your findings.</td>
<td>Computer, internet access, projector, word processing software.</td>
<td></td>
</tr>
<tr>
<td>Students will explain the implications of employment at will for employees.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Define what employment at will means to an employee.</td>
<td>Computer, internet access, projector, word processing software.</td>
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<tr>
<td>Activity Description</td>
<td>Formative Assessment</td>
<td>Summative Assessment</td>
<td>Technology Needed</td>
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<tr>
<td>Students will summarize the pros and cons associated with this policy</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Make a chart of the pros and cons associated with employment at will.</td>
<td>Computer, internet access, projector, word processing software.</td>
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<td>Summative: Project rubric, chapter test:</td>
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<tr>
<td>Students will identify any known exceptions to the employment at will rule.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>After reading this article, list the known exceptions to this policy.</td>
<td>Computer, internet access, projector, word processing software.</td>
<td></td>
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<td></td>
<td>Summative: Project rubric, chapter test:</td>
<td>Explain each exception in 2-3 sentences.</td>
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<tr>
<td>Students will describe how exceptions to the employment at will rule different from state to state</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Using this article’s chart, choose five states to report on.</td>
<td>Computer, internet access, projector, word processing software.</td>
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<tr>
<td></td>
<td>Summative: Project rubric, chapter test:</td>
<td>Describe each exception by state.</td>
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</tr>
<tr>
<td>Students will conduct research to identify employment policy violations which can have legal ramifications and workplace consequences.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Locate an article regarding employment policy violations and write a summary using a template.</td>
<td>Computer, internet access, projector, word processing software.</td>
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<td></td>
<td>Summative: Project rubric, chapter test:</td>
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<tr>
<td>Students will identify safety and security policies in place at businesses.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Locate a safety and security policy for a business. Explain what the business does to ensure employee safety.</td>
<td>Computer, internet access, projector, word processing software.</td>
<td></td>
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<tr>
<td></td>
<td>Summative: Project rubric, chapter test:</td>
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</tr>
<tr>
<td>Students will discuss the differences between the policies in various</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Read this article and find a smaller or larger business than from the previous</td>
<td>Computer, internet access, projector, word processing software.</td>
<td></td>
</tr>
<tr>
<td>industries and in organizations of different sizes.</td>
<td>Summative: Project rubric, chapter test:</td>
<td>exercise. Compare policies.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Key Vocabulary

U. S. Equal Employment Opportunity Commission, discrimination, company policy, harassment, employment at will, contract, layoffs, termination, resignation, contract, drug testing, progressive pattern of discipline, fraud, insubordination, acceptable use, solicitation, Occupational Safety and Health Act (OSHA), inspections

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

field trips, guest speakers, advisory board, job shadowing

CTSO Connection:

FBLA Human Resource Management competitive event
FBLA Business Ethics competitive event
FBLA Electronic Career Portfolio
FBLA Business Law
DECA Human Resource Management Series Event
DECA Business Law and Ethics Team Decision Making event

Certification/Credential Connection:

ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts, Microsoft Office Expert 2019/365 - Access / Excel / Word, Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate
Unit 11 Title: Global Human Resources

Content Standards
28. Explain the concept of human resource planning and how it relates to outsourcing.
   28a. Identify companies in the United States that rely heavily on the outsourcing of jobs and explain why the practice of outsourcing benefits them.

29. Gather and share information on labor laws in various countries and the impact that such laws have on conducting business across the globe.
   29a. Compare and contrast the ease or difficulty of conducting business in different countries as determined by labor laws, cultural practices, and international politics.

30. Conduct research to identify top international employers and discuss what strategies and business practices are utilized by these employers to ensure their success.
   30a. Evaluate the practices used by leading international employers and discuss the possibilities for their use among other international employers.

Unpacked Learning Objectives

Students know:
- The concept of human resource planning and how it relates to outsourcing.
- The United States relies on outsourcing of jobs and the benefits of such outsourcing.
- The labor laws in various countries and the impact that such laws have on conducting business across the globe.
- The factors that need to be considered when conducting business with different countries.
- Top international employers and what strategies and business practices are utilized by these employers to ensure their success.
- Practices used by leading international employers and the possibilities for their use among other international employers.

Students are able to:
- Determine the need for outsourcing.
- Give examples of outsourcing.
- List the pros and cons of outsourcing of jobs.
- Discuss the need for labor laws and the impact such laws have on conducting business across the globe.
- Rank countries by ease of conducting business to the most difficult.
- Make a table comparing labor laws, cultural practices and politics in other countries.
- Research top international employers.
- Give examples of successful business and the practices that have made them successful.
- Apply human resource management techniques used by international employers in other business situations.
Students understand that:
● Human resource planning determines the needs of a business and seeks ways to meet those job needs.
● Outsourcing may be a viable way for businesses to be more efficient and to reduce cost.
● Labor laws vary around the world and the ramifications of such labor laws may affect a business.
● There are differences and similarities of conducting business in different countries as it relates to labor laws, cultural practices and international politics.
● The relationship of being knowledgeable and tolerant of such cultural differences and the impact it can have on business’ productivity, image and success.
● There are strategies and business practices used by international businesses that ensure their success as a top international employer.
● Job hiring practices and human resource management responsibilities differ by leading international employers around the world.

| Unit Driving/Essential Question | How does human resource planning determine the needs of a business and seek ways to meet those needs?  
How do labor laws differ around the world?  
What are the differences and similarities of conducting business around the world?  
What are the strategies and business practices that are used to ensure success in international business?  
How are job hiring and human resource management responsibilities different around the world? |
| Exemplar High Quality Unit Task | Prepare for FBLA/DECA competitive events.  
Maintain a course portfolio.  
Research and present on the differences and similarities of conducting business around the world. |

Map of Student Learning by Learning Objective

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<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Learning Activity Checklist</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Link to Differentiation Examples</td>
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</table>

Equipment List by CTE Cluster  
Link to Helpful Tech Tools
<table>
<thead>
<tr>
<th>Activity</th>
<th>Formative: Observation, check for understanding, Q/A, exit ticket</th>
<th>Introduce new vocabulary Teacher presentation Note-taking guide Read an article on the concept of human resource planning and how it relates to outsourcing.</th>
<th>Summative: Project rubric, chapter test:</th>
<th>Computer, internet access, projector, word processing software, presentation software.</th>
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<tr>
<td>Students explain the concept of human resource planning and how it relates to outsourcing.</td>
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<tr>
<td>Students identify companies in the United States that rely heavily on the outsourcing of jobs.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket Summative: Project rubric, chapter test:</td>
<td>Do an internet search and identify companies in the United States that rely heavily on the outsourcing of jobs.</td>
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<td>Computer, internet access, projector, word processing software.</td>
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<tr>
<td>Students will explain why the practice of outsourcing benefits them.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket Summative: Project rubric, chapter test:</td>
<td>Journal entry: How does outsourcing jobs benefit businesses?</td>
<td></td>
<td>Computer, internet access, projector, word processing software.</td>
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<tr>
<td>Students will gather information on labor laws in various countries and the impact that such laws have on conducting business across the globe.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket Summative: Project rubric, chapter test:</td>
<td>Teacher assigned countries Research and create a presentation on labor laws in your assigned country.</td>
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<td>Computer, internet access, projector, presentation software.</td>
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<td>Students will share information on labor laws in various countries and the impact that such laws have on conducting business across the globe.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket Summative: Project rubric, chapter test:</td>
<td>Present slideshow to your peers.</td>
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<td>Computer, internet access, projector, presentation software.</td>
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<tr>
<td>Students will compare and contrast the ease or difficulty of conducting business in different countries as determined by labor laws, cultural practices, and international politics.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Create a Venn diagram. Based on your studies, is it easier or more difficult to conduct business in different countries? Report your answer in a journal entry.</td>
<td>Computer, internet access, projector, word processing software, Venn diagram.</td>
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<td>Students will conduct research to identify top international employers.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Research to identify top international employers. List 5 that you want to learn more about in your studies.</td>
<td>Computer, internet access, projector, word processing software.</td>
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<td>Students will discuss what strategies and business practices are used by top international employers to ensure their success.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Research the 5 international employers and discuss what strategies and business practices are used to ensure their success. Record your findings in a word processing document.</td>
<td>Computer, internet access, projector, word processing software.</td>
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<tr>
<td>Students will evaluate the practices used by leading international employers.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Evaluate the practices used by leading international employers. In your opinion, why do you think these practices work successfully? Record your answer in a journal entry.</td>
<td>Computer, internet access, projector, word processing software.</td>
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<tr>
<td>Students will discuss the possibilities of the practices used by leading international employers and their use among other international employers.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket</td>
<td>Summative: Project rubric, chapter test:</td>
<td>Teacher led discussion Note-taking guide</td>
<td>Computer, internet access, projector, word processing software, presentation software.</td>
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Key Vocabulary

resource planning, outsourcing, imports, exports, domestic, international, Examples: IBM, Blue Cross Blue Shield, cultural awareness, global, cross-cultural training, Examples: Walmart, Exxon, BP, Toyota Motor, cultural differences, values, rituals, power distance, masculinity, femininity

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:
field trips, guest speakers, advisory board, job shadowing

CTSO Connection:

FBLA Human Resource Management competitive event
FBLA International Business competitive event
DECA Human Resource Management Series Event

Certification/Credential Connection:

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Unit 12 Title: Career Exploration

Content Standards
31. Gather information on employment prospects and salary expectations for different jobs in the human resource management field.

Unpacked Learning Objectives

Students know:
● Employment prospects and salary expectations for different jobs in the human resource management field.

Students are able to:
● Organize information on employment prospects and salary expectations in the human resource management field.

Students understand that:
● Salaries and jobs in the human resource management field are dependent on the demand in an area and the education and experience of the applicant.

<table>
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<tr>
<th>Unit Driving/Essential Question</th>
<th>What are the different jobs related to the human resource management field? How do the pay scales differ within the human resource management field? How do salaries and jobs depend on the demand in an area, education, and experience?</th>
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<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Prepare for FBLA/DECA competitive events. Maintain a course portfolio. Research the different jobs in the human resource management field. Collaborate with peers to create one presentation to present to the class.</td>
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# Map of Student Learning by Learning Objective

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<td>Students will gather information on employment prospects and salary expectations for different jobs in the human resource management field.</td>
<td>Formative: Observation, check for understanding, Q/A, exit ticket Summative: Project rubric, chapter test:</td>
<td>Introduce the new vocabulary Create a chart of in demand jobs in human resources for Alabama. See the example on page 2. Include all information shown in example with data for Alabama.</td>
<td></td>
<td>Computer, internet access, projector, word processing software.</td>
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</tbody>
</table>

**Learning Activity Checklist**

**Link to Differentiation Examples**

**Equipment List by CTE Cluster**

**Link to Helpful Tech Tools**
Key Vocabulary

human resource management, security manager, salary manager, safety specialist, EEO Specialist, employee communications director, labor relations supervisor

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

field trips, guest speakers, advisory board, job shadowing

CTSO Connection:

FBLA Human Resource Management competitive event
FBLA Electronic Career Portfolio competitive event
DECA Human Resource Management Series Event
DECA Career Development Project event

Certification/Credential Connection:

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