COURSE TITLE: Business Skills Development

Course Description:

Business Skills Development focuses on development of business communication and etiquette skills, diversity awareness, and awareness of resources for career development. This course will examine professional skills needed in the workplace. Emphasis will be placed on each of the five individual soft skills (communication, enthusiasm/attitude, teamwork, networking, and problem-solving/critical thinking) within a broad framework. The course encourages professionalism, which may look slightly different in various settings although its core elements are always the same.

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

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<tr>
<th>Unit #</th>
<th>Unit Title</th>
<th>Estimated Hours</th>
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<td>Foundational Standards</td>
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<td>2</td>
<td>Career Explorations</td>
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<td>Interpersonal and Professional Growth</td>
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<td>Personal and Business Finance</td>
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Unit Plans of Instruction

Foundational Standards

Supporting—will be taught throughout the course as needed for the unit.

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: Career Explorations

Content Standards
1. Utilize a variety of career awareness and research resources to determine career opportunities, job responsibilities, required training or education, and credentialing or license requirements for a selected career within the 16 Career Clusters.

2. Explore and complete self-assessments that highlight their own work values and aptitudes.

3. Develop a career plan for a specific career.

Unpacked Learning Objectives

Students know:
● That career research is a vital part of obtaining a job in a selected career path.
● That being able to show knowledge and understanding of a career will give them an edge over other applicants.
● Knowing personal skills, qualities, characteristics, attributes, strengths and weaknesses, likes and dislikes are important when making an informed career path selection.
● That being able to identify personal skills, qualities, characteristics, attributes, strengths and weaknesses, likes and dislikes are important when making an informed career path selection.
● What career they want to go into.
● That having a plan is key in being successful.
● That plans can change or be altered.

Students are able to:
● Discuss with great understanding and knowledge pertaining to a selected career.
● Make an informed career path selection.
● Make an informed career path selection based on research and evidence.
● Present a presentation that shows evidence of research pertaining to a specific career.

Students understand that:
● Career research and exploration is a vital part of being successful.
● Knowledge of self and careers is important when making a career selection.
● Knowledge of self and careers is important when making a career selection.
● Self-assessments that highlight their own work values and aptitudes are very helpful in making informed career selections.
● Identifying and understanding a career plan for a specific career is vital in being successful.
<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>Create a career plan based on personal aptitudes, strengths and weaknesses that follows a Career Pathway.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Create an MLA formatted research paper on the career plan of your choice. Is creating a MLA research paper grade appropriate?</td>
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</table>
## Map of Student Learning by Learning Objective

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<tr>
<td>Identify, research and examine different ways to show career awareness in order to show knowledge of career opportunities, job related responsibilities, required training and/or educational background to obtain a position in a selected career path.</td>
<td>Formative: Research paper is in proper format (ie. MLA, AP). Bibliography is formatted correctly with viable websites and resources. Research paper includes clear job responsibilities for chosen career paths. Research paper includes clear required training and/or education for chosen career path. Summative: Create a rubric.</td>
<td>Getting to know your strengths and weaknesses questions. Use Kuder/Clever’s assessments to determine your aptitudes and career pathways. Career Mapping from FBLA teach. Gather, organize and analyze information from chosen career pathways. Lesson on correct MLA or Apa formatting of a research paper.</td>
<td>ELA: Research: Use Occupational Outlook Handbook to explore careers in a selected path. MATH: Project: Students will research a particular career choice to determine the potential costs to obtain a position in that selected career path, including training and/or educational expenses.</td>
<td>Computer with monitor Internet access Projector Library and/or books on careers Alabama Success Education &amp; Career Planning MBA Research Learning Center</td>
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<tr>
<td>Utilize state-provided information, blog reports, web quests, interest inventories and</td>
<td>Formative: Finish all Kuder/Clever assessments.</td>
<td>Create a table with specific questions to be answered from their choice of career. Complete a job application.</td>
<td>ELA: Career Portfolio: Create a resume and cover letter using prepared templates from sources.</td>
<td>Access to the Internet Printer Professional dress</td>
</tr>
<tr>
<td>assessments, job search queries, professional interviews, internships, apprenticeships in order to make a career path selection.</td>
<td>Research the skills needed to complete a professional interview. Summative: Be able to find and complete an application for a job.</td>
<td>Complete a mock interview. Such as <a href="http://www.visualcv.com">www.visualcv.com</a>. Students can evaluate resume and cover letter samples from <a href="http://www.visualcv.com">www.visualcv.com</a>. Students will create an interview follow-up letter using a template from <a href="http://www.visualcv.com">A Perfect Interview Thank You Email (Template + Samples!)</a>. SCI: Research science course requirements for possible career path selection.</td>
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<tr>
<td>Complete and use Kuder Navigator/Alabama Career Planning Systems to complete the Career Interests, Skills Confidence, Work Values Assessments in order to determine and understand their own work values and aptitude.</td>
<td>Formative: Utilize assessment results from Kuder to form a decision on which pathway to find a career.</td>
<td>Create a spreadsheet or slide deck with specifics questions to be answered from the assessments. ELA: Writing Assignment: Write a letter to a friend outlining results of your interest survey Convince him or her to join along with you in applying for a career in the same field of interest. Be sure to follow the format of a friendly letter. Access to the Internet Printer Computer Access to library and/or career books</td>
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<tr>
<td>Prepare a presentation that describes in detail a career plan for a selected career. Identify a career and a path to reach that career.</td>
<td>Summative: Create a powerpoint and/or presentation software that describes how to achieve the career of their choice. Take notes on how to create a professional visual presentation. Present a presentation in front of their peers that teaches them the path to reach their career choice.</td>
<td>ELA: Students can evaluate their peers’ presentations. Slides must be appropriate in terms of grammar, usage, mechanics, and tone. Students will present the slide show to their classmates, and Computer Access to the Internet Presentation software (PowerPoint, Google Slides, Prezi, Canva)</td>
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|                     |                     | classmates will evaluate their presentations using **PEER EVALUATION FORM FOR FORMAL PRESENTATIONS**  
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<td>MATH: Use tables and charts to demonstrate a realistic financial goal for a selected career and compare the financial differences various career plans have on the selected career.</td>
</tr>
</tbody>
</table>
Key Vocabulary

- career awareness
- career opportunities
- job related responsibilities
- educational background
- required training
- on-the-job training
- credentialing
- licenses
- certifications
- certificates
- 16-Career Clusters
- Kuder Navigator/Alabama Career Planning Systems
- on-line blog reports
- OOH, O’Net
- interest inventories
- interest assessments
- job search queries
- professional interviews
- internships
- apprenticeships
- career interests assessment
- skills confidence assessment
- work values assessment
- career goals
- aptitude
- career plan
- specific career
- life goals

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

- Job applications
- Interviews
- Research on careers

CTSO Connection:

- FBLA-ML- Competitions in Career Research; Interpersonal Communication; Career Exploration (I); Digital Citizenship
- DECA- Career Development Project

Certification/Credential Connection:

- Microsoft PowerPoint 2019/365
Unit 3 Title: Business Communication

Content Standards
4. Demonstrate verbal communication, written communication, business etiquette, and interpersonal skills needed in the workplace.

5. Apply conflict management strategies to resolve workplace conflict.

6. Create business communications related to employment.

7. Explain the purpose of a business interview.
   7a. Demonstrate appropriate dress and behavior for an employment interview.

Unpacked Learning Objectives

Students know:
● Using these skills are essential in maintaining a positive workplace environment.
● That these skills must be in place and used in order to create cohesive co-worker and customer relationships.
● Conflict management strategies that will help in maintaining a positive workplace environment.
● How to maintain a positive attitude and demeanor when dealing with coworkers, customers, and clients.
● How to analyze, practice, utilize and discuss why it is important to understand active listening techniques to resolve workplace conflict.
● How to create business documents related to gaining employment.
● How to present themselves during the interview process.
● How to prepare for a business interview.
● Appropriate dress for an employment interview.
● Appropriate behavior for an employment interview.
● Appropriate etiquette for an employment interview.

Students are able to:
● Know, understand, and use proper verbal communication, written communication, business etiquette, and interpersonal skills needed in the workplace.
● Identify, understand, and use conflict management strategies that will help in maintaining a positive workplace environment.
● Maintain a positive attitude and demeanor when dealing with coworkers, customers, and clients.
● Work as partners, groups, or teams to use role plays and active listening techniques to learn how to apply conflict management strategies to resolve workplace conflict.
● Use Microsoft, Google or other document preparation software to create business communication documents.
- Handle the interview process.
- Present themselves in a professional manner.
- Understand that the interview process is one of the most important parts of gaining employment.
- Dress appropriately for a business interview.
- Behave appropriately for a business interview.
- Exemplify proper business etiquette throughout the interview.

**Students understand that:**
- Using these skills are essential in maintaining a positive workplace environment.
- These skills must be in place and used in order to create cohesive co-worker and customer relationships.
- Using conflict management strategies to resolve workplace conflict should be a part of every company's protocol.
- These techniques and strategies are to be used in the workplace when there is conflict.
- These techniques can also be used in everyday life situations to resolve conflict.
- Being able to apply and use these writing techniques is very important in the job search process.
- The interview process is one of the most important parts of gaining employment.

<table>
<thead>
<tr>
<th><strong>Unit Driving/Essential Question</strong></th>
<th>Ok so you know what your career choice is, NOW What? How do you successfully attain a job and be successful? Communication, how and why?</th>
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</thead>
<tbody>
<tr>
<td><strong>Exemplar High Quality Unit Task</strong></td>
<td>I can be confident in my communication skills. through mock interviews. I can be confident in my interview.</td>
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## Map of Student Learning by Learning Objective

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<tr>
<td>Practice and use proper verbal communication, written communication, business etiquette, and interpersonal skills needed in the workplace.</td>
<td>Formative: Role Play Summative: Students email, create a memo, or business letter relating to a specific job related scenario.</td>
<td>Students talk to the teacher and fellow classmates with proper verbal communication on a daily basis. Students are graded weekly on their work related ethics (soft skills) within the classroom. Students create emails, memos and business letters according to business related scenarios. (ex, a memo to the principal to ask for a hat day, a business letter to the principal on what they feel should be corrected about the dress code.)</td>
<td>ELA: Students can write scripts to perform short one-act plays using scenarios about appropriate and inappropriate workplace communication. Peers can edit their classmates' scripts for correct grammar, punctuation, and content. After performing the skits, students can write a reflection about the workplace interpersonal skills they saw that were both effective and ineffective. SCI: Identify neurological stimuli associated with positive and negative verbal and written communications.</td>
<td>Computer Printer Word Processing Software MBA Research Learning Center</td>
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### Equipment List by CTE Cluster

- Computer
- Printer
- Word Processing Software
- MBA Research Learning Center
<table>
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<tr>
<th>Practice and utilize conflict management strategies to resolve workplace conflict.</th>
<th>Formative: Research conflict management strategies. Summative: Act out how to resolve a conflict within the workplace.</th>
<th>Create a canva infocard about the conflict management strategies. Use scenario situations for students to utilize conflict management strategies to solve an on the job problem.</th>
<th>SCI: Relate how interpersonal skills can enhance a positive business workplace. ELA: Writing: Given a particular conflict management strategy, students can make a cartoon using Animaker to explain the strategy. SCI: Research body language effects on workplace conflict resolution.</th>
<th>Computer Canva Printer Internet Access</th>
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<tr>
<td>Analyze, practice, utilize and discuss ways to apply conflict management strategies to resolve workplace conflict through role plays and active listening techniques.</td>
<td>Summative: Act out how to resolve a conflict within the workplace. Discuss and create a skit to demonstrate how to resolve a conflict that happens at school. Students will use a google form to analyze the skit and give suggestions.</td>
<td>ELA: Writing/ Speaking: Students can also use a podcast app such as VoiceThread to discuss a fictional conflict within a fictional workplace and explain how they handled the situation appropriately. Peers can comment under the thread about how they handled the situation.</td>
<td>Computer Internet Access</td>
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<tr>
<td>Identify, develop business communication documents related to gaining employment. Identify, develop business communication documents related to leaving a company or position.</td>
<td>Summative: Resume writing Job application Cover letter Thank you letter</td>
<td>Students will create a resume. Complete job applications. Create a cover letter for the resume.</td>
<td>ELA: Career Portfolio: Create a resume and cover letter using prepared templates from sources such as <a href="http://www.visualcv.com">www.visualcv.com</a>. Students can evaluate resume and cover letter samples from <a href="http://www.visualcv.com">www.visualcv.com</a>.</td>
<td>Computer Internet Access Printer</td>
</tr>
<tr>
<td>Identify, practice, prepare for a business interview.</td>
<td>Formative: Research</td>
<td>Complete the <a href="#">job search activity</a> from Teach FBLA. Conduct informal interviews with the company.</td>
<td>ELA: After reviewing the qualifications for a particular job, students can create and write five potential questions that an interviewer for that position might ask them and prepare answers for each question. Have a peer pose those questions to them to practice prior to the interview.</td>
<td>DECA- Classroom Connect Teach FBLA- The job Search Computer Internet Access</td>
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| Students should be able to: Identify, practice, model, appropriate dress and behavior for an employment interview. | Formative: Business dress code is adhered to. Formative: Business behavior is modeled. | Students create a list of interview questions. Students dress appropriately for the interview. Students conduct mock interviews with appropriate behavior and communication. | ELA: Students can bring two potential, general interview questions to class. In a “speed dating style” of questioning, students can rotate in a circle to answer the posed questions by the interviewer which will force them to think quickly, yet insightfully, and to learn to listen effectively to the interviewer. After each student has completed the circle of questioning, have the other half of the class... | DECA- Classroom Connect Teach FBLA- The job Search Computer Internet Access |
Key Vocabulary

proper workplace communication, proper workplace written communication, proper business etiquette, proper interpersonal skills, soft skills, conflict management strategies, conflict resolution, self control, workplace conflict, conflict management strategies, conflict resolution, self control, workplace conflict, role play, active listening techniques, business communication documents, resume, application, cover letter, thank you letter, letter of resignation, business communication documents, resume, application, cover letter, interview, mock interview, business interview, professionalism, employability skills, appropriate dress, business dress, business etiquette

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

Interviews, Resume writing, Business Letter writing, Business Behavior and communication

CTSO Connection:

FBLA-ML- Business Ethics; Interpersonal Communication; Business Etiquette
DECA- MARKETING COMMUNICATIONS; BUSINESS LAW AND ETHICS; HUMAN RESOURCES MANAGEMENT

Certification/Credential Connection:

Microsoft Word 2019/365
Unit 4 Title: Interpersonal and Professional Growth

Content Standards
8. Identify and describe professional skills that are needed in the workplace.
9. Apply resource management skills.
10. Demonstrate organizational skills for handling important information and materials.
11. Display personal qualities that contribute to effective relationships, professional growth, and career success.
12. Compare and contrast business and personal ethics.

Unpacked Learning Objectives

Students know:
- Appropriate behavior for the workplace.
- Appropriate communication skills that are to be used in the workplace.
- How to utilize different resource management skills and techniques in order to perform daily tasks that are job related.
- How to demonstrate resource management skills like time management, organizational skills, and personnel relationships management while on the job.
- Different organizational skills needed for handling important information and materials.
- Different organizational skills needed like the ability to locate, organize, use, analyze, interpret, and communicate information for handling important information and materials.
- Personal qualities that contribute to effective relationships, professional growth, and career success.
- Personal qualities like attitude, initiative, integrity, willingness to learn, self-discipline, responsibility, ability to work with others, flexibility, open-mindedness that contribute to effective relationships, professional growth, and career success.
- How to identify similarities and differences between business and personal ethics.

Students are able to:
- Demonstrate professional skills that are essential in the workplace daily.
- Communicate with co-workers, customers, and clients in a professional manner.
- Demonstrate professional skills that are essential in the workplace daily.
● Communicate with co-workers, customers, and clients in a professional manner.
● Utilize different resource management skills and techniques in order to perform daily tasks that are job related.
● Explain and demonstrate resource management skills like time management, organizational skills, and personnel relationships management while on the job.
● Locate, organize, use, analyze, interpret, and communicate information and materials in a workplace setting.
● Utilize different organizational skills needed like the ability to locate, organize, use, analyze, interpret, and communicate information for handling important information and materials on the job.
● Exemplify personal qualities that contribute to effective relationships, professional growth, and career success.
● Exemplify personal qualities like attitude, initiative, integrity, willingness to learn, self-discipline, responsibility, ability to work with others, flexibility, open-mindedness that contribute to effective relationships, professional growth, and career success.
● Identify similarities and differences between business and personal ethics.

**Students understand that:**
- Professional skills are needed in the workplace at all times.
- Resource management skills are essential to business and a part of being able to perform job related tasks.
- Organizational skills for handling important information and materials are essential business skills needed in the workplace.
- Organizational skills for handling important information and materials are essential business skills needed on the job.
- These qualities are vital to their professional growth and career success.
- There are similarities and differences between business and personal ethics.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What characteristics and work skills do you need in order to be successful in any career?</th>
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</table>
| Exemplar High Quality Unit Task | Book Study: *Who Moved My Cheese? for Teens*  
Create a journal of skills needed for the workforce. |
### Map of Student Learning by Learning Objective

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<tr>
<td>Demonstrate professional skills that are essential in the workplace daily. Communicate with co-workers, customers, and clients in a professional manner.</td>
<td>Formative: Proper Communication through discussions, emails and business letters. Summative: Checklist of communications skills</td>
<td>Select and use appropriate tool(s) or procedure(s) for specific tasks within the workplace; students are given scenarios to act out or complete written communication. Use Reality Works soft skills program for communication.</td>
<td>ELA: Writing: Create a children’s book detailing professional skills used in the workplace. Keep the language as simple as possible, and illustrate the book with appropriate photos. SCI: Create a Canva informative poster with Safety Etiquette Rules for using Social Media.</td>
<td>Computer Job related scenarios Checklist</td>
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<td>Learning Activity Checklist</td>
<td>Link to Differentiation Examples</td>
<td>Equipment List by CTE Cluster</td>
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<td>Link to Helpful Tech Tools</td>
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<tr>
<td>Demonstrate core elements of professionalism at all times in the workplace setting. Demonstrate professional skills that are essential in the workplace daily. Communicate with co-workers, customers, and clients in a professional manner.</td>
<td>Formative: Role Play Scenario [Worksheet] from DECA. Journal Entries</td>
<td>Create groups of 3 or 4 students and give each group a scenario(s) to act out or discuss what needs to happen to have effective communication and professionalism.</td>
<td>ELA: Create a promotional poster for professionalism in the workplace using [Canva].</td>
<td>Scenarios Grouping methods (sticks, cards) Worksheet</td>
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<td>Understand and demonstrate resource management skills while on the job.</td>
<td>Formative: Checklist of daily resource management skills Poster requirements Observation Summative: Skit rubric</td>
<td>Divide students into groups of 3-4 and have them research resource management skills that are needed on a job. Have each group create a poster depicting one of the skills needed. Have each group create a skit that they will perform in front of the class that demonstrates the skill.</td>
<td>Research and Presentation: Students will research resource management skills. They will present using a presentation tool such as Google Slides. Students will need to correctly cite sources used from their research on a separate Works Cited slide Checklist Rubric Computer Poster paper markers</td>
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</tr>
<tr>
<td>Understand and demonstrate resource management skills like time management, organizational skills, and personnel relationships management while on the job.</td>
<td>Formative: Observations, Discussion</td>
<td>Divide students into groups of 3-4 and have them create the tallest tower they can using only 10 sheets of copy paper. Have a discussion of what skills were needed to complete the task as a group.</td>
<td>ELA: Students can write a reflection after creating the tall tower, commenting on the effective, as well as the ineffective, skills needed to complete the tower. SCI: Complete personality test and evaluate personal traits that lead to improved relationship management skills development. MATH: Students should be able to organize numerical data using tables and formulas in spreadsheets.</td>
<td>Rubric Questionnaire for students, Copy paper</td>
</tr>
<tr>
<td>Understand and explain organizational skills for handling important information and materials.</td>
<td>Formative: Video notes, Observations, Discussion</td>
<td>Watch <a href="https://www.youtube.com">youtube video</a> on organization in the workplace. Have students take notes on the video. Have students turn and talk to an elbow neighbor about what their thoughts are from the video. Have students write on a sticky note the one thing they are going to implement into their daily lives.</td>
<td>ELA: Students may submit the most important information learned from the video using <a href="https://padlet.com">Padlet</a> to guide the whole class discussion.</td>
<td>Computer, Internet, Sticky Note</td>
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</table>
| Understand and explain organizational skills like the ability to locate, organize, use, analyze, interpret, and communicate information for handling important information and materials. | Formative: Video notes Observations Discussion | Same as above | SCI: Create an informative presentation that details computer lab safety practices.  
• computer assembly  
• safe charging stations  
• regular maintenance  
• prevent dust build up  
• check frayed cords  
• etc. |
|---|---|---|---|
| Exemplify personal qualities that contribute to effective relationships, professional growth, and career success. | Summative: *Who Moved My Cheese* worksheet  
Discuss the personal qualities that each mouse possesses and how it affects the others.  
Complete the [book study](#) *Who Moved My Cheese? for Teens*  
Complete the [slide show](#). | Complete the [book study](#) *Who Moved My Cheese? for Teens*  
Discuss the personal qualities that each mouse possesses and how it affects the others.  
Complete the [slide show](#). | ELA: Students can create an ABC book on the personal qualities that contribute to effective relationships, professional growth, and career success.  
ELA: Writing: Create a [bio poem](#) detailing the personal qualities for effective relationships, professional growth, and career success. Be sure to brainstorm a list prior to beginning.  
Book: [Who Moved my Cheese: For Teens](#)  
Slide Show |
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<tr>
<th>Exemplify personal qualities like confidence, enthusiasm, positive attitude, initiative, integrity, willingness to learn, self-discipline, responsibility, ability to work with others, flexibility, open-mindedness that contribute to effective relationships, professional growth, and career success.</th>
<th>Formative: Daily ethics rubric</th>
<th>Students should be graded or observed and corrected on these standards on a daily basis.</th>
<th>Ethics rubric</th>
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<tr>
<td>Identify and understand the similarities and differences between business and personal ethics.</td>
<td>Formative: Exit ticket of the difference between business and personal ethics. Survey on what they feel are their own personal ethics and then discuss the differences.</td>
<td>Discuss the difference between personal and business ethics. Research business ethics. Divide the class into groups of 3-4 students and give each group an ethical scenario and have them present what they would do in that situation. ELA: Students will use <a href="https://www.canva.com">Canva</a> to create an infographic showing the similarities and differences between business and personal ethics. Research must be documented in the correct format on the infographic. SCI: Analyze business ethics by researching local business mission statements and evaluate their ethics beliefs.</td>
<td>Ethical Scenarios Computers Index cards</td>
</tr>
</tbody>
</table>
Key Vocabulary

soft skills, employability skills, organization, teamwork, people skills, customer service skills, professionalism, work ethic, netiquette, teamwork, networking, critical thinking, researching, strategizing, data analysis, problem solving, decision making, resource management skills, financial resources, material resources, personnel resources, time management, organizational skills, personal relationships management, organizational skills, important information, important material, locate information, organize information, analyze information, interpret information, communicate information, creating and keeping deadlines, delegation, goal setting and meeting goals, decision making, managing appointments, team management, project management, making schedules, personal qualities, effective, relationships, effective relationships, professional growth, career success, confidence, enthusiasm, positive attitude, initiative, integrity, willingness to learn, self-discipline, responsibility, team player, flexibility, open-mindedness, compare, contrast, similarities, differences, business ethics, personal ethics, honesty, integrity, promise-keeping, trustworthiness, loyalty, fairness, concern for others, respect for others, law abiding

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

Workplace soft skills; Creating schedules; Filling; Critical thinking; Problem solving; Administrative Assistant; CEO

CTSO Connection:

FBLA-MI– Competitions- Business Ethics; Interpersonal Communication; Leadership; Learning Strategies
DECA- Competitions- Business Law & Ethics; Human Resources Management

Certification/Credential Connection:

Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator
Unit 5 Title: Leadership

Content Standards
13. Gather and share information on effective leadership styles and the qualities of a good leader.
   13a. Identify the skills needed for effective leadership.

14. Demonstrate personal traits associated with teamwork and good leadership.

15. Gather and share information on parliamentary procedure and its importance in the workplace.

Unpacked Learning Objectives

Students know:
- How to identify, obtain and present information on effective leadership styles and the qualities of a good leader.
- Personal traits associated with teamwork and being a good leader.
- How to Research and present information pertaining to parliamentary procedures and their importance in the workplace.

Students are able to:
- Identify, obtain and present information on effective leadership styles and the qualities of a good leader.
- Identify and exemplify personal traits associated with teamwork and good leadership.
- Research and present information pertaining to parliamentary procedures and their importance in the workplace.

Students understand that:
- Being able to identify, obtain and present information on effective leadership styles and the qualities of a good leader.
- Being able to identify and exemplify personal traits associated with teamwork and good leadership is vital to being successful as a business leader.
- It is important to be able to maintain an orderly workplace environment.
- It is important to be able to back decisions with research and shareable information.
<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>How can building social and emotional skills help be leaders?</th>
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<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Draw from multiple source materials with intent to develop a complex or multimedia product with their personal viewpoint on leadership.</td>
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### Map of Student Learning by Learning Objective

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<tbody>
<tr>
<td>Identify, obtain and present information on effective leadership styles and the qualities of a good leader.</td>
<td>Formative: Poster of effective leadership styles. Summative: Present the quality of a good leader they feel is the most important and why.</td>
<td>Complete the Rules of Leadership lesson plan found in FBLA Teach.</td>
<td>ELA: Writing: Write and illustrate a manual on effective leadership styles and qualities of a good leader using <a href="#">online manual template</a>. SCI: Analyze/research positive personality traits that create effective leadership styles.</td>
<td>Poster Paper Computer FBLA Teach access</td>
</tr>
<tr>
<td>Obtain and present information on effective leadership styles and the qualities of a good leader.</td>
<td>Formative: Identify the skills necessary for effective leadership within a presentation.</td>
<td>Use nearpod lessons on Leadership skills to help students create a research paper on the effect skills of leaders.</td>
<td></td>
<td>Computer Nearpod login</td>
</tr>
<tr>
<td>Exemplify personal traits associated with teamwork and good leadership.</td>
<td>Formative: Discussion questions after activity. Participation points</td>
<td>Complete the Stages of Team Development lesson plan found in FBLA Teach.</td>
<td></td>
<td>Pipe CLeaners Notecards Writing instrument Discussion questions</td>
</tr>
<tr>
<td>Research and present information pertaining to parliamentary procedures and their importance in the workplace.</td>
<td>Summative: Group presentation of how parliamentary procedures work and where you see it in the workplace.</td>
<td>Divide the class into groups of 6; have them research Robert's Rules of Order and create a step by step infographic. Give the same groups a workplace scenario where the parliamentary procedures are required and to act it out.</td>
<td>ELA: Students can create a mind map using Coggle to explore the parliamentary procedures.</td>
<td>Computer Robert’s Rules of Order</td>
</tr>
</tbody>
</table>

### Key Vocabulary

- effective, leadership styles, effective leadership styles, qualities, leader, democratic leadership, autocratic leadership, laissez-faire leadership, transactional leadership, charismatic leadership, transformational leadership, servant leadership, bureaucratic leadership, effective leadership, leader, business leader, personal traits, teamwork, good leadership, clear communication, strong organization skills, confidence in the team, respectful for others, fair, kind, example of integrity, influential in core areas, willing to delegate, parliamentary procedures, roberts rules, Robert's Rules Of Order

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

- Owner/Operator of a business; Entrepreneur; Supervisor; Conduct a Meeting with Robert’s Rule of Order

### CTSO Connection:

- FBLA- Parliamentary Procedures; Leadership; Running an Effective Meeting
- DECA– Business Law & Ethics
Certification/Credential Connection:

None
Unit 6 Title: Digital Citizenship

Content Standards
16. Explain how the use of social media and other technology has the potential to damage one’s future career prospects.

Unpacked Learning Objectives

Students know:
- How to present information regarding social media and other technology and the potential it has to damage one’s current and future career goals, if not used properly.

Students are able to:
- Define and share information on how the use of social media and other technology has the potential to damage one’s future career prospects.

Students understand that:
- Their digital footprint and reputation can affect their current and future career goals.

<table>
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<tr>
<th>Unit Driving/Essential Question</th>
<th>How does social media affect us now and in the future?</th>
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<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Create a research paper on the effects of social media on teens and their future.</td>
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<tr>
<td>Define and share how the use of social media and other technology has the potential to damage one’s future career prospects.</td>
<td>Formative: Poster Summative: Research paper</td>
<td>Use nearpod’s lessons on Social Media and Teens to work with the students.</td>
<td>ELA: Students can use <a href="#">TED Talk Format</a> to create a TED Talk about the dangers of social media. They can perform the TED Talk for the class and classmates can peer edit the presentations. SCI: Research social media use and the Psychosocial well-being in young adolescence.</td>
<td>Computers Internet Nearpod (These lessons are free!)</td>
</tr>
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### Potential Learning Activities

- **Learning Activity Checklist**
- **Link to Differentiation Examples**

### Integrated and Related Academic Content:

**ELA, Math, Science, and/or Social Studies Concepts & Activities**

**Equipment List by CTE Cluster**

**Link to Helpful Tech Tools**
Key Vocabulary

social media, technology, digital footprint, passive digital footprint, active digital footprint

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

Ethical Technology Use; Research; Computer Science Careers

CTSO Connection:

FBLA- Digital Citizenship
DECA- VIRTUAL BUSINESS CHALLENGE

Certification/Credential Connection:

None
Unit 7 Title: Computer Hardware and Software

Content Standards
17. Demonstrate proper maintenance and techniques when using hardware and software, including file management, backing up files, having a backup plan when technology fails, and troubleshooting systems and applications.

18. Use technology systems and operations in a business environment.
   18a. Utilize various hardware and software to produce business-related publications.

Unpacked Learning Objectives

Students know:
- How to identify and utilize proper maintenance and techniques when using hardware and software, including file management, backing up files, having a backup plan when technology fails, and troubleshooting systems and applications.
- How to utilize technology systems and operations systems in a business environment.
- How to create different business related publications.

Students are able to:
- Identify and utilize proper maintenance and techniques when using hardware and software, including file management, backing up files, having a backup plan when technology fails, and troubleshooting systems and applications.
- Utilize technology systems and operations systems in a business environment.
- Create different business related publications

Students understand that:
- Identifying and utilizing proper maintenance and techniques when using hardware and software, including file management, backing up files, having a backup plan when technology fails, and troubleshooting systems and applications are all processes needed to make sure that a business is able to operate on a daily basis.
- Being able to utilize technology systems and operations systems in a business environment are vital to the everyday operations of a business.
- Business publications are vital to the everyday success of a business.
<table>
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<tr>
<th>Unit Driving/Essential Question</th>
<th>I cannot complete my job! My computer is not working properly and I cannot complete my business document, HELP! How can I troubleshoot my issue with the computer? How can I create business documents in the correct format?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Demonstration on how to connect a computer properly. Produce business documents that are in the correct format.</td>
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Alabama State Department of Education, Career and Technical Education/Workforce Development, Plans of Instruction
Updated as of Aug 2, 2022
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<tr>
<td>Identify and utilize proper maintenance and techniques when using hardware and software, including file management, backing up files, having a backup plan when technology fails, and troubleshooting systems and applications.</td>
<td>Formative: Observation Matching Quiz Summative: Multiple Choice Test</td>
<td>Demonstrate how a computer is connected and how it works. Use <a href="https://edu.gcfglobal.org/en/topics/computers/">https://edu.gcfglobal.org/en/topics/computers/</a> for videos and discussions.</td>
<td>SCI: Utilize the Scientific Method to develop troubleshooting plans to solve computer issues.</td>
<td>Computer Monitor Computer Hardware Diagram</td>
</tr>
<tr>
<td>Utilize technology systems and operations systems in a business environment.</td>
<td>Formative: Observation Checklist Summative: Rubric</td>
<td>Use <a href="https://edu.gcfglobal.org/en/topics/computers/">https://edu.gcfglobal.org/en/topics/computers/</a> for a great resource for videos and tutorials. Students create a memo to the principal about a recommendation they have for the school Students create a business letter to a former teacher</td>
<td>SCI: Explore business technology advancements that have modernized communication. Identify how modern technologies rely on earth mineral mining.</td>
<td><a href="https://edu.gcfglobal.org/en/topics/computers/">https://edu.gcfglobal.org/en/topics/computers/</a> Computer Internet Projector</td>
</tr>
<tr>
<td>Identify which type of hardware or software program is needed to produce different business-related publications.</td>
<td>Formative: Observations Checklist</td>
<td>Use <a href="https://edu.gcfglobal.org/en/topics/computers/">https://edu.gcfglobal.org/en/topics/computers/</a> for a great resource for videos and tutorials. Create a matching activity for students to match the software program needed to produce the business document.</td>
<td>ELA: Speaking and Presentation: Students will create a multimedia presentation using Google Slides and use it to guide their discussion of types of hardware and software programs needed to produce different business-related publications.</td>
<td>Computer Projector Internet [<a href="https://edu.gcfglobal.org/en/topics/computers/">https://edu.gcfglobal.org/en/topics/computers/</a>]</td>
</tr>
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</table>
### Key Vocabulary

- computer hardware, computer software, file management, technology, troubleshooting, operating systems software, operating systems hardware, application systems software, application systems hardware, technology systems, technology operations, business environment, hardware, software, business related publications, Microsoft Word, Microsoft Excel, Microsoft Publisher, Microsoft PowerPoint, business letter, memo, meeting minutes, meeting agenda, web page, podcast, flyer, business cards, mailing labels, advertisements

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

- Information Technology Consultant; Repair/ troubleshoot computer hardware/software problems

### CTSO Connection:

- FBLA—Community Service Project; Annual Chapter Activities; Exploring Computer Science; Exploring technology
- DECA—Business Services Marketing; Business Solutions Project

### Certification/Credential Connection:

- None
Unit 8 Title: Personal and Business Finance

Content Standards
19. Compare and contrast types of personal and business banking services.
20. Create a personal budget based upon possible future employment, including projected income and expenditures.
21. Create financial records fundamental to business.

Unpacked Learning Objectives

Students know:
- How to identify the similarities and differences between different types of personal banking and business banking systems.
- How to maintain a different set of business banking and personal banking accounts.
- How to develop a personal budget based upon possible future employment, including projected income and expenditures.
- How to develop financial records that are fundamental to the everyday operations of a business.

Students are able to:
- Identify the similarities and differences between different types of personal banking and business banking systems.
- Maintain a different set of business banking and personal banking accounts.
- Create and maintain a personal budget based upon possible future employment, including projected income and expenditures.
- Develop financial records that are fundamental to the everyday operations of a business.

Students understand that:
- Being able to maintain different accounts and knowing what type of account is best is a vital part of everyday life and maintaining a successful business.
- Being able to forecast income and expenditures will give them a realistic view of adulthood.
- Financial records are essential to the everyday operations of a business.
- Accurate records are essential for tax purposes.
| Unit Driving/Essential Question | How much money do I have in my personal bank account?  
How much money do I have in my business account?  
Can I afford to expand my business? |
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<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Develop financial records for personal and business in excel or a similar software.</td>
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<tr>
<td>Identify the similarities and differences between different types of personal banking and business banking systems. Maintain a different set of Business banking and Personal banking accounts.</td>
<td>Formative: Observation Summative: Completion of financial records. Matching quiz</td>
<td>Use <a href="https://edu.gcfglobal.org/en/moneybasics/">https://edu.gcfglobal.org/en/moneybasics/</a> for lesson plans and videos. <a href="https://myclassroomeconomy.org/">https://myclassroomeconomy.org/</a> use this for a long term money lesson</td>
<td>ELA: Writing: Using either the point-by-point or subject-by-subject compare/contrast format, write an essay detailing the different types of personal and business banking systems. Use this as a guide for the two methods of compare/contrast: <a href="https://www.nroc.org/">NROC Developmental English Foundations</a></td>
<td>Computer Projector Microsoft Office Printer</td>
</tr>
<tr>
<td>Develop a personal budget based upon possible future employment, including projected income and expenditures.</td>
<td>Formative: Observation Summative: Completion of financial records.</td>
<td>Use <a href="https://edu.gcfglobal.org/en/moneybasics/">https://edu.gcfglobal.org/en/moneybasics/</a> for lesson plans and videos. <a href="https://myclassroomeconomy.org/">https://myclassroomeconomy.org/</a> use this for a long term money lesson</td>
<td>MATH: Students will be able to compute projected income and expenditures for a possible future employment in a personal budget. SCI: Understand the importance of financial well-being and balance of</td>
<td>Computer Projector Microsoft Office Printer</td>
</tr>
</tbody>
</table>
Develop financial records that are fundamental to the everyday operations of a business.

Formative: Observation
Summative: Completion of financial records.


[https://myclassroomeconomy.org/](https://myclassroomeconomy.org/) use this for a long term money lesson

MATH: Create spreadsheets to enter financial records of fundamental factors that a selected business needs for its everyday operations.

Computer Projector
Microsoft Office

### Key Vocabulary

- personal banking, business banking, savings account, checking account, stocks, bonds, loans, income, expenses, budget, personal budget, income, expense, rent/mortgage, auto payment, insurance, utilities, food, financial records, income statement, business budget, bank account
- payroll, account payable, account receivable, taxes, invoice, purchase order

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

- Create and Manage bank account; Manage CTSO funds

### CTSO Connection:

- FBLA-ML: Business Math and Financial Literacy
- DECA: Financial Consulting; Financial Literacy Project; Finance Operations
Certification/Credential Connection:

| Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate) |