COURSE TITLE: Career Explorations

Course Description:
Career Explorations is designed to provide opportunities for students to explore career opportunities and become aware of the importance of basic technology, work ethics, communication skills, the value of work, leadership skills, and basic employability skills. Students will begin investigating career paths to match their interests and abilities, which builds the foundation for future course selection and postsecondary options.

Potential Certifications/Credentials:
n/a
## Course Scope and Sequence

<table>
<thead>
<tr>
<th>Unit #</th>
<th>Unit Title</th>
<th>Estimated Hours</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Foundational Standards</td>
<td>30 hours</td>
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<tr>
<td>2</td>
<td>Technology</td>
<td>25 hours</td>
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<tr>
<td>3</td>
<td>Work Ethics</td>
<td>20 hours</td>
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<tr>
<td>4</td>
<td>Communication Skills</td>
<td>15 hours</td>
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<td>5</td>
<td>Employability Skills</td>
<td>20 hours</td>
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<tr>
<td>6</td>
<td>Leadership</td>
<td>20 hours</td>
</tr>
<tr>
<td>7</td>
<td>Career Opportunities</td>
<td>10 hours</td>
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</tbody>
</table>
Unit Plans of Instruction

Unit 2 Title: Technology

Content Standards
AL.CT21.WB.CE.1
Demonstrate basic hardware and software technology skills in using digital devices.
AL.CT21.WB.CE.2
Explain personal and societal benefits of participating in the workforce.

Unpacked Learning Objectives

Students know:
- The process of using basic hardware technology skills in using digital devices.
- The process of using basic software technology skills in using digital devices.
- The process of identifying personal and societal benefits of participating in the workforce.

Students are able to:
- Describe the process of using basic hardware technology skills in using digital devices.
- Describe the process of using basic software technology skills in using digital devices.
- Describe personal and societal benefits of participating in the workforce.

Students understand that:
- Basic hardware and software skills are necessary in using digital devices.
- Participating in the workforce has personal and societal benefits.

| Unit Driving/Essential Question | What criteria should a person or business use in selecting hardware and software in various environments? Why is this criteria important? How has technology changed our daily lives? As technology continually changes and improves, how can we know what skills to learn? How can we choose which technological tools (both hardware and software) to use for a particular task? |
| Exemplar High Quality Unit Task | Describe current and emerging hardware; configure, install, and upgrade hardware; diagnose problems; and repair hardware |
Map of Student Learning by Learning Objective

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<thead>
<tr>
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<tbody>
<tr>
<td>Describe the process of using basic hardware technology skills in using digital devices.</td>
<td>Formative: 1 Minute Reflective Journal Teacher Observation of student progress Class Discussions Assignment Rubrics Summative: Quizzes Chapter/Unit Assessment</td>
<td>Provide a graphic organizer to introduce unit vocabulary and driving/essential questions to students. Define Key Terms Allow students to independently watch a brief video related to the basic hardware. This playlist from GCFLearnFree.org provides a basic introduction to technology uses.</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product</td>
<td>Computer or digital device with internet access, Smartboard, Smart Panel, projector, presentation software, Learning Management System (Schoology, Google Classroom)</td>
</tr>
<tr>
<td><strong>Learning Activity Checklist</strong></td>
<td><strong>Link to Differentiation Examples</strong></td>
<td></td>
<td><strong>Equipment List by CTE Cluster</strong></td>
<td><strong>Link to Helpful Tech Tools</strong></td>
</tr>
<tr>
<td>Describe the process of using basic software technology skills in using digital devices.</td>
<td>Formative:</td>
<td>Provide a graphic organizer to introduce unit vocabulary and driving/essential questions to students.</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose;</td>
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<tr>
<td>Computer or digital device with internet access, Smartboard, Smart Panel, projector, presentation software, Learning Management System (Schoology, Google Classroom)</td>
<td>1 Minute Reflective Journal Teacher Observation of student progress Class Discussions Assignment Rubrics</td>
<td>Allow students to watch a brief video independently related to the software.</td>
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<tr>
<td>Sample Chapter/Unit Assessment Questions: <a href="https://study.com/academy/exam/topic/computer-hardware-software.html">https://study.com/academy/exam/topic/computer-hardware-software.html</a></td>
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<tr>
<td>Class Lecture/Teacher Presentation Be certain to discuss the various categories of digital devices and their uses. Keep students engaged by having them read some of the presentation slides and elaborate on them. Ask questions to make sure that students are engaged and understand the concepts being discussed. Invite a guest speaker to talk to students about basic hardware and software technology skills in using digital devices in the workplace. Students will be encouraged to listen carefully and take notes.</td>
<td><a href="https://www.youtube.com/watch?v=ziT-Lg_QFTA">https://www.youtube.com/watch?v=ziT-Lg_QFTA</a></td>
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<tr>
<td>Vocabulary flashcards quizlet</td>
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</table>
Computer Basics: Understanding Applications: [https://www.youtube.com/watch?v=3gMOYZoMtEs&list=PLpQqipWcxwt-bPLYVbnfJOyKhMVcNexgx&index=6](https://www.youtube.com/watch?v=3gMOYZoMtEs&list=PLpQqipWcxwt-bPLYVbnfJOyKhMVcNexgx&index=6) | synthesize multiple sources of information when answering through writing, speaking, or creating a digital product  
ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product  
SS: Impact of labor market on the economy; standard of living; goods and services |
|---|---|---|---|
| Describe personal and societal benefits of participating in the workforce. | Formative:  
1 Minute Reflective Journal  
Teacher Observation of student progress  
Class Discussions  
Assignment Rubrics  
Summative:  
Quizzes  
Chapter/Unit Assessment | Discuss key findings from the article: Reconnecting Americans to the benefits of work: [https://www.aei.org/research-products/report/reconnecting-americans-to-the-benefits-of-work/](https://www.aei.org/research-products/report/reconnecting-americans-to-the-benefits-of-work/)  
Assign students to discuss in pairs the benefits of working for individuals and for society as a whole.  
Allow students to play the Unemployment Game: [https://www.youtube.com/watch?v=J8hdWy_Y9oM](https://www.youtube.com/watch?v=J8hdWy_Y9oM) | Computer or digital device with internet access, Smartboard, Smart Panel, projector, presentation software, Learning Management System (Schoolology, Google Classroom)  
Resources: Video: Why Do People Work [https://www.youtube.com/watch?v=J8hdWy_Y9oM](https://www.youtube.com/watch?v=J8hdWy_Y9oM) |
<table>
<thead>
<tr>
<th><strong>Key Vocabulary</strong></th>
<th><strong><a href="https://www.econedlink.org/resources/the-unemployment-game/">https://www.econedlink.org/resources/the-unemployment-game/</a></strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>hardware, software, digital devices, personal computer, file management, internet, application programs, benefits, workforce</td>
<td>Have the students find the U.S. unemployment rate and labor force participation rate for years in the 1960s, 1970s, 1980s, 1990s, 2000s, and the current decade. Have a discussion about how and why these have changed.</td>
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<tr>
<td><strong>BLS.gov Labor Force Participation</strong></td>
<td>BLS.gov Labor Force Participation</td>
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<tr>
<td><a href="https://www.bls.gov/cps/">https://www.bls.gov/cps/</a></td>
<td>Interactive Unemployment Map:</td>
</tr>
</tbody>
</table>
Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

- Guest speakers
- Advisory board participation
- Job shadowing
- Career Exploration Activities
- Career Expo/Career Day Participation (ex: Alabama Works-World of Works)
- Simulated Workplace
- CTE Month Participation
- Informational Interviews
- Service Learning/Volunteering
- Business Tours/Field Trips
- Career Mentors

Additional resources/ideas for Work-Based Learning Integration:

http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/work-based-learning-experiences

CTSO Connection:

- Students will prepare for FBLA or DECA competitive events associated with Career Awareness and/or Technology.
- Students will present a computer safety presentation to another group (i.e. middle school, faculty meeting, civic organization, etc.)
- CTSO Membership Drive

Certification/Credential Connection:

- None for this course/grade level: Encourage and discuss future student certifications in other CTE Courses including but not limited to:
  - IC3 Global Standard 6 (or higher) or Microsoft Office Specialist/Expert Credentialing
  - 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)
# Unit 3 Title: Work Ethics

## Content Standards
AL.CT21.WB.CE.3
Deliver workplace presentations that utilize eye contact, clear enunciation, and visual aids during presentations to enhance and sustain listeners’ attention and interest.

## Unpacked Learning Objectives

**Students know:**
- The process of delivering a workplace presentation utilizing eye contact, clear enunciation, and visual aids to enhance and sustain listeners’ attention and interest.

**Students are able to:**
- Deliver workplace presentations with eye contact, clear enunciation, and visual aids.

**Students understand that:**
- Workplace presentations must be given with eye contact, clear enunciation, and visual aids to maintain listener’s attention and interest.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>How does what we know about the world shape the way we view ourselves? How do our personal experiences shape our view of others? What is community and what are the individual’s responsibilities to the community as well as the community’s responsibilities to the individual?</th>
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</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Determine how current trends impact the outlook for jobs in a career area of interest. How is this career impacted by population shifts, lifestyle goals, technology and the economy?</td>
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## Map of Student Learning by Learning Objective

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<tbody>
<tr>
<td>Deliver workplace presentations with eye contact, clear enunciation, and visual aids.</td>
<td>Formative: 1 Minute Reflective Journal Teacher Observation of student progress Class Discussions Assignment Rubrics Student Conferences Misconception Checks Self-Assessment Choral Response Think-Pair-Share Written Responses using Individual Interactive Boards Strategies for Student Reflection: <a href="https://stanfield.com/strategies-activities-teach-self-reflection/">https://stanfield.com/strategies-activities-teach-self-reflection/</a></td>
<td>Provide a graphic organizer to introduce unit vocabulary and driving/essential questions to students. Students will define speech terms and identify good and bad examples in YouTube or Toastmasters online videos and present their findings to the class. Include information about the 6 B’s of Public Speaking: Be Organized Be Clear Be Direct Be Open Be Vocal Be Yourself</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product</td>
<td>Computer or digital device with internet access, Smartboard, Smart Panel, projector, presentation software, Learning Management System (Schoology, Google Classroom) Model Lesson Plan: Public Speaking and Opening Statements The 6 “Bes” of Effective Public Speaking: <a href="https://www.law.washingtontn.edu/students/streetlaw/lessons/publicspeaking.doc">https://www.law.washingtontn.edu/students/streetlaw/lessons/publicspeaking.doc</a> Technology Integration: - YouTube: <a href="http://www.youtube.com">www.youtube.com</a> - Teacher Tube: <a href="http://www.teachertube.com/">http://www.teachertube.com/</a></td>
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### Integrated Academic Content:
- **ELA:** Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product.
- **Math:** Use mathematical thinking and methods in everyday life, school, and workplace situations; apply mathematics to solve problems involving multiple steps and unknowns.
- **Science:** Engage in scientific investigations that involve designing, executing, and communicating results; use scientific evidence to support explanations and predictions.
- **Social Studies:** Analyze and evaluate the impact of events, ideas, and decisions on the diverse societies of which we are a part.

### Potential Learning Activities
- **Learning Activity Checklist**
- **Link to Differentiation Examples**

### Equipment List by CTE Cluster
- **Link to Helpful Tech Tools**
### Chapter/Unit Assessment

**Presentation Speech:**

- Allow students to select a workplace skill topic that they relate to personally. Have them pick out the aspects of their personal life they want to share with the audience related to the workplace skill. Have them approach their list below with the who, what, where, why, how and when questions.

- Create a rubric that includes students including an attention-grabber, anecdotes/examples, and a conclusion. Set a time length requirement.

- Allow students to watch a brief video demonstrating effective/ineffective public speaking examples. Have students write down effective vs. ineffective examples they observed. [http://www.youtube.com/watch?v=BqLvBUSJucg](http://www.youtube.com/watch?v=BqLvBUSJucg)

- Prepare a mini lesson on public speaking to include:
  - The 6Bs: Purpose, Opening/Introductory Statements, Speech Body/Message, Call to Action, Conclusion, Additional Tips
  - Public Speaking Activity: (“1 minute speeches”) Write down various topics that will be relatively easy for high school kids to talk about for at least a minute. (there is a list attached) Topics should be simple so that students can focus on eye contact, body language and gaining confidence, rather than on the argument they are making.

- Practice public speaking by interviewing and introducing a partner.

<table>
<thead>
<tr>
<th>TED Talks:</th>
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<tr>
<td><a href="https://www.ted.com/talks">https://www.ted.com/talks</a></td>
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<tr>
<th>Toastmasters International:</th>
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<tr>
<td><a href="http://www.toastmasters.org/About">http://www.toastmasters.org/About</a></td>
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<thead>
<tr>
<th>Lesson Plan Introduction to Public Speaking Grades 10-12</th>
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<tr>
<th>Persuasive Speaking Lesson Plan</th>
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<tr>
<th>5 Tips for Effective Business Communication</th>
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<tbody>
<tr>
<td><a href="https://www.walshcollege.edu/blog/5-tips-best-business-communications">https://www.walshcollege.edu/blog/5-tips-best-business-communications</a></td>
</tr>
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<tr>
<th>Ted Talks: The 3 Magic Ingredients of Amazing Presentations</th>
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<tbody>
<tr>
<td><a href="https://www.youtube.com/watch?v=yoD8RMq2OkU">https://www.youtube.com/watch?v=yoD8RMq2OkU</a></td>
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<tr>
<th>Giving Presentations Worth Listening to:</th>
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<tbody>
<tr>
<td><a href="https://www.youtube.com/watch?v=NUXkThfQx6A">https://www.youtube.com/watch?v=NUXkThfQx6A</a></td>
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<tr>
<td>Define and Identify speech terms and proper formatting/organization. Identify examples of different types of effective hooks/attention grabbers. Outline/draft a speech on a specified topic. Define stage fright and identify strategies to overcome stage fright. Create a top 10 list to identify good and bad public speaking behaviors. Effectively write and deliver a speech on a specified topic. Partner Speech- Students will interview a partner following a questionnaire, then present what they learned about their partner to the class. Students will research in teacher provided articles online stage fright and how to overcome it. Students will present their findings to the class. After students outline/draft their speech, they will do peer review to evaluate the required speech components.</td>
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</table>
Using Speech Rubrics, students will watch sample speech videos online and score the speeches according to the rubric. Discussing problem areas and how best to improve observed speeches.

Speech Class Games/Activities:
http://www.write-out-loud.com/publicspeaking-activities.html

Technology Integration:
YouTube:
www.youtube.com
Teacher Tube:
http://www.teachertube.com/
TED Talks:
https://www.ted.com/talks
Toastmasters International:
http://www.toastmasters.org/About
Key Vocabulary

workplace, presentation, enunciation, visual aid

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

Guest speakers, Advisory board participation, Job shadowing, Career Exploration Activities, Career Expo/Career Day Participation (ex: Alabama Works-World of Works), Simulated Workplace, CTE Month Participation, Informational Interviews, Service Learning/Volunteering, Business Tours/Field Trips, Career Mentors, Additional resources/ideas for Work-Based Learning Integration:

http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/work-based-learning-experiences

CTSO Connection:

Students will prepare for FBLA or DECA competitive events associated with public speaking, communication and work ethics. Students will present a work ethics presentation to another group (i.e. middle school, faculty meeting, civic organization, etc.)

CTSO Membership Drive

Certification/Credential Connection:

None for this course/grade level: Encourage and discuss future student certifications in other CTE Courses including but not limited to:

- IC3 Global Standard 6 (or higher) or Microsoft Office Specialist/Expert Credentialing
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Unit 4 Title: Communication Skills

Content Standards
AL.CT21.WB.CE.3a
Identify, select, and prepare support materials to accompany a workplace presentation, including tables, charts, and technology.
AL.CT21.WB.CE.4
Utilize active listening skills to obtain, clarify, and summarize information in the workplace.
AL.CT21.WB.CE.5
Summarize written materials from various career resources clearly, succinctly, and accurately.
AL.CT21.WB.CE.6
Demonstrate positive work behaviors and personal qualities, including willingness to acquire new knowledge and skills, integrity in a work situation, and willingness to follow rules and procedures.

Unpacked Learning Objectives

Students know:
- The process to include support materials to accompany a workplace presentation.
- The process of using active listening skills to obtain, clarify, and summarize information in the workplace.
- The process of summarizing written materials clearly.
- How to identify positive work behaviors and personal qualities.

Students are able to:
- Establish and incorporate support materials to accompany a workplace presentation.
- Identify active listening skills in order to obtain, clarify, and summarize information in the workplace.
- Identify written materials from various career resources clearly.
- Explain positive work behaviors and personal qualities including willingness to learn new knowledge, demonstrate integrity in the workplace, and willingness to follow all rules and procedures.

Students understand:
- Support materials should accompany a workplace presentation and provide the correct information to add to the presentation's value.
- Active listening is necessary in order to obtain, clarify, and summarize information in the workplace.
- Employees must be able to clearly summarize written materials from various career resources.
- The level of success of an employee in any CTE pathway is determined by positive work behaviors and personal qualities.
<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>How does the way we communicate influence the way others perceive us and our ability to empower ourselves and others in the world?</th>
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<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Allow students to develop an end of course team or individual presentation that incorporates knowledge learned and highlights student understanding of course standards. The project should demonstrate students’ own/group awareness, skills, attitudes and actions and provides students with the opportunity to develop, implement a plan or evaluate/solve a real-world problem.</td>
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# Map of Student Learning by Learning Objective

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<tr>
<td>Establish and incorporate support materials to accompany a workplace presentation.</td>
<td>Formative: 1 Minute Reflective Journal Teacher Observation of student progress Class Discussions Assignment Rubrics Public Speaking Writing</td>
<td>Provide a graphic organizer to introduce unit vocabulary and driving/essential questions to students. Allow students to watch a brief video independently related to delivering an effective presentation and using support materials. Ask students to define support materials. Discuss evaluating online sources for validity. Students should identify the three major types of supporting materials: Examples, Statistics and testimony</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product.</td>
<td>Computer or digital device with internet access, Smartboard, Smart Panel, projector, presentation software, Learning Management System (Schoology, Google Classroom) Becoming an Online Sleuth Resource Link: <a href="https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/368/Digital%20Citizenship%20class-1-become-an-online-sleuth.pdf">https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/368/Digital%20Citizenship%20class-1-become-an-online-sleuth.pdf</a> Evaluating Online Sources <a href="https://library.columbia.edu/libraries/undergraduate/evaluating_web.html">https://library.columbia.edu/libraries/undergraduate/evaluating_web.html</a> Preparing Supporting Materials for a Presentation</td>
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<td>Prompt Sample  <a href="https://thewritepractice.com/public-speaking/">https://thewritepractice.com/public-speaking/</a></td>
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<td>Becoming an Online Sleuth Lesson:</td>
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<tr>
<td>Students will understand that just because information is online doesn’t mean it’s true. Students will learn the guidelines on what information they can and can’t trust.</td>
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<tr>
<td>Students will evaluate and compare online information sources for accuracy, relevance and bias.</td>
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<tr>
<td>Students will apply their knowledge of reputable online sources to determine which sites are credible and which are not.</td>
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<tr>
<th>30 Writing Topics to Persuade</th>
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<tr>
<td><a href="https://www.thoughtco.com/persuasion-writing-topics-1692437">https://www.thoughtco.com/persuasion-writing-topics-1692437</a></td>
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<thead>
<tr>
<th>Identify active listening skills in order to obtain, clarify, and summarize information in the workplace.</th>
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<tr>
<td>Formative: 1 Minute Reflective Journal</td>
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<tr>
<td>Teacher Observation of student progress</td>
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<tr>
<td>Class Discussions Assignment Rubrics</td>
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<td>Summative:</td>
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<tr>
<th>Active Listening Mini Simulation Lesson Plan</th>
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<tr>
<td>Describe the challenges of active listening.</td>
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<td>List at least one non-verbal characteristic that</td>
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<th>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose;</th>
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</table>
| Identify written materials from various career resources clearly. | Quizzes  
Chapter/Unit Assessment | demonstrates they are listening with intention. Divide students into groups of 3. In groups of 3, students will become either the Listener, the Speaker, or the Observer. Groups of 2 will also work if needed due to the total number of students or to save additional time. For groups of 2, students will become either the Listener or the Speaker. | synthesize multiple sources of information when answering through writing, speaking, or creating a digital product | Active Listening Mini Simulation Lesson Plan Link: [https://www.afsusa.org/educators/lesson-plans/active-listening-lesson-plan/](https://www.afsusa.org/educators/lesson-plans/active-listening-lesson-plan/)  
Non-Verbal Communication Lesson Plan [https://www.afsusa.org/educators/lesson-plans/non-verbal-communication/](https://www.afsusa.org/educators/lesson-plans/non-verbal-communication/)  
Identify written materials from various career resources clearly. | Formative:  
1 Minute Reflective Journal  
Allow students explain how career information is structured and how to use a variety of resources to research careers.  
Teacher Observation of student progress  
Class Discussions  
Assignment Rubrics | Discuss Sources of Career information to include:  
1. Private Sources  
2. Private Employment Agencies  
3. Federal Government Sources  
4. Occupational Outlook Handbook  
5. Occupational Information Network (O*NET  
6. Occupational Outlook Quarterly  
7. US BLS Monthly Labor Review  
8. Alabama Department of Labor  
9. Private Sources  
Activity: Where to Find Career Information | ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product  
SS: Business organization. | Computer or digital device with internet access, Smartboard, Smart Panel, projector, presentation software, Learning Management System (Schoology, Google Classroom)  
<table>
<thead>
<tr>
<th>Ask students to identify resources for obtaining occupational information.</th>
</tr>
</thead>
</table>
| List on the smartboard: a. Resources in the library  
b. Resources in the guidance office  
c. Internet  
d. Community bulletin boards  
e. Newspapers, magazines, publications  
f. Other |
| Ask students to discuss the kinds of information they may need to make an occupational choice: a. aptitudes, skills, interests, values  
b. Job requirements  
c. Education and training needed  
d. Other important information |
| Have each student identify two or more occupations that he/she would like to know more about. |
| Give each student a copy of the Handout - Career Research. Explain to students that they have had the opportunity to interview someone to learn more about careers. Now |
they are going to look at resources in the library or access the Internet to research at least two of the occupations in which they are interested. Review the questions and have them use at least two different resources for research.

| Explain positive work behaviors and personal qualities including willingness to learn new knowledge, demonstrate integrity in the workplace, and willingness to follow all rules and procedures | Formative: 1 Minute Reflective Journal Teacher Observation of student progress Class Discussions Assignment Rubrics Brand Evaluation Worksheet Reality Check Worksheet | Evaluating Your Brand Activity This activity can begin with an icebreaker where students come up with and share one word that they would use to describe themselves. This can be followed with a discussion about whether the word they used to describe themselves would be what they would want an employer, college admissions board, or scholarship committee to think of in conjunction with their name. Why or why not? Students should then be introduced to the concepts of a periodic performance review (PPR) and a 360°evaluation. Examples of each can be found online. However, in | ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product SS: Business organization |


Computer or digital device with internet access, Smartboard, Smart Panel, projector, presentation software, Learning Management System (Schoology, Google Classroom)

short, each is a means for evaluating and recording your performance at work by your supervisor and/or team and may include a self-assessment where you rate your own work performance. Students should complete the Brand Evaluation worksheet. Some or many of these concepts may be new to students. It is therefore advisable to work through each statement line by line and provide clarity and more detailed explanation to students who may not understand some of the concepts or terminology. Encourage students to be honest in their scoring as a false, deflated, or inflated evaluation can be perceived negatively by an employer.

Option 1 – Students should create an action plan for how to improve any areas where they rated themselves under a “2.” Action plans should include specific steps that will be taken and a timeline for when the steps will be completed.
Option 2 – Based on their ratings on the Brand Evaluation worksheet, students should choose the one area where they feel they are weakest, and the one they feel is strongest. Students should be partnered up; greatest weakness should be matched with someone else’s greatest strength. Each student should end up with two different partners — one that is weak in their area of strength, and one that is strong in their area of weakness. Students will then work to mentor one another to improve the weaknesses. The mentoring plan should contain action steps, deadlines, and a short activity that can be shared with the class.
Key Vocabulary

workplace presentation, support materials, tables, charts, technology, active listening, clarify, summarize, career resources, work behaviors, personal qualities, integrity, procedures

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

Guest speakers, advisory board participation, job shadowing, Career Exploration Activities, Career Expo/Career Day Participation (ex: Alabama Works-World of Works), Simulated Workplace, CTE Month Participation, Informational Interviews, Service Learning/Volunteering, Business Tours/Field Trips, Career Mentors, LifeSmarts or Virtual Business Challenge, Additional resources/ideas for Work-Based Learning Integration: [http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/work-based-learning-experiences](http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/work-based-learning-experiences)

CTSO Connection:

Students will prepare for FBLA or DECA competitive events associated with career exploration and/or preparation. Students will present a work ethics presentation to another group (i.e. middle school, faculty meeting, civic organization, etc.)

CTSO Membership Drive

Certification/Credential Connection:

None for this course/grade level: Encourage and discuss future student certifications in other CTE Courses including but not limited to:

IC3 Global Standard 6 (or higher) or Microsoft Office Specialist/Expert Credentialing

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)
Unit 5 Title: Employability Skills

Content Standards
AL.CT21.WB.CE.7
Describe employment skills needed for obtaining and maintaining a job.
AL.CT21.WB.CE.8.
Gather, share, and apply information on strategies for conflict resolution in the workplace.

Unpacked Learning Objectives

Students know:
- The process of using employability skills to obtain and maintain a job.

Students are able to:
- Demonstrate the use of employability skills.

Students understand that:
- Employability skills are necessary in obtaining and maintaining a job.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>How does an individual’s point of view affect the way they deal with conflict? What personal qualities have helped you to deal with conflict and change? What problem-solving strategies can individuals use to manage conflict and change?</th>
</tr>
</thead>
</table>

| Exemplar High Quality Unit Task | Allow students to plan and facilitate a team meeting to solve a problem or that addresses a concern. Teams explore problems that exist within the school, local community, region, state, or nation. |
### Map of Student Learning by Learning Objective

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate the use of employability skills.</td>
<td>Formative: 1 Minute Reflective Journal Teacher Observation of student progress Class Discussions Assignment Rubrics Summative: Quizzes Chapter/Unit Assessment</td>
<td>Provide a graphic organizer to introduce unit vocabulary and driving/essential questions. Allow students to read Robert Fulghum’s 1988 “All I Really Need to Know I learned in Kindergarten Creed” or view video clip: “All I Really Ever Need to Know I Learned in Kindergarten”</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product</td>
<td>Computer or digital device with internet access, Smartboard, Smart Panel, projector, presentation software, Learning Management System (Schoology, Google Classroom)</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Will Smith: Talent, Skills Success Video <a href="https://www.youtube.com/watch?v=ikHyDwyqdRM">https://www.youtube.com/watch?v=ikHyDwyqdRM</a></td>
</tr>
</tbody>
</table>

**Equipment List by CTE Cluster**
- Link to Helpful Tech Tools

**Link to Differentiation Examples**
- [https://www.youtube.com/watch?v=R6IIiCJ03pA](https://www.youtube.com/watch?v=R6IIiCJ03pA)
- [https://www.youtube.com/watch?v=R6lIiCJ03pA](https://www.youtube.com/watch?v=R6lIiCJ03pA)

**Learning Activity Checklist**
- [https://www.youtube.com/watch?v=R6lIiCJ03pA](https://www.youtube.com/watch?v=R6lIiCJ03pA)
- [https://www.youtube.com/watch?v=R6lIiCJ03pA](https://www.youtube.com/watch?v=R6lIiCJ03pA)
<p>| Allow students to watch a brief video independently related to the objective. Teamwork Activity: Groups are given an elementary challenge: something as simple as peeling an apple, sharpening a pencil, or putting toothpaste on a toothbrush. But instead of just “solving” the problem, students have to make the solution as complicated as possible with a minimum of 20 steps. An assemblage of ordinary objects and mechanical gadgets are linked together and somehow get to the desired goal. It is suggested that students start with the end — what they are trying to accomplish — and work backwards, step by step. Students will describe each step on a separate piece of paper. This allows them to change and edit their Invention Machine step by step. Provide selected activities from the Resource, Employability Skills | Chris Gardner: Inspiration from the Movie “The Pursuit of Happiness” <a href="https://www.youtube.com/watch?v=LynsFswk51Y">https://www.youtube.com/watch?v=LynsFswk51Y</a> What is Punctuality: Explained in 2 minutes <a href="https://www.youtube.com/watch?v=Nvh16ao_D9Q">https://www.youtube.com/watch?v=Nvh16ao_D9Q</a> |</p>
<table>
<thead>
<tr>
<th>Workplace Basics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Learning to Learn</td>
</tr>
<tr>
<td>● Listening</td>
</tr>
<tr>
<td>● Oral Communication</td>
</tr>
<tr>
<td>● Critical Thinking</td>
</tr>
<tr>
<td>● Problem Solving</td>
</tr>
<tr>
<td>● Creative Thinking</td>
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<tr>
<td>● Self-Esteem</td>
</tr>
<tr>
<td>● Goal Setting/Motivation</td>
</tr>
<tr>
<td>● Personal &amp; Career Development</td>
</tr>
<tr>
<td>● Technical Knowledge</td>
</tr>
<tr>
<td>● Critical Thinking</td>
</tr>
<tr>
<td>● Punctuality</td>
</tr>
</tbody>
</table>

Comparing Work and School Activity-Venn Diagram
Using Three Circles, have students use a Venn diagram to first individually compare the different skills needed for success in school with those needed in the workplace then share their ideas with a partner. Students will use the Venn Diagram circles to compare and contrast workplace skills used both in school and the workplace.

Journal Writing: Allow students to discuss the importance of punctuality.
Journal Writing: Allow students to watch Will Smith and Chris Garner video “The Pursuit of Happyness” then discuss in groups valued employability traits presented in the videos.
Key Vocabulary

employability skills, punctuality, communication

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

resume, completed job application, interview rubric, student portfolios. conduct a mock job interview, guest speakers, advisory board, participation, job shadowing, career exploration activities, Career Expo/Career Day Participation (ex: Alabama Works-World of Works), Simulated Workplace, CTE Month Participation, Informational Interviews, Service Learning/Volunteering, Business Tours/Field Trips, Career Mentors, Additional resources/ideas for Work-Based Learning Integration:

http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/work-based-learning-experiences

CTSO Connection:

Students will prepare for FBLA, DECA or SkillsUSA competitive events associated with Employability Skills.

CTSO Membership Drive

Certification/Credential Connection:

None for this course/grade level: Encourage and discuss future student certifications in other CTE Courses including but not limited to:

IC3 Global Standard 6 (or higher) or Microsoft Office Specialist/Expert Credentialing

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)
Unit 6 Title: Leadership

Content Standards
AL.CT21.WB.CE.9
Research and demonstrate leadership skills for creating an environment that fosters mutual trust and respect.
AL.CT21.WB.CE.10
Locate resources to determine job and career opportunities related to fields covered in the Alabama Career and Technical Education Clusters.

Unpacked Learning Objectives

Students know:
- The process for establishing a relationship of mutual trust and respect.
- The process for locating resources to determine job and career opportunities related to fields covered in the Alabama CTE Clusters.

Students are able to:
- Identify leadership skills.
- Demonstrate leadership skills that foster mutual trust and respect.
- Identify resources to determine job and career opportunities related to fields covered in the Alabama CTE Clusters.

Students understand that:
- Employees must be able to trust each other while working together for the common good of their company.
- They must be able to identify resources that will help them find job and career opportunities in demand for Alabama.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>How do I define leadership success for me? What impact do I want to make? What legacy do I want to leave?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Culminating Leadership Project: Students may lead a CTSO or school-wide project which: a) coordinates the efforts of a group of people, b) is meaningful and unique, and c) benefits a group of people or addresses an issue in the community in which the students belong. It may include volunteer hours at an organization or could benefit one individual or business. The Culminating Leadership Projects is to be entirely student-driven, allowing students to begin the process of becoming lifelong community leaders.</td>
</tr>
</tbody>
</table>
## Map of Student Learning by Learning Objective

<table>
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<tbody>
<tr>
<td>Identify leadership skills</td>
<td>Formative: 1 Minute Reflective Journal Teacher Observation of student progress Class Discussions Assignment Rubrics Summative: Quizzes Chapter/Unit Assessment</td>
<td>Provide a graphic organizer to introduce unit vocabulary and driving/essential questions to students. Instruction Presentation on leadership skills Allow students to watch a brief video independently related to the objective. How I Rank Myself in Qualities of Being a Leader Resource: <a href="http://www.enetlearning.org/wp-content/uploads/2015/05/10minutesleadershiplessons.pdf">http://www.enetlearning.org/wp-content/uploads/2015/05/10minutesleadershiplessons.pdf</a></td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product SS: Business organization.</td>
<td>Computer or digital device with internet access, Smartboard, Smart Panel, projector, presentation software, Learning Management System (Schoology, Google Classroom) TED Talks: 19 Inspiring Leadership TED Talks Videos for Teachers and Students <a href="https://www.weareteachers.com/leadership-videos/">https://www.weareteachers.com/leadership-videos/</a> <a href="https://ed.ted.com/lessons?category=education-leadership">https://ed.ted.com/lessons?category=education-leadership</a></td>
</tr>
</tbody>
</table>

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| Demonstrate leadership skills that foster mutual trust and respect. | Formative:  
1 Minute Reflective Journal  
Teacher Observation of student progress  
Class Discussions  
Assignment Rubrics  

Pride Lines Activity  
(10-minute leadership lessons resource)  
Pride Lines can be used in one to one conversation or in a group. Ask the students: “How would you finish this sentence?”—they will use their journal to record responses or may answer out loud in the classroom while others listen. You can also cut them apart and have students pick one and share their response with the group.  
1. I am proud that on my own I can...  
2. I am proud that I spent my allowance on...  
3. I am proud that when I am scared I... |
| What does leadership mean to you?  
https://www.fasa.net/userfiles/uploads/FASC3_Leadership_readings_discussion.pdf | Talking Chips Discussion:  
This discussion activity promotes active listening and speaking by all participants in a group.  

Fishbowl Discussion:  
This activity is intended to allow students a forum to express their thoughts and opinions in an interactive and respectful way.  

Who’s At Your Table  
(10-minute leadership lessons resource)  
1. Begin with a brief discussion about how leaders need good role models/mentors. Discuss how just as a company or a large organization has a  
ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product.  
Computer or digital device with internet access, Smartboard, Smart Panel, projector, presentation software, Learning Management System (Schoology, Google Classroom)  
Leadership Skills Resources: 10 Minute Leadership Lessons  
Personal & Workplace Success Skills Library  
https://skills.worlded.org/?gclid=CjwKCAiAsYyRBhACEiwAkJKooy1Tnj9HnpAr5vA_L2iqJu2Ya6d2T1PjdNc9CDaTtJiB4LXR9mRoCaBQQAvD_BwE |
<table>
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<tr>
<th></th>
<th>4. I am proud that I made a friend happy by...</th>
<th>Board of Directors to help lead and guide it, so too do we all need to surround ourselves with people who can help us on our leadership journey.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5. I am proud that even when the other kids did,... I...</td>
<td>2. Ask participants to use the diagram to create their own Board or Directors or their table of mentors/role models. These may be people living or dead (or even non-humans—one young man had his dog at his table because from the dog he learned unconditional love). They may be people the participant knows personally or just looks up to, people in history, etc.</td>
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<td></td>
<td>6. I am proud that this summer I...</td>
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<td></td>
<td>7. Something that my family has done together this year that made me proud,...</td>
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<tr>
<td></td>
<td>8. I am proud that I use my toys...</td>
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<td>9. I am proud of what I did about...</td>
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<td>10. I am proud when the other kids say that...</td>
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<td>11. I am proud that I keep healthy by...</td>
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<td>12. I’m proud that I helped make my school a happier place by...</td>
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<td>13. I’m proud that my mother/father...</td>
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<td>14. I’m proud that I learned a new skill when...</td>
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<td>15. Something I worked hard for is...</td>
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<td></td>
<td>16. Something I own that I’m really proud of is...</td>
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<td></td>
<td>17. A habit I have that I’m really proud of...</td>
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<tr>
<td></td>
<td>18. Something I really like about myself is...</td>
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<td></td>
<td>19. Something I’ve done for my family that I’m proud of is...</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>How I Rank Myself in Qualities of Being a Leader</td>
</tr>
</tbody>
</table>
| Identify resources to determine job and career opportunities related to fields covered in the Alabama CTE Clusters. | Formative: 1 Minute Reflective Journal Teacher Observation of student progress Class Discussions Assignment Rubrics  
Summative: Quizzes Chapter/Unit Assessment | Allow students to identify resources for obtaining occupational information.  
Allow students to discuss the kinds of information they may need to make an occupational choice: Career Path Activity Discuss with students how to get the dream job after high school. Help them identify the steps they would take. For example, they first might want to research the skills they would need to gain to qualify. They should also find out what educational qualifications and specific coursework is required. Career Display Poster Have each student do in-depth research about a career, identifying the skills, education and the career path you could take. Encourage students to be ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product  
SS: Impact of labor market on the economy; standard of living; goods and services; taxation; business organization. | Computer or digital device with internet access, Smartboard, Smart Panel, projector, presentation software, Learning Management System (Schoology, Google Classroom)  
Resources:  
Alabama Dept. of Labor https://labor.alabama.gov/careercenters.aspx  
Alabama Career Exploration https://www.careerexploration.com/resources/state/alabama/  

20. Something I’ve done for someone else that I’m proud of is...  
Summative: Chapter/Unit Assessment

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as creative as possible in their design and presentation. Have them write a short paper to accompany their presentation. Display the presentations around your classrooms and invite other classes or parents to come in and learn about your students’ dream careers.
**Key Vocabulary**

leadership skills, trust, respect, career opportunities, Alabama CTE Clusters

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

Guest speakers, Advisory board participation, Job shadowing, Career Exploration Activities, Career Expo/Career Day Participation (ex: Alabama Works-World of Works), Simulated Workplace, CTE Month Participation, Informational Interviews, Service Learning/Volunteering, Business Tours/Field Trips, Career Mentors, Additional resources/ideas for Work-Based Learning Integration:

[http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/work-based-learning-experiences](http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/work-based-learning-experiences)

**CTSO Connection:**

Students will prepare for FBLA, DECA or SkillsUSA competitive events associated with Leadership.

**Certification/Credential Connection:**

None for this course/grade level: Encourage and discuss future student certifications in other CTE Courses including but not limited to:

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- 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)
Unit 7 Title: Career Opportunities or Exploration

Content Standards
AL.CT21.WB.CE.10
Locate resources to determine job and career opportunities related to fields covered in the Alabama Career and Technical Education Clusters.
AL.CT21.WB.CE.10a
Describe each of the Alabama Career and Technical Education Clusters.

Unpacked Learning Objectives

Students know:
- The process for locating resources to determine job and career opportunities related to fields covered in the Alabama CTE Clusters.
- The process of explaining each of Alabama’s CTE Clusters.
- The process of comparing personal interests and aptitudes to jobs/careers in Alabama.
- The process of identifying employment opportunities to match personal interests and aptitudes.

Students are able to:
- Identify resources to determine job and career opportunities related to fields covered in Alabama’s CTE Clusters.
- Identify each of Alabama’s CTE Clusters.
- Evaluate their personal interests and aptitudes.
- Compare their interests to jobs/careers that match.
- Identify a job/career that matches with their personal interests and aptitudes.

Students understand that:
- Job seekers must be able to find jobs and careers that are available in Alabama.
- Job seekers in Alabama look for careers and jobs that are available to them in order to begin working.
- Job seekers are successful in a job/career where personal interests and aptitudes align.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What information is needed in order to evaluate, analyze, and apply making business career decisions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students will participate in Job Shadow Day experiences. CTSO members will sponsor or participate in a Job/Career Fair.</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>Identify resources to determine job and career opportunities related to fields covered in Alabama’s CTE Clusters.</td>
<td>Formative: 1 Minute Reflective Journal Teacher Observation of student progress Class Discussions Assignment Rubrics Summative: Quizzes Chapter/Unit Assessment</td>
</tr>
</tbody>
</table>

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provide knowledge of employment, entrepreneurship and opportunities for on-the-job training. The U.S. Military has online information about career options and representatives are often willing to visit your school. Resource: [https://www.education.ne.gov/nce/personal-learning-plans-portfolios/](https://www.education.ne.gov/nce/personal-learning-plans-portfolios/)

**Identify each of Alabama’s CTE Clusters.**

| Formative: 1 Minute Reflective Journal | When I Grow Up (Career Lessons and Activities for grades 9-12) [https://www.wrksolutions.com/Documents/WhenIGrowUp/WIGU_PDFS/HighSchool/WFS-WIGU-HighSchool-Lessons.pdf](https://www.wrksolutions.com/Documents/WhenIGrowUp/WIGU_PDFS/HighSchool/WFS-WIGU-HighSchool-Lessons.pdf) | ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product. SS: Impact of labor market on the economy; standard of living; goods and services; taxation; business organization. |
| Teacher Observation of student progress | | |
| Class Discussions Assignment Rubrics | Evaluating your Brand: Skills Identification and Career Exploration | |
| Summative: Quizzes Chapter/Unit Assessment | | |

**Evaluate their personal interests and aptitudes.**

| Formative: 1 Minute Reflective Journal | Evaluating your Brand: Skills Identification and Career Exploration | ELA: Locate and use relevant and credible information through a variety of search tools and research strategies |
| Teacher Observation of student progress | | |

**Resource:**

- [www.salaries.com](http://www.salaries.com)
- TED Talks Podcasts

**Computer or digital device with internet access, Smartboard, Smart Panel, projector, presentation software, Learning Management System (Schoology, Google Classroom)**

**Alabama Works:** [https://alabamaworks.alabama.gov/](https://alabamaworks.alabama.gov/)
| Class Discussions | Students will share with the class one word that they would use to describe themselves. This can be followed with a discussion about whether the word they used to describe themselves would be what they would want an employer, college admissions board, or scholarship committee to think of in conjunction with their name. Why or why not? Students should then be introduced to the concepts of a periodic performance review (PPR) and a 360° evaluation. Examples of each can be found online. However, in short, each is a means for evaluating and recording your performance at work by your supervisor and/or team and may include a self-assessment where you rate your own work performance.

| Assignment Rubrics | summative:
| Quizzes | research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product.

SS: Impact of labor market on the economy; standard of living; goods and services; taxation; business organization. |
| Chapter/Unit Assessment | software, Learning Management System (Schoology, Google Classroom)
Alabama Career Planning Website: [https://al.kuder.com/landing-page](https://al.kuder.com/landing-page)
Southern Union State Community College Career Coach Website: [https://www.suscc.edu/programs/careercoach.cms](https://www.suscc.edu/programs/careercoach.cms) |
| **Compare their interests to jobs/careers that match.** | **Formative:**  
1 Minute Reflective Journal  
Teacher Observation of student progress  
Class Discussions  
Assignment Rubrics  
**Summative:**  
Quizzes  
Chapter/Unit Assessment | **Students will identify activities and interests related to careers.**  
Students will explore their own work values, priorities and interests.  
**Self-Awareness Activity:**  
Explain that “The 5 Things” is an activity used by counselors. The objective is to teach students the importance of gratitude and encourage them to think positively. Students are asked to provide answers for the following items:  
a. Name 5 things you are grateful for  
b. Name 5 things you appreciate about yourself  
c. Name 5 people who love you  
d. Name 5 accomplishments  
e. Name 5 things you are looking forward to in the next 7 days  
**Resource:**  
[https://www.education.ne.gov/nce/careerdevelopment/lesson-plans/?ndepdf=1&id=1527712283dcrod&type=lessonplan&pdfnonce=1b82327796](https://www.education.ne.gov/nce/careerdevelopment/lesson-plans/?ndepdf=1&id=1527712283dcrod&type=lessonplan&pdfnonce=1b82327796) | **ELA:**  
Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product.  
**SS:**  
Impact of labor market on the economy; standard of living; goods and services; taxation; business organization.  
**Resource:**  
[https://www.suscc.edu/programs/careercoach.cms](https://www.suscc.edu/programs/careercoach.cms) | **Computer or digital device with internet access, Smartboard, Smart Panel, projector, presentation software, Learning Management System (Schoology, Google Classroom)**  
**Alabama Career Planning Website:**  
[https://al.kuder.com/landing-page](https://al.kuder.com/landing-page)  
**Southern Union State Community College Career Coach Website:**  
[https://www.suscc.edu/programs/careercoach.cms](https://www.suscc.edu/programs/careercoach.cms)** |
| Identify a job/career that matches with their personal interests and aptitudes. | Students will explore professional profiles and reflect on the profiled individuals’ traits and accomplishments, and how those traits map to each person’s current career. This activity is designed to help students unpack their preconceived notions about what a career path should look like, and start thinking about their own career journey. | Real People, Real Pathways Activity: [https://www.education.ne.gov/nce/careerdevelopment/lesson-plans/?ndepdf=1&id=15277114071vecm&type=lessonplan&pdfnonce=1626646b4a9](https://www.education.ne.gov/nce/careerdevelopment/lesson-plans/?ndepdf=1&id=15277114071vecm&type=lessonplan&pdfnonce=1626646b4a9) | ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product. | Computer or digital device with internet access, Smartboard, Smart Panel, projector, presentation software, Learning Management System (Schoology, Google Classroom) Alabama Career Planning Website: [https://al.kuder.com/landing-page](https://al.kuder.com/landing-page) |
Key Vocabulary

- Career opportunities, Alabama CTE Clusters, Alabama CTE Clusters, employment opportunities, personal interests, aptitudes

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

- Guest speakers, Advisory board participation, Job shadowing, Career Exploration Activities, Career Expo/Career Day Participation (ex: Alabama Works-World of Works), Simulated Workplace, CTE Month Participation, Informational Interviews, Service Learning/Volunteering, Business Tours/Field Trips, Career Mentors, Additional resources/ideas for Work-Based Learning Integration:
  - [http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/work-based-learning-experiences](http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/work-based-learning-experiences)

CTSO Connection:

- Students will prepare for FBLA, DECA or SkillsUSA competitive events associated with Career Awareness and/or Technology.

Certification/Credential Connection:

- None for this course/grade level: Encourage and discuss future student certifications in other CTE Courses including but not limited to:
  - IC3 Global Standard 6 (or higher) or Microsoft Office Specialist/Expert Credentialing
  - 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)