COURSE TITLE: Workforce Readiness

Course Description:
Workforce Readiness standards are designed to provide students with academic and occupational skills that are transferable across jobs and occupational areas. Emphasis is placed on academic foundations for careers, applied technology, career development and employment, entrepreneurship and business economics, social and ethical responsibility, leadership, teamwork, safety and health.

Potential Certifications/Credentials:
Alabama Certified Worker Certification
WorkKeys - National Career Readiness Certificate
## Course Scope and Sequence

<table>
<thead>
<tr>
<th>Unit #</th>
<th>Unit Title</th>
<th>Estimated Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Foundational Standards</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Career Development and Employability Skills</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>Workplace Foundations</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Ethics and Social Responsibility</td>
<td>23</td>
</tr>
<tr>
<td>5</td>
<td>Safety and Health</td>
<td>12</td>
</tr>
<tr>
<td>6</td>
<td>Applied Technology</td>
<td>15</td>
</tr>
<tr>
<td>7</td>
<td>Leadership</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>Technical Knowledge and Skills</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>Economics and Finance</td>
<td>7</td>
</tr>
</tbody>
</table>
Unit Plans of Instruction

Unit 2 Title: Career Development and Employability Skills

Content Standards
AL.CT21.WB.WR.1
Research and compare career opportunities that are related to individual aptitude, skills, interests, and abilities.

AL.CT21.WB.WR.2
Describe the relationship between career planning and educational achievement.

AL.CT21.WB.WR.2a
Research a chosen profession and outline an academic plan to prepare for that profession, including any degrees and certifications that are prerequisites for employment.

AL.CT21.WB.WR.3
Demonstrate how to locate, evaluate, and identify career opportunities for a specific career.

AL.CT21.WB.WR.3a
Utilize career resources, career ladders, and career webs.

AL.CT21.WB.WR.3b
Research and report on employment trends and opportunities for career advancement.

AL.CT21.WB.WR.3c
Analyze the impact of population, climate, and geographic location on occupational opportunities.

Unpacked Learning Objectives

Students know:
- The process for researching and comparing career opportunities related to individual aptitude, skills, interests, and abilities.
- How to describe the relationship between career planning and education achievement.
- The process for researching a chosen profession.
- The process for outlining an academic plan to prepare for that profession.
- The process of locating career opportunities for a specific career.
- The process of evaluating career opportunities for a specific career.
- The process of identifying career opportunities for a specific career.
- How to utilize career resources.
- How to utilize the career ladder.
● How to utilize career webs.
● The process for researching and reporting on employment trends and opportunities for career advancement.
● The process for analyzing population impact on occupational opportunities.
● The process for analyzing climate on occupational opportunities.
● The process for analyzing geographic location on occupational opportunities.
● The process of explaining the impact of continued education and career training on financial stability and lifestyle freedom.
● The process of demonstrating virtual and real-world setting skills needed for seeking, obtaining, maintaining, and changing jobs.
● The process for gathering and sharing detailed information about job openings and opportunities locally and in various geographical regions.
● The process for gathering, evaluating, and sharing information concerning opportunities and benefits of obtaining business- and industry-recognized credentials within a selected career pathway.

Students are able to:
● Research career opportunities
● Compare career opportunities related to individual aptitude, skills, interests, and abilities.
● Identify the process for researching a chosen profession.
● Outline an academic plan to prepare for that profession.
● Locate career opportunities for a specific career.
● Evaluate career opportunities for a specific career.
● Identify career opportunities for a specific career.
● Use career resources.
● Use a career ladder.
● Use career webs.
● Research on employment trends.
● Report on employment trends.
● Identify opportunities for career advancement.
● Describe the impact of population, climate, and geographic location on occupational opportunities.
● Identify the impact of continued education and career training.
● Identify the impact of continued education and career training.
● Identify (virtually and in real-world setting) how to seek, obtain, maintain, and change jobs.
● Gather and share detailed information about local jobs.
● Gather and share detailed information about jobs in various geographical regions.
● Gather, evaluate, and share information concerning opportunities and benefits of business- and industry-recognized credentials within a selected career pathway.

Students understand that:
● Researching and comparing career opportunities is necessary when deciding on a future occupation.
● The relationship between career planning and education achievement is necessary to find a future career.
● Identifying a profession and outlining a plan to prepare for that profession will provide guidance in achieving that type of occupation.
● Locating, evaluating, and identifying career opportunities is necessary when planning for a specific career, regardless of the pathway.
• Being able to use career resources, career ladder, and career webs is important in finding a career.
• Employment trend awareness has an impact on opportunities for career advancement.
• Population, climate, and geographic location have a direct impact on occupational opportunities.
• Continued education and career training is expensive and will impact their financial stability and lifestyle freedom.
• Being able to virtually and in real-world settings be able to seek, obtain, maintain, and change jobs is necessary in ensuring continued employment.
• Finding jobs locally as well as regionally is necessary in finding the best jobs available.
• Business- and industry-recognized credentials offer several opportunities and benefits from those who earn them.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>How might researching job opportunities change in the future? How can dress and grooming affect employability?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Career Portfolio</td>
</tr>
</tbody>
</table>
### Map of Student Learning by Learning Objective

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Students research and compare career opportunities that are related to individual aptitude, skills, interests, and abilities.</td>
<td>Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions. Unit project incorporating all learned skills and concepts. Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter &amp; exit slips, self-assessment</td>
<td>Lecture using PowerPoint/Slides covering new material and terms. Demonstrate how to log-in to Kuder/YouScience and complete Interest Inventory Assessments. Class discussion on assessment results. Class assignment to find three careers within their interested career pathways and complete filling in the detailed information about each.</td>
<td>ELA: research using relevant and credible sources; create a digital product SS: labor markets; employment rates</td>
<td>Smartboard Computer Projector Student devices Internet Presentation Software such as: Google Slides or PowerPoint LMS such as: Schoology, Google Classroom</td>
</tr>
<tr>
<td>Students describe the relationship between career planning and educational achievement.</td>
<td>Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions.</td>
<td>Complete Kuder Worksheets on Career Research and Career Planning.</td>
<td>ELA: research using relevant and credible sources; create questions to ask in the mock</td>
<td>Smartboard Computer Projector Student devices</td>
</tr>
</tbody>
</table>
| Students research a chosen profession and outline an academic plan to prepare for that profession, including any degrees and certifications that are prerequisites for employment. | Unit project incorporating all learned skills and concepts.  
Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter & exit slips, self-assessment | Students complete peer-to-peer mock interviews. | Internet Presentation Software such as: Google Slides or PowerPoint  
LMS such as: Schoology, Google Classroom |
|-----------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions.  
Unit project incorporating all learned skills and concepts.  
Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter & exit slips, self-assessment | Students complete a “Career” presentation project describing steps to achieve their future career goal including any degrees and certifications required. | ELA: research using relevant and credible sources to find information about the chosen career field through a variety of search tools and research strategies; create and present a digital presentation on a chosen profession/academic plan  
SS: labor markets; employment rates | Smartboard  
Computer  
Projector  
Student devices  
Internet  
Presentation Software such as: Google Slides or PowerPoint  
LMS such as: Schoology, Google Classroom |
| Students demonstrate how to locate, evaluate, and identify career opportunities for a specific career. | Research local and nationwide job opportunities using online search engines (ex. Monster.com, Indeed.com). | ELA: locate and determine important information and credible sources; utilize various search tools and research strategies  
SS: labor markets; employment rates | Smartboard  
Computer  
Projector  
Student devices  
Internet  
Presentation Software such as: Google Slides or PowerPoint |
<table>
<thead>
<tr>
<th>Students utilize career resources, career ladders, and career webs.</th>
<th>Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter &amp; exit slips, self-assessment</th>
<th>Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions.</th>
<th>Using Kuder or YouScience, students complete all interest assessments and reflect on the results and how they relate to future career goals.</th>
<th>ELA: locate and use relevant and credible information about the chosen career field through a variety of search tools and research strategies; SS: labor markets; employment rates; the economy</th>
<th>LMS such as: Schoology, Google Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students research and report on employment trends and opportunities for career advancement.</td>
<td>Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter &amp; exit slips, self-assessment</td>
<td>Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions.</td>
<td>Review the Bureau of Labor Statistics (<a href="http://www.bls.gov">www.bls.gov</a>) website. Search for the top three most interesting (to individual students) careers to determine employment trends and opportunities for career advancement.</td>
<td>ELA: locate and use relevant and credible information about the chosen career field through a variety of search tools and research strategies; create a digital product; SS: labor markets; employment rates; the economy</td>
<td>Smartboard Computer Projector Student devices Internet Presentation Software such as: Google Slides or PowerPoint LMS such as: Schoology, Google Classroom</td>
</tr>
</tbody>
</table>
| Students analyze the impact of population, climate, and geographic location on occupational opportunities. | Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions.  
Unit project incorporating all learned skills and concepts.  
Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter & exit slips, self-assessment | Research and present the cost of living information for a specific career among at least five different geographical locations. | ELA: locate and use relevant and credible information about the chosen career field through a variety of search tools and research strategies; create a digital product  
SS: labor markets; employment rates; the economy; resources; goods and services | Smartboard  
Computer  
Projector  
Student devices  
Internet  
Presentation Software such as: Google Slides or PowerPoint  
LMS such as: Schoology, Google Classroom |
| Students explain the impact of continued education and career training on financial stability and lifestyle freedom. | Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions.  
Unit project incorporating all learned skills and concepts.  
Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter & exit slips, self-assessment | Research related careers and the minimum education and career training requirements. Identify the differences among education requirements and salary expectations for each. | ELA: informative/explanatory writing, presentation creation, synthesis of resources to create digital product  
SS: labor markets; employment rates; the economy; resources; goods and services; organization and role of business | Smartboard  
Computer  
Projector  
Student devices  
Internet  
Presentation Software such as: Google Slides or PowerPoint  
LMS such as: Schoology, Google Classroom |
| Students demonstrate, both virtually and in real-world settings, the skills needed for seeking, obtaining, maintaining, and changing jobs. | Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions.  
Complete a sample job application.  
Create and/or update a resume. | ELA: when creating a response students will present clear, coherent responses for intended audience and purpose; synthesize multiple | Smartboard  
Computer  
Projector  
Student devices  
Internet |
<table>
<thead>
<tr>
<th>Students gather and share detailed information about job openings and opportunities locally and in various geographical regions.</th>
<th>Unit project incorporating all learned skills and concepts. Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter &amp; exit slips, self-assessment</th>
<th>Create a Cover Letter for a job available using an online search engine. Update Career Portfolio with a current resume. Conduct a mock interview both in-person and using a virtual setting (ex. Google Meet, Zoom).</th>
<th>sources of information when writing or speaking SS: labor markets; employment rates; the economy; resources; goods and services; organization and role of business</th>
<th>Presentation Software such as: Google Slides or PowerPoint LMS such as: Schoology, Google Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students gather, evaluate, and share information concerning opportunities and benefits of obtaining business- and industry-recognized credentials within a selected career pathway.</td>
<td>Students gather, evaluate, and share information concerning opportunities and benefits of obtaining business- and industry-recognized credentials within a selected career pathway.</td>
<td>Identify a career pathway and research as many business- and industry-recognized credentials as possible. Review job listings to determine if any of the credentials found were included.</td>
<td>ELA: locate and use relevant and credible information about the chosen career field through a variety of search tools and research strategies; create a digital product, structured piece of writing, or speaking SS: labor markets; employment rates; the economy; resources; goods and services; organization and role of business</td>
<td>Smartboard Computer Projector Student devices Internet Presentation Software such as: Google Slides or PowerPoint LMS such as: Schoology, Google Classroom</td>
</tr>
<tr>
<td>Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter &amp; exit slips, self-assessment</td>
<td>Post a response to a LMS discussion with information concerning opportunities and benefits of obtaining credentials.</td>
<td>SS: labor markets; employment rates; the economy; resources; goods and services; organization and role of business</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Key Vocabulary

- career opportunities, aptitude, skills, interests, abilities, career planning, educational achievement, profession, degrees, certifications, career opportunities, career resources, career ladders, career webs, employment trends, career advancement, population, climate, geographic location, financial stability, lifestyle freedom, virtual settings, real-world settings, job openings, geographical regions, business and industry recognized credentials, career pathway

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

- Teacher Observations, Performances, Test, Checklists, Rubrics, Online Activities, Case Studies, Oral Presentations, Worksheets, Self-Assessment, Peer Assessment
- Guest Speaker or Field Trip, Simulated Technology Customer Service, CTSO Competitive Events

CTSO Connection:

- Students prepare for CTSO competitive event(s).
- Students present CTSO presentation(s) to another group (i.e. peers, faculty meeting, civic organization, etc.)
- CTSO members will demonstrate effective interviewing techniques.

Certification/Credential Connection:

- WorkKeys - National Career Readiness Certificate
- Alabama Certified Worker Certification
Unit 3 Title: Workplace Foundations

Content Standards

AL.CT21.WB.WR.7
Demonstrate computation skills in the workplace.

AL.CT21.WB.WR.7a
Solve addition, subtraction, multiplication, and division problems quickly and accurately using mental methods, paper-and-pencil, or other tools to handle workplace demands.

AL.CT21.WB.WR.7a Examples: make precision measurements, read and interpret blueprints, convert between customary and metric units of measurement.

AL.CT21.WB.WR.8
Gather, share, and apply information on strategies for conflict resolution in the workplace.

AL.CT21.WB.WR.9
Identify and practice behaviors that promote positive workplace relationships.

Unpacked Learning Objectives

Students know:
- The process for demonstrating computation skills in the workplace.
- The process for solving addition, subtraction, multiplication, and division problems quickly and accurately using mental methods, paper-and-pencil, or other tools to handle workplace demands.
- The process of making precision measurements.
- The process of reading and interpreting blueprints.
- The process of converting between customary and metric units of measurement.
- The process for gathering, sharing, and applying information on strategies for conflict resolution in the workplace.
- The process of identifying and practicing behaviors that promote positive workplace relationships.

Students are able to:
- Demonstrate computation skills in the workplace.
- Utilize addition, subtraction, multiplication, and division problems quickly and accurately using mental methods, paper-and-pencil, or other tools to handle workplace demands.
- Make precision measurements.
- Read and interpret blueprints.
- Convert between customary and metric units of measurement.
- Gather, share and apply information on strategies for conflict resolution in the workplace.
- Identify and practice behavior that promotes positive workplace relationships.

**Students understand that:**
- Computation skills are necessary in the workplace.
- Basic mathematics (add, subtract, multiply, and divide) are necessary in handling workplace demands.
- Making precision measurements, reading and interpreting blueprints, converting between customary and metric units of measurement are part of handling workplace demands.
- Conflict resolution strategies are needed in the workplace in order to solve problems and get the work complete.
- Being able to identify and practice behavior that promotes positive workplace relationships is necessary for success in the workplace.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What is the purpose(s) of computational skills in the workplace?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students will complete computational skills necessary in the workplace.</td>
</tr>
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</tr>
<tr>
<td>Students demonstrate computation skills in the workplace.</td>
<td>Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions. Unit project incorporating all learned skills and concepts. Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter &amp; exit slips, self-assessment</td>
</tr>
<tr>
<td>Students solve addition, subtraction, multiplication, and division problems quickly and accurately using mental methods, paper-and-pencil, or other</td>
<td>Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions.</td>
</tr>
</tbody>
</table>
| **tools to handle workplace demands.** | **Unit project incorporating all learned skills and concepts.** | **Introduce students to measurements.**
Provide each student with a tape measure and direct them to make precision measurements of various lengths on a handout they will turn in.
Demonstrate how to read a blueprint of a house. Allow students to draw out a sample house plan.
Explain the difference between units of measurement and have students complete a worksheet. | **act.org/login#study-plan/structured**
Presentation Software such as: Google Slides or PowerPoint
LMS such as: Schoology, Google Classroom |
|---|---|---|---|
| **Students make precision measurements, read and interpret blueprints, convert between customary and metric units of measurement.** | **Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions.**
Unit project incorporating all learned skills and concepts.
Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter & exit slips, self-assessment | **Introduce students to measurements.**
Provide each student with a tape measure and direct them to make precision measurements of various lengths on a handout they will turn in.
Demonstrate how to read a blueprint of a house. Allow students to draw out a sample house plan.
Explain the difference between units of measurement and have students complete a worksheet. | **Smartboard**
Computer
Projector
Student devices
Internet
Presentation Software such as: Google Slides or PowerPoint
LMS such as: Schoology, Google Classroom
Tape Measures (for each students to use)
| **Students gather, share, and apply information on strategies for conflict resolution in the workplace.** | **Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions.** | **Students review scenario’s where conflict resolutions have been necessary.**
**ELA: speaking and listening - students will work to be an active listener; students will** | **Smartboard**
Computer
Projector
Student devices |
| Students identify and practice behaviors that promote positive workplace relationships. | Unit project incorporating all learned skills and concepts.  
Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter & exit slips, self-assessment | Complete a skit on how to handle conflict resolution.  
Review material for conflict resolution with soft-skill training curriculum (ex. Ready To Work).  
Group discussion.  
Play Kahoot Quiz by searching “AIDT RTW” to find all quizzes related to soft skill training for Problem Solving. | Students review scenarios where positive workplace behaviors exist.  
Complete a skit on how to promote positive workplace relationships.  
Review material for Workplace Behaviors with soft-skill training curriculum (ex. Ready To Work).  
Group discussion.  
Play Kahoot Quiz by searching “AIDT RTW” to find all quizzes related to soft skill training for Workplace Behavior. | ELA: speaking and listening - students will work to be an active listener; students will present clear, coherent responses for intended audience and purpose | Internet Presentation Software such as: Google Slides or PowerPoint  
LMS such as: Schoology, Google Classroom  
Ready To Work: [https://alabamareadytowork.org/curriculum/](https://alabamareadytowork.org/curriculum/)  
Kahoot! |
Key Vocabulary
comparing skills, workplace demands, precision measurements, blueprints, metric units, strategies, conflict resolution, positive workplace, relationships

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:
Teacher Observations, Performances, Test, Checklists, Rubrics, Online Activities, Case Studies, Oral Presentations, Worksheets, Self-Assessment, Peer Assessment
Guest Speaker or Field Trip, Simulated Technology Customer Service, CTSO Competitive Events.

CTSO Connection:
Students prepare for CTSO competitive event(s).
Students present CTSO presentation(s) to another group (i.e. peers, faculty meeting, civic organization, etc.)

Certification/Credential Connection:
WorkKeys - National Career Readiness Certificate
Alabama Certified Worker Certification
Unit 4 Title: Ethics and Social Responsibility

Content Standards
AL.CT21.WB.WR.10
Write an argument supporting the need for guidelines for ethical behavior in the workplace.

Unpacked Learning Objectives

Students know:
- The process for writing an argument supporting the need for guidelines for ethical behavior in the workplace.

Students are able to:
- Explain the need for guidelines for ethical behavior in the workplace.

Students understand that:
- Guidelines for ethical behavior are needed in the workplace.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>Why does it matter that employees practice positive ethics in the workplace? What are possible consequences of unethical behavior in the workplace?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students may choose to do any of the following to demonstrate ethical behavior: Conduct an ethical behavior skit with written script, give a demonstration of ethical behavior, debate ethics, present an ‘Ethics’ multimedia presentation, create/share ethical behaviors newspaper article(s), present an Ethical Behaviors PowerPoint presentation with script, or teach a lesson on ethical behavior.</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>Students write an argument supporting the need for guidelines for ethical behavior in the workplace.</td>
<td>Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions. Unit project incorporating all learned skills and concepts. Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter &amp; exit slips, self-assessment</td>
</tr>
</tbody>
</table>

**Equipment List by CTE Cluster**

**Link to Helpful Tech Tools**
Key Vocabulary

ethics, ethical behavior

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

Teacher Observations, Performances, Test, Checklists, Rubrics, Online Activities, Case Studies, Oral Presentations, Worksheets, Self-Assessment, Peer Assessment
Guest Speaker or Field Trip, Simulated Technology Customer Service, CTSO Competitive Events.

CTSO Connection:

Students prepare for CTSO competitive event(s).
Students present CTSO presentation(s) to another group (i.e. peers, faculty meeting, civic organization, etc.)

Certification/Credential Connection:

WorkKeys - National Career Readiness Certificate
Alabama Certified Worker Certification
Unit 5 Title: Safety and Health

Content Standards

AL.CT21.WB.WR.11
Discuss legal issues, laws, and workplace regulations related to employment.
AL.CT21.WB.WR.11a
Identify legal issues affecting the workplace.
AL.CT21.WB.WR.11ax
Examples: diversity, sexual harassment
AL.CT21.WB.WR.11b
Identify the areas of influence of laws and regulations governing workplace policies.
AL.CT21.WB.WR.11bx
Examples: Americans with Disabilities Act (ADA), Occupational Safety and Health Administration (OSHA) rules, Environmental Protection Agency (EPA) regulations
AL.CT21.WB.WR.11c
Explain how worker safety regulations protect employees and employers, researching and citing specific instances of consequences when rules were or were not followed.
AL.CT21.WB.WR.12
Formulate a sample workplace safety plan that describes strategies students and employers can use to develop or maintain a safe work environment.
AL.CT21.WB.WR.12x
Examples: Create a checklist to report on potential dangers in an office environment such as frayed electrical cords, overloaded electrical outlets, missing or damaged surge protectors, and equipment placed too close to heat sources. List the Personal Protective Equipment (PPE) necessary for industrial settings.

Unpacked Learning Objectives

Students know:

- The process to discuss legal issues, laws, and workplace regulations related to employment.
- The process for identifying legal issues affecting the workplace.
- The process for identifying diversity and sexual harassment in the workplace.
- The process of identifying the areas of influence of laws and regulations governing workplace policies.
- The process of identifying Americans with Disabilities Act (ADA), Occupational Safety and Health Administration (OSHA) rules, and Environmental Protection Agency (EPA) regulations.
- The process of explaining how worker safety regulations protect employees and employers.
- The process of researching and citing specific instances of consequences when rules were and were not followed.
- The process of formulating a sample workplace safety plan that describes strategies students and employers can use to develop or maintain
a safe work environment.
- The process for creating a checklist to report on potential dangers in an office environment including a frayed electrical cord, overloaded electrical outlets, missing or damaged surge protectors, and equipment placed too close to heat sources.
- List of PPE necessary for industrial settings.

**Students are able to:**
- Explain legal issues, laws, and workplace regulations related to employment.
- Identify legal issues affecting the workplace.
- Identify legal issues related to diversity and sexual harassment in the workplace.
- Identify the areas of influence of laws and regulations governing workplace policies.
- Identify ADA, OSHA rules, and EPA regulations.
- Identify and explain how worker safety regulations protect employees and employers.
- Research and cite specific instances of consequences when rules were or were not followed.
- Create a sample workplace safety plan describing strategies used to develop or maintain a safe work environment.
- Create a checklist to report on potential dangers in an office environment.
- List PPE necessary for industrial settings.

**Students understand that:**
- Employees must follow laws and workplace regulations as well as employers.
- Legal issues affecting the workplace must be addressed.
- Legal issues related to diversity and sexual harassment will not be tolerated in the workplace and must be addressed.
- Areas of influence of laws and regulations governing workplace policies are in place and followed.
- ADA, OSHA rules, and EPA regulations govern workplace policies.
- Worker safety regulations protect employees and employers and cite specific instances when rules were and were not followed.
- Having a workplace safety plan will provide strategies used to develop or maintain a safe work environment.
- Having a checklist to report potential dangers and a list of PPE necessary for industrial settings is important to maintain in order to have a safe work environment.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>As an employee, what areas of your own workplace safety are you responsible for?</th>
</tr>
</thead>
</table>
| Exemplar High Quality Unit Task | Career Portfolio  
Student-created Safety Display |

Alabama State Department of Education, Career and Technical Education/Workforce Development, Plans of Instruction
Updated as of Jan 8, 2022
### Unpacked Learning Objective SWBAT

Students discuss legal issues, laws, and workplace regulations related to employment.

### Potential Subtasks for Assessments Formative/Summative

- **Summative:** Unit exam with multiple choice, fill-in-blank, and/or short answer questions.
- **Unit project incorporating all learned skills and concepts.**
- **Formative:** Observations of student progress-classwork rubric, class discussions, quizzes, enter & exit slips, self-assessment

### Potential Learning Activities

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

**Review and be tested on Safety in the workplace through the use of soft skill curriculum (ex. Ready To Work)**

- **Group discussion.**
- **Play Kahoot Quiz by searching "AIDT RTW" to find all quizzes related to soft skill training for Workplace Behavior - Safety.**

### Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts & Activities

- **ELA:** locate and use relevant and credible information about various career fields or workplaces 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 (writing, speaking, or digital product)

- **SS:** labor markets; employment rates; the economy; resources; goods and services; organization and role of business

### Equipment, Technology & Materials

**Equipment List by CTE Cluster**

**Link to Helpful Tech Tools**

- **Smartboard**
- **Computer**
- **Projector**
- **Student devices**
- **Internet**
- **Presentation Software such as: Google Slides or PowerPoint**
- **LMS such as: Schoology, Google Classroom**
- **Ready To Work:** [https://alabamareadytowork.org/curriculum/](https://alabamareadytowork.org/curriculum/)
- **Kahoot!**
<p>| Students identify legal issues affecting the workplace. | Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions. | Review and be tested on Safety in the workplace through the use of soft skill curriculum (ex. Ready To Work) Group discussion. | ELA: locate and use relevant and credible information about legal issues in the workplace 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 (writing, speaking, or digital product) SS: labor markets; employment rates; the economy; resources; goods and services; organization and role of business | Smartboard Computer Projector Student devices Internet Presentation Software such as: Google Slides or PowerPoint LMS such as: Schoology, Google Classroom Ready To Work: <a href="https://alabamareadytowork.org/curriculum/">https://alabamareadytowork.org/curriculum/</a> Kahoot! |
| Students identify diversity and sexual harassment. | Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions. | Review and be tested on Diversity and Sexual Harassment in the workplace through the use of soft skill curriculum (ex. Ready To Work) Group discussion. | ELA: locate and use relevant and credible information about diversity and sexual harassment or workplaces 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 (writing, speaking, or digital product) | Smartboard Computer Projector Student devices Internet Presentation Software such as: Google Slides or PowerPoint LMS such as: Schoology, Google Classroom Ready To Work: <a href="https://alabamareadytowork.org/curriculum/">https://alabamareadytowork.org/curriculum/</a> |
| Students identify the areas of influence of laws and regulations governing workplace policies. | Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions. Unit project incorporating all learned skills and concepts. Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter &amp; exit slips, self-assessment | Review and be tested on Workplace Behavior - Areas of Influence in the workplace through the use of soft skill curriculum (ex. Ready To Work) Group discussion. Play Kahoot Quiz by searching “AIDT RTW” to find all quizzes related to soft skill training for Workplace Behavior - Safety. | ELA: locate and use relevant and credible information about areas of influence of law as and regulations governing workplaces 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 (writing, speaking, or digital product) SS: labor markets; employment rates; the economy; resources; goods and services; organization and role of business | Kahoot! | Smartboard Computer Projector Student devices Internet Presentation Software such as: Google Slides or PowerPoint LMS such as: Schoology, Google Classroom Ready To Work: <a href="https://alabamareadytowork.org/curriculum/">https://alabamareadytowork.org/curriculum/</a> |</p>
<table>
<thead>
<tr>
<th>Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter &amp; exit slips, self-assessment</th>
<th>employees? What does the EPA do? Allow students to share their ideas. Then prompt them to think about someone they know who has a disability. Have students share their answers and their relationship with that person.</th>
<th>intended audience and purpose; synthesize multiple sources of information when answering (writing, speaking, or digital product)</th>
<th>SS: organization and role of government in a market economy</th>
</tr>
</thead>
<tbody>
<tr>
<td>HANDOUT: ADA Vocabulary Activity</td>
<td>EXPLORATION: After reviewing the vocabulary terms and addressing any misconceptions, have students view the following video clip to learn about the Americans with Disabilities Act, OSHA and the EPA. Students should complete the related Graphic Organizer with information from the videos and answer the accompanying questions.</td>
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<td>CONCLUSION: Ask students to consider their notes from the videos as well as class discussion as they create a commercial about the</td>
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<td>LMS such as: Schoology, Google Classroom</td>
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<td>ADA Lesson Plan: <a href="https://www.c-span.org/classroom/document/?17001">https://www.c-span.org/classroom/document/?17001</a></td>
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<td>OSHA Resources: <a href="https://www.osha.gov/training/outreach/teaching-aids">https://www.osha.gov/training/outreach/teaching-aids</a></td>
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<td>EPA Resources: <a href="https://www.epa.gov/students">https://www.epa.gov/students</a></td>
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<td>Students explain how worker safety regulations protect employees and employers, researching and citing specific instances of consequences when rules were or were not followed.</td>
<td>Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions. Unit project incorporating all learned skills and concepts. Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter &amp; exit slips, self-assessment</td>
<td>Review and be tested on Safety in the workplace through the use of soft skill curriculum (ex. Ready To Work) Group discussion. Play Kahoot Quiz by searching “AIDT RTW” to find all quizzes related to soft skill training for Workplace Behavior - Safety.</td>
<td>ELA: locate and use relevant and credible information about worker safety through a variety of search tools and research strategies; present clear, coherent responses to intended audience and purpose; synthesize multiple sources of information when answering (writing, speaking, or digital product) SS: organization and role of government in a market economy</td>
</tr>
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</table>

| Students formulate a sample workplace safety plan that describes strategies students and employers can use to | Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions. | Review and be tested on Safety in the workplace through the use of soft skill curriculum (ex. Ready To Work) | ELA: locate and use relevant and credible information about workplace safety plans through a variety of search | Smartboard Computer Projector Student devices Internet Presentation Software such as: Google Slides or PowerPoint LMS such as: Schoology, Google Classroom Ready To Work: [https://alabamareadytowork.org/curriculum/](https://alabamareadytowork.org/curriculum/) Kahoot!
| **develop or maintain a safe work environment.** | **Unit project incorporating all learned skills and concepts.** | **Group discussion using Scenarios (pg. 58-59 of WorkKeys Instructor Manual).** | **tools and research strategies; present clear, coherent responses to intended audience and purpose; synthesize multiple sources of information to create a digital product collaboratively with a team.** | **Presentation Software such as: Google Slides or PowerPoint**  
**LMS such as: Schoology, Google Classroom**  
**Ready To Work:**  
https://alabamareadytowork.org/curriculum/ |
| --- | --- | --- | --- | --- |
| **Formative: Observations of student progress- classwork rubric, class discussions, quizzes, enter & exit slips, self-assessment** | **In small groups, students develop a workplace safety plan including strategies to be used in order to maintain a safe work environment.** | **ELA: locate and use relevant and credible information about synthesize safety plans through a variety of search tools and research strategies; present clear, coherent responses to intended audience and purpose; synthesize multiple sources of information to create a digital product collaboratively with a team.** | **Smartboard**  
**Computer**  
**Projector**  
**Student devices**  
**Internet**  
**Presentation Software** such as: Google Slides or PowerPoint  
**LMS such as: Schoology, Google Classroom**  
**Types of PPE:**  
https://ehs.ucmerced.edu/researchers-labs/ppe-selection  
**NIOSH Safety Checklist:**  
**YoungWorkers Curriculum:**  
https://youngworkers.org/our-materials/teachers/ |
| **Students create a checklist to report on potential dangers in an office environment such as frayed electrical cords, overloaded electrical outlets, missing or damaged surge protectors, and equipment placed too close to heat sources. List the Personal Protective Equipment (PPE) necessary for industrial setting.** | **Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions.**  
**Unit project incorporating all learned skills and concepts.**  
**Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter & exit slips, self-assessment** | **Select a question or hazard-of-the-week from one of the checklists and spend 5-10 minutes each week discussing it with the class.**  
**Spend part of a class period over several days having students accompanying the teacher on an assessment of the classroom using a checklist.**  
**Have students identify one or more classroom hazards of concern to them using the hazard index.**  
**Students create a checklist to report potential dangers in an office environment.** | **YoungWorkers Curriculum:**  
https://youngworkers.org/our-materials/teachers/ |
Key Vocabulary

legal issues, laws, workplace regulations, legal issues, workplace, diversity, sexual harrassment, laws, regulations, workplace policies, Americans with Disabilities Act (ADA), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), worker safety regulations, consequences, workplace safety plan, strategies, dangers, frayed electrical cords, overloaded electrical outlets, surge protector, Personal Protective Equipment (PPE)

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

Teacher Observations, Performances, Test, Checklists, Rubrics, Online Activities, Case Studies, Oral Presentations, Worksheets, Self-Assessment, Peer Assessment
Guest Speaker or Field Trip, Simulated Technology Customer Service, CTSO Competitive Events.

CTSO Connection:

Students prepare for CTSO competitive event(s).
Students compete in a District or Local Level CTSO competition.
Students present CTSO presentation(s) to another group (i.e. peers, faculty meeting, civic organization, etc.)

Certification/Credential Connection:

WorkKeys - National Career Readiness Certificate
Alabama Certified Worker Certification
Unit 6 Title: Applied Technology

Content Standards
AL.CT21.WB.WR.13
Describe the benefits of maintaining a positive digital footprint and explain the consequences of unethical or unwise online behaviors for employment and employability.

AL.CT21.WB.WR.13a
List components of a digital footprint and explain how it can affect online privacy and one’s reputation.

AL.CT21.WB.WR.13b
Assess how different parts of a digital footprint can have positive or negative impacts on employment.

Unpacked Learning Objectives

Students know:
- The process of describing the benefits of maintaining a positive digital footprint and explaining the consequences of unethical or unwise online behaviors for employment and employability.
- The process for listing components of a digital footprint.
- The process of explaining how a digital footprint can affect online privacy and one’s reputation.
- The process for assessing how different parts of a digital footprint can have positive or negative impacts on employment.

Students are able to:
- Describe the benefits of maintaining a positive digital footprint.
- Explain the consequences of unethical or unwise online behaviors for employment and employability.
- List components of a digital footprint.
- Explain how a digital footprint can affect online privacy and one’s reputation.
- Assess how different parts of a digital footprint can have positive and negative impacts on employment.

Students understand that:
- The benefits of maintaining a positive digital footprint may impact employment while the consequences of unethical or unwise online behavior may negatively impact employment and employability.
- What they do online leaving a digital footprint may impact their online privacy and reputation.
- Online behavior can have positive and negative impacts on employment.
| Unit Driving/Essential Question | How would you justify the use of a specific technological tool as opposed to any other tool to complete a task? What factors should be considered when determining which technological tool to use (e.g. purchase cost, employee training, equipment maintenance, productivity, etc.). How will you prioritize these factors to fit multiple equipment decisions? |
| Exemplar High Quality Unit Task | Student investigates potential technological tools used to perform a selected occupational task. Student prepares spreadsheets and charts comparing two or more similar tools based on a number of functionalities. Student creates a presentation including visual props of the comparison research completed describing advantages and disadvantages of each tool. |
### Map of Student Learning by Learning Objective

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<tr>
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<tbody>
<tr>
<td>AL.CT21.WB.WR.13 Describe the benefits of maintaining a positive digital footprint and explain the consequences of unethical or unwise online behaviors for employment and employability.</td>
<td>Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions. Unit project incorporating all learned skills and concepts. Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter &amp; exit slips, self-assessment</td>
<td>Lecture using PowerPoint/Slides covering new material and terms. Demonstrate how to maintain a positive digital footprint. Class discussion on how to maintain a positive digital footprint as well as the consequences of unethical or unwise online behaviors. Class assignment working in groups to create a presentation explaining Digital Citizenship.</td>
<td>ELA: when creating a response or product students will present clear, coherent responses for intended audience and purpose; synthesize multiple sources of information when writing, speaking, or creating a digital product SS: labor markets; employment rates; the economy; resources; goods and services; organization and role of government in business</td>
<td>Smartboard Computer Projector Student devices Internet Presentation Software such as: Google Slides or PowerPoint LMS such as: Schoology, Google Classroom</td>
</tr>
<tr>
<td>AL.CT21.WB.WR.13a List components of a digital footprint and explain how it</td>
<td>Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions.</td>
<td>Lecture using PowerPoint/Slides covering new material and terms.</td>
<td>ELA: when creating a response or product students will present clear, coherent responses for</td>
<td>Smartboard Computer Projector Student devices</td>
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<td>can affect online privacy and one’s reputation.</td>
<td>Unit project incorporating all learned skills and concepts. Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter &amp; exit slips, self-assessment</td>
<td>Explain the components of a digital footprint and how it can affect online reputation. Class discussion on components of a digital footprint. Class assignment working individually to demonstrate a positive digital footprint and online privacy.</td>
<td>intended audience and purpose; synthesize multiple sources of information when writing, speaking, or creating a digital product SS: labor markets; employment rates; the economy; resources; goods and services; organization and role of government in business</td>
<td>Internet Presentation Software such as: Google Slides or PowerPoint LMS such as: Schoology, Google Classroom</td>
</tr>
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</table>

| AL.CT21.WB.WR.13b Assess how different parts of a digital footprint can have positive or negative impacts on employment. | Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions. Unit project incorporating all learned skills and concepts. Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter & exit slips, self-assessment | Lecture using PowerPoint/Slides covering new material and terms. Demonstrate how to maintain a positive digital footprint. Class discussion on how to maintain a positive digital footprint as well as the consequences of unethical or unwise online behaviors. Class assignment assessing how different parts of a digital footprint can have positive and negative impacts on employment. | ELA: when creating a response or product students will present clear, coherent responses for intended audience and purpose; synthesize multiple sources of information when writing, speaking, or creating a digital product SS: labor markets; employment rates; the economy; resources; goods and services; organization and role of government in business | Smartboard Computer Projector Student devices Internet Presentation Software such as: Google Slides or PowerPoint LMS such as: Schoology, Google Classroom |
Key Vocabulary

- digital footprint
- unethical behavior
- employability
- online privacy
- reputation
- positive impacts
- negative impacts

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

- Teacher Observations, Performances, Test, Checklists, Rubrics, Online Activities, Case Studies, Oral Presentations, Worksheets, Self-Assessment, Peer Assessment
- Assist with Maintenance of Computer Labs in schools, Guest Speaker or Field Trip, Simulated Technology Customer Service, CTSO Competitive Events.

CTSO Connection:

- Students prepare for CTSO competitive event(s).
- Students present CTSO presentation(s) to another group (i.e. peers, faculty meeting, civic organization, etc.)

Certification/Credential Connection:

- WorkKeys - National Career Readiness Certificate
- Alabama Certified Worker Certification
Unit 7 Title: Leadership

Content Standards
AL.CT21.WB.WR.14
Research and summarize information on leadership skills and practices.
AL.CT21.WB.WR.14a
Gather and share information on leadership styles.
AL.CT21.WB.WR.14b
Discuss how effective and ineffective communication impacts various workplace scenarios.
AL.CT21.WB.WR.14bx
Examples: using proper terminology in communication, being inclusive of team members.
AL.CT21.WB.WR.15
Investigate a selected company’s vision and mission statements, goals, and objectives.
AL.CT21.WB.WR.15a
Describe products and services offered by a specific company, and explain how they relate to the company’s mission statement and goals.
AL.CT21.WB.WR.15b
Identify the job titles and describe the roles and responsibilities of various employees in selected companies.

Unpacked Learning Objectives

Students know:

- The process to research and summarize information on leadership skills and practices.
- The process to gather and share information on leadership styles.
- The process to discuss how effective and ineffective communication impacts various workplace scenarios.
- The process of using proper terminology in communication and being inclusive of team members.
- The process to investigate a selected company’s vision and mission statement, goals, and objectives.
- The process of describing products and services offered by a specific company.
- The process of explaining how the products and services relate to the company’s mission statement and goals.
- The process to identify the job titles.
- The process of describing the roles and responsibilities of various employees in selected companies.

Students are able to:

- Explain the process to research and summarize information on leadership skills and practices.
- Explain various leadership styles.
- Explain how effective and ineffective communication impacts various workplace scenarios.
● Demonstrate the proper use of terminology in communication.
● Explain how to be inclusive of team members.
● Investigate a selected company’s vision and mission statement, goals, and objectives.
● Describe the products and services offered by a specific company.
● Explain how the products and services relate to the company’s mission statement and goals.
● Identify the job titles.
● Explain the roles and responsibilities of various employees in a selected company.

Students understand that:
● Leadership skills and practices will provide advancement opportunities in employment.
● The use of various leadership styles are effective in different workplace settings.
● Effective communication will impact various workplace scenarios in a positive manner while ineffective communication will do so in a negative manner.
● Proper use of terminology is essential in effective communication and inclusion helps all team members feel valued.
● A well-defined company vision and mission statement, goals, and objectives convey what the company is trying to accomplish.
● Aligning products and services to the specific company’s mission statement and goals is essential to company growth.
● Job titles come with various roles and responsibilities based on a selected company.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What leadership skills learned in Workforce Readiness will help you in your short-term and long-term plans?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students may choose to do any of the following to demonstrate leadership: Preside over a CTSO meeting, conduct a skit with written script, give a demonstration, debate, present a multimedia presentation, create/share newspaper article(s), present a PowerPoint presentation with script, or teach a lesson.</td>
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</table>
## Map of Student Learning by Learning Objective

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<tbody>
<tr>
<td>Students research and summarize information on leadership skills and practices.</td>
<td>Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions. Unit project incorporating all learned skills and concepts. Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter &amp; exit slips, self-assessment</td>
<td>Introduce Lead4Change and have students complete: Lesson 1: Be Your Best Self Lesson 2: Build a Team of Avid Learners Lesson 3: Create a Team Structure and Culture Lesson 4: You Have to Believe It Can Be Done Lesson 5: Market and Be The Change Lesson 6: Share Your Story, The Change is Never Over</td>
<td>ELA: locate and use relevant and credible information about leadership skills and practices 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>Smartboard Computer Projector Student devices Internet Presentation Software such as: Google Slides or PowerPoint LMS such as: Schoology, Google Classroom Lead4Change: <a href="https://www.lead4change.org/">https://www.lead4change.org/</a> Lead4Change 6-Lesson Track: <a href="https://www.lead4change.org/wp-content/uploads/2020/08/L4C_21stCenturySkillsAlign">https://www.lead4change.org/wp-content/uploads/2020/08/L4C_21stCenturySkillsAlign</a></td>
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<tr>
<td>Students gather and share information on leadership styles.</td>
<td>Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions.</td>
<td>Review with students the 10 common leadership styles here: <a href="https://www.indeed.com/career-advice/career-development/10-common-leadership-styles">https://www.indeed.com/career-advice/career-development/10-common-leadership-styles</a></td>
<td>ELA: locate and use relevant and credible information about leadership skills and practices 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>Smartboard Computer Projector Student devices Internet Presentation Software such as: Google Slides or PowerPoint LMS such as: Schoology, Google Classroom Indeed Leadership Styles <a href="https://www.indeed.com/career-advice/career-development/10-common-leadership-styles">https://www.indeed.com/career-advice/career-development/10-common-leadership-styles</a> Video: <a href="https://youtu.be/gvsiYHr573c">https://youtu.be/gvsiYHr573c</a></td>
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<tr>
<td>Students discuss how effective and ineffective communication impacts various workplace scenarios.</td>
<td>Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions.</td>
<td>Review and be tested on Communication in the workplace through the use of soft skill curriculum (ex. Ready To Work) Group discussion. Play Kahoot Quiz by searching “AIDT RTW” to find all quizzes related to soft skill training for Communication.</td>
<td>ELA: speaking and listening - synthesize information from multiple sources to present clear, coherent responses for intended audience and purpose</td>
<td>Smartboard Computer Projector Student devices Internet Presentation Software such as: Google Slides or PowerPoint LMS such as: Schoology, Google Classroom Ready To Work: <a href="https://alabamareadytowork.org/curriculum/">https://alabamareadytowork.org/curriculum/</a></td>
</tr>
<tr>
<td>Students use proper terminology in communication, being inclusive of team members.</td>
<td>Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions. Unit project incorporating all learned skills and concepts. Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter &amp; exit slips, self-assessment</td>
<td>Review and be tested on Communication in the workplace through the use of soft skill curriculum (ex. Ready To Work) Group discussion. Play Kahoot Quiz by searching “AIDT RTW” to find all quizzes related to soft skill training for Communication.</td>
<td>ELA: speaking and listening - synthesize information from multiple sources to present clear, coherent responses for intended audience and purpose SS: business organization</td>
<td>Kahoot!</td>
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<tr>
<td>Students investigate a selected company’s vision and mission statements, goals, and objectives.</td>
<td>Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions. Unit project incorporating all learned skills and concepts. Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter &amp; exit slips, self-assessment</td>
<td>Ask: What is a company’s vision and mission statement? What are the goals? Objectives? Class discussion. Review 7 company mission statement examples: <a href="https://www.indeed.com/hire/c/info/examples-of-company-mission-statement">https://www.indeed.com/hire/c/info/examples-of-company-mission-statement</a></td>
<td>ELA: research using relevant and credible sources to find information about a company’s vision and mission statements, goals, and objectives through a variety of search tools and research strategies; create and present a digital presentation on the chosen company; speaking and listening - synthesize information from multiple sources to present clear, coherent responses for</td>
<td>Smartboard Computer Projector Student devices Internet Presentation Software such as: Google Slides or PowerPoint LMS such as: Schoology, Google Classroom Indeed: <a href="https://www.indeed.com/hire/c/info/examples-of-company-mission-statement">https://www.indeed.com/hire/c/info/examples-of-company-mission-statement</a></td>
</tr>
<tr>
<td>Students describe products and services offered by a specific company, and explain how they relate to the company’s mission statement and goals.</td>
<td>Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions. Unit project incorporating all learned skills and concepts. Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter &amp; exit slips, self-assessment</td>
<td>Students shall create a pretend business and prepare the following: vision and mission statement, goals and objectives; product/service identification, employer/employee rights and responsibilities (employee handbook outline); employee hiring consideration checklist (prioritize skills/training required and/or preferred).</td>
<td>ELA: research using relevant and credible sources to find information about the products and services offered through a variety of search tools and research strategies; create and present a digital presentation on the chosen company; speaking and listening - synthesize information from multiple sources to present clear, coherent responses for intended audience and purpose.</td>
<td>Smartboard Computer Projector Student devices Internet Presentation Software such as: Google Slides or PowerPoint LMS such as: Schoology, Google Classroom</td>
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<tr>
<td>Students identify the job titles and describe the roles and responsibilities of various employees in selected companies.</td>
<td>Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions. Unit project incorporating all learned skills and concepts. Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter</td>
<td>Using <a href="http://www.bls.gov">www.bls.gov</a> students will find descriptions of job titles for their ‘company’ they created. Students will create an Advertisement listing at least 3 of the jobs needed for their company including: 1. specific role, 2, responsibilities and 3. annual salary.</td>
<td>ELA: research using relevant and credible sources to find information about the job titles, roles, and responsibilities of employees through a variety of search tools and research strategies; create and present a digital presentation on the chosen company; speaking and listening - synthesize information from multiple sources to present clear, coherent responses for intended audience and purpose.</td>
<td>Smartboard Computer Projector Student devices Internet Presentation Software such as: Google Slides or PowerPoint LMS such as: Schoology, Google Classroom</td>
</tr>
</tbody>
</table>
| & exit slips, self-assessment | sources to present clear, coherent responses for intended audience and purpose  
SS: business organization |
### Key Vocabulary

| leadership skills, leadership practices, leadership styles, effective communication, ineffective communication, terminology, communication, inclusive, company's vision, company's mission, mission statement, products, services, mission statement, goals, job titles, employee roles, employee responsibilities |

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

| Teacher Observations, Performances, Test, Checklists, Rubrics, Online Activities, Case Studies, Oral Presentations, Worksheets, Self-Assessment, Peer Assessment
| Guest Speaker or Field Trip, Simulated Technology Customer Service, CTSO Competitive Events |

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### CTSO Connection:

| Students prepare for CTSO competitive event(s). |
| Students present CTSO presentation(s) to another group (i.e. peers, faculty meeting, civic organization, etc.) |

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### Certification/Credential Connection:

| WorkKeys - National Career Readiness Certificate |
| Alabama Certified Worker Certification |
Unit 8 Title: Technical Knowledge and Skills

Content Standards
AL.CT21.WB.WR.16
Determine uses, capabilities, and limitations of technological tools for reaching personal and workplace goals.
AL.CT21.WB.WR.16a
Identify common tools, equipment, machines, and materials required for a selected job.

Unpacked Learning Objectives

Students know:
● The process of determining uses, capabilities, and limitations of technological tools for reaching personal and workplace goals.
● The process to identify common tools, equipment, machines, and materials required for a selected job.

Students are able to:
● Determine uses, capabilities, and limitations of technological tools for reaching personal and workplace goals.
● Identify common tools, equipment, machines, and materials required for a selected job.

Students understand that:
● Students understand technological tools have various uses, capabilities, and limitations for reaching personal and workplace goals.
● There are various common tools, equipment, machines, and materials required for a selected job.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What evidence would you use in determining company beliefs and norms? How do you determine whether a company’s vision and mission statement are reflected through their products and services? What is the most important employee ability/skill/training to consider when hiring new employees?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students will conceptualize a business and prepare the following: vision and mission statement, goals and objectives; product/service identification, employer/employee rights and responsibilities (employee handbook outline); employee hiring consideration checklist (prioritize skills/training required and/or preferred).</td>
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</table>
### Map of Student Learning by Learning Objective

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<thead>
<tr>
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<tbody>
<tr>
<td>SWBAT</td>
<td>Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions. Unit project incorporating all learned skills and concepts. Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter &amp; exit slips, self-assessment</td>
<td>Review and be tested on Technology Basics in the workplace through the use of soft skill curriculum (ex. Ready To Work) Group discussion. Play Kahoot Quiz by searching &quot;AIDT RTW&quot; to find all quizzes related to soft skill training for Technology Basics. Review GCFGlobal Lessons related to various tech tools and goal setting in a virtual environment.</td>
<td>ELA: speaking and listening - synthesize information from multiple sources to present clear, coherent responses for intended audience and purpose SS: impact of labor market on economy; taxation; business organization</td>
<td>Smartboard Computer Projector Student devices Internet Presentation Software such as: Google Slides or PowerPoint LMS such as: Schoology, Google Classroom Ready To Work: <a href="https://alabamareadytowork.org/curriculum/">https://alabamareadytowork.org/curriculum/</a> Kahoot! GCFGlobal Lessons: <a href="https://edu.gcfglobal.org/en/">https://edu.gcfglobal.org/en/</a></td>
</tr>
</tbody>
</table>

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Students determine uses, capabilities, and limitations of technological tools for reaching personal and workplace goals.

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**Equipment List by CTE Cluster**

**Link to Helpful Tech Tools**

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Alabama State Department of Education, Career and Technical Education/Workforce Development, Plans of Instruction Updated as of Jan 8, 2022
| Students identify common tools, equipment, machines, and materials required for a selected job. | Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions.  
Unit project incorporating all learned skills and concepts.  
Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter & exit slips, self-assessment | Review and be tested on Technology Basics in the workplace through the use of soft skill curriculum (ex. Ready To Work)  
Group discussion.  
Play Kahoot Quiz by searching "AIDT RTW" to find all quizzes related to soft skill training for Technology Basics. | ELA: speaking and listening - synthesize information from multiple sources to present clear, coherent responses for intended audience and purpose  
SS: impact of labor market on economy; taxation; business organization | Smartboard  
Computer  
Projector  
Student devices  
Internet  
Presentation Software such as: Google Slides or PowerPoint  
LMS such as: Schoology, Google Classroom  
Ready To Work: [https://alabamareadytowork.org/curriculum/](https://alabamareadytowork.org/curriculum/)  
Kahoot! |
Key Vocabulary

- technological tools, personal goals, workplace goals, tools, equipment, machines, materials

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

- Teacher Observations, Performances, Test, Checklists, Rubrics, Online Activities, Case Studies, Oral Presentations, Worksheets, Self-Assessment, Peer Assessment
- Guest Speaker or Field Trip, Simulated Technology Customer Service, CTSO Competitive Events

CTSO Connection:

- Students prepare for CTSO competitive event(s).
- Students present CTSO presentation(s) to another group (i.e. peers, faculty meeting, civic organization, etc.)

Certification/Credential Connection:

- WorkKeys - National Career Readiness Certificate
- Alabama Certified Worker Certification
Unit 9 Title: Economics and Finance

Content Standards

AL.CT21.WB.WR.17
Gather, evaluate, and share information on the nature of entrepreneurship and how it influences the American economy.

AL.CT21.WB.WR.17a
Explain advantages and disadvantages of entrepreneurship.

AL.CT21.WB.WR.18
Describe how employment documents and financial records are used for setting up deductions, filing taxes, and planning personal budgets.

Examples: I-9, 1099, W-2, W-4

Unpacked Learning Objectives

Students know:
- The process for gathering, evaluating, and sharing information on the nature of entrepreneurship and how it influences the American economy.
- The process of explaining advantages and disadvantages of entrepreneurship.
- The process to describe how employment documents and financial records are used for setting up deductions, filing taxes, and planning personal budgets.
- The process to describe how employment documents are used.
- The process for completing an I-9 Form.
- The process for completing a 1099 Form.
- The process for completing a W-2 Form.
- The process for completing a W-4 Form.

Students are able to:
- Gather, share, and evaluate information on the nature of entrepreneurship.
- Gather, evaluate, and share how entrepreneurship influences the American economy.
- Explain advantages of entrepreneurship.
- Explain the disadvantages of entrepreneurship.
- Explain how employment documents and financial records are used for setting up deductions, filing taxes, and planning personal budgets.
- Explain how employment documents are used: I-9 Form, 1099 Form, W-2 Form, W-4 Form.

Students understand that:
• Entrepreneurship helps to drive the American economy through many small businesses.
• There are advantages and disadvantages of owning a business.
• Employment documents and financial records must be accurate due to the use of those items being used for setting up deductions, filing taxes, and planning personal budgets.
• Employment documents must be accurate and filling out these forms are necessary for employment.

| Unit Driving/Essential Question | What is the best economic system?  
|                               | Which type of payment policy is best? |
| Exemplar High Quality Unit Task | Career Portfolio |
### Students gather, evaluate, and share information on the nature of entrepreneurship and how it influences the American economy.

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<tbody>
<tr>
<td>SWBAT</td>
<td>Formatived/Summative</td>
<td>Learning Activity Checklist</td>
<td>Link to Differentiation Examples</td>
<td>Equipment List by CTE Cluster</td>
</tr>
<tr>
<td></td>
<td>Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions.</td>
<td>Students define entrepreneurship.</td>
<td>ELA: research using relevant and credible sources to find information about the nature of entrepreneurship and its influences on the American Economy through a variety of search tools and research strategies; create and present a digital presentation or writing product; speaking and listening - synthesize information from multiple sources to present clear, coherent responses for intended audience and purpose.</td>
<td>Smartboard Computer Projector Student devices Internet Presentation Software such as: Google Slides or PowerPoint LMS such as: Schoology, Google Classroom</td>
</tr>
<tr>
<td></td>
<td>Unit project incorporating all learned skills and concepts.</td>
<td>Class discussion on examples of entrepreneurs.</td>
<td>SS: impact of labor market on economy;</td>
<td>Entrepreneur Lesson Ideas: <a href="https://www.moneyprodigy.com/entrepreneur-lesson-plans/">https://www.moneyprodigy.com/entrepreneur-lesson-plans/</a></td>
</tr>
<tr>
<td></td>
<td>Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter &amp; exit slips, self-assessment</td>
<td>Watch The Diamond Challenge Series 1: Mindset and Means videos Explain how these entrepreneurs made a difference in the American economy. Visit techcrunch.com and read about a startup that sounds interesting - identify what they’re doing that’s new and seemingly untested.</td>
<td>The Diamond Challenge: <a href="https://diamondchallenge.org/">https://diamondchallenge.org/</a></td>
<td></td>
</tr>
<tr>
<td>Students explain advantages and disadvantages of entrepreneurship.</td>
<td>Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions.</td>
<td>Read the following article from Forbes: <a href="https://www.forbes.com/sites/theyec/2021/12/21/what-nobody-says-about-entrepreneurship-weighing-the-pros-and-cons/?sh=27a4f0d14ff9">https://www.forbes.com/sites/theyec/2021/12/21/what-nobody-says-about-entrepreneurship-weighing-the-pros-and-cons/?sh=27a4f0d14ff9</a></td>
<td>ELA: speaking and listening - synthesize information from multiple sources to present clear, coherent responses for intended audience and purpose. SS: impact of labor market on economy; taxation; business organization</td>
<td>Smartboard Computer Projector Student devices Internet Presentation Software such as: Google Slides or PowerPoint LMS such as: Schoology, Google Classroom</td>
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<tr>
<td>Students describe how employment documents and financial records are used for setting up deductions, filing taxes, and planning personal budgets.</td>
<td>Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions.</td>
<td>EverFi - Financial Literacy Curriculum:  • Impact of Education and Training  • Tax Withholding  • Analyzing a Paycheck  • Gig Economy  • Filing Taxes  • Comparing Benefits  • Mini-Game: A Balanced Life</td>
<td>ELA: speaking and listening - synthesize information from multiple sources to present clear, coherent responses for intended audience and purpose. SS: impact of labor market on economy; taxation</td>
<td>Smartboard Computer Projector Student devices Internet Presentation Software such as: Google Slides or PowerPoint LMS such as: Schoology, Google Classroom</td>
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</table>
| Students describe how employment documents including an I-9, 1099, W-2, and W-4 are used. | Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions.  Unit project incorporating all learned skills and concepts.  Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter & exit slips, self-assessment | Teacher will discuss the various employment forms including W-4, I-9, A-4, etc.  Students will correctly complete all the employment forms. | ELA: speaking and listening - synthesize information from multiple sources to present clear, coherent responses for intended audience and purpose  SS: impact of labor market on economy; taxation | www.EverFi.com - Financial Literacy Curriculum  FDIC MoneySmart Curriculum: http://www.fdic.gov/consumers/consumer/moneysmart/mscbi/mscbi.html  \[
\text{W-4 Form-} \quad \text{https://www.irs.gov/pub/irs-pdf/fw4.pdf} \\
\text{I-9 Form-} \quad \text{http://www.uscis.gov/files/form/i-9.pdf} \\
\text{A-4 Form} \quad \text{http://www.revenue.alabama.gov/withholding/FA4(11_10).pdf}
\]
Key Vocabulary

entrepreneurship, American economy, entrepreneurship, employment documents, financial records, deductions, taxes, personal budgets, I-9 Form, 1099 Form, W-2 Form, W-4 Form

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