DELAWARE VALLEY SCHOOL DISTRICT

<u>PLANNED INSTRUCTION</u>

A PLANNED COURSE FOR:

Computer Literacy 7/Career and Leadership

Grade Level: 7

Date of Board Approval:_____2017_____

Planned Instruction

Title of Planned Instruction: **Computer Literacy7/ Career and Leadership**

Subject Area: **Business Education** **Grade(s): 7**

Course Description:
This course is designed for middle school students to receive a background in technology with a concentration in keyboarding, the Microsoft Office Suite programs: Word, Excel, Power Point and Publisher. Students will have hands on experience working with the programs and applying them in the Future Business Leaders of America (FBLA) competitions. The course also will allow students to explore post high school options, career options, prepare for the world of work and create a career portfolio. Students will have the opportunity to explore different colleges, universities, trade, and technical schools as options after High School graduation. Students will also have the opportunity to explore different careers and acquire an awareness of preparing now for their future careers. The course will also teach students how to strengthen their study skills to become a better student and build a strong foundation for future experiences though the application of the "7 Habits of Highly Effective Teens."

Time/Credit for the Course: Computer Literacy 7- ½ year
                              Career and Leadership- ½ year

Curriculum Writing Committee: Maura Angle/Brian Sweeney

Curriculum Map

1. **Marking Period One - Overview with time range in days:**
   Micro Type Program, Introduction to Computers, Microsoft Office Word and Excel 45
   days

   Marking Period One -Goals: Understanding of:
   Keyboarding using proper technique Keyboarding
   with accuracy
   The Micro Type automated typing program
   Terms and concepts related to using computers in various forms How
   their daily life is influenced by technology
   How to effectively and efficiently use a variety of Internet tools
   to accomplish tasks such as communicate, locate people and places and perform
   academic research
   Computer threats/viruses/identity theft Terms and
   concepts related to Microsoft Office   The
   Microsoft Office Window
   Terms and concepts related to Microsoft Word Using
   Microsoft Word effectively
   Using Microsoft Word to format documents Terms and
   concepts related to Microsoft Excel Using Microsoft
   Excel effectively
   Using Microsoft Excel to format spreadsheets/graphs

2. **Marking Period Two -Overview with time range in days: 45 days**
   Microsoft Power Point, Publisher, Integrating Microsoft Programs and FBLA Activities
   Marking Period Two -Goals: Understanding of:
   Terms and concepts related to Microsoft Power Point Using
   Microsoft Power Point effectively
   Using Microsoft Power Point to format presentations

   Terms and concepts related to Microsoft
   Publisher Using Microsoft Publisher effectively
   Using Microsoft Publisher to format documents from scratch and templates
   Integrating all Microsoft Office programs to create documents
   Sharing information between Microsoft Office programs
   Google Applications
   Creating documents for personal and school use
   FBLA Middle Level rules, policies and events
   Actively participating in FBLA Middle Level events
   Formatting documents for FBLA Middle Level competitions
   Preparing presentations for FBLA Middle Level competitions

3. **Marking Period Three-Overview with time range in days: 45 days**
   Career Portfolio: College Understanding and exploration, Career Awareness and Preparation, Career Acquisition, Exploring College and University Choices, Career Retention and Advancement, Entrepreneurship and Study skills.
   Marking Period Three -Goals:
   Understanding of:
   > Personal interests/abilities and how they relate to career
   > choice Career research
   > Education research
   > College Exploration
   > Job search
   > Employment
   > documents Interview
   > skills
   > Work habits
   > Employability skills
   > Job Retention and Advancement
   > Workplace Changes
   > Entrepreneurship
   > Internet Safety
   > Media Literacy
   > Study Skills**:** time management, note taking, test taking, goal setting

4. **Marking Period Four-Overview with time range in days: 45 days**
Students will be able to identify and comprehend the "7 Habits of Highly Effective Teens". Students will recognize the benefits of applying "The 7 Habits of Highly Effective Teens" to their daily life.

Marking Period Four -Goals: Understanding of:
The Private Victory
 Being Proactive: students are free to choose and are responsible for their actions
 Beginning with an End in Mind: Mental Creation precedes physical creation
 Putting First Things First: Effectiveness requires the integrity to act on your priorities
The Public Victory
 Thinking Win-Win: Effective, long term relationships require mutual respect and mutual benefit
 Seeking first to understand, then to be Understood: To communicate effectively student's must first understand each other
 Synergizing: The whole is greater than the sum of its parts.
 Sharpen the Saw: Maintain and increase effectiveness by renewing our body, heart, mind and soul

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UNIT: 1, 2, 3, 4, 5, 6, 7, 8, 9

Big Idea # 1.

Computers are used as a means of communication in the digital era.

Essential Questions:
- How did computers evolve over time?
- How is the Internet used effectively?
- How can we gain an awareness for computer threats?
- How will computers be used in future careers?

Concepts:
- Computer terminology
- Identity theft
- Proper internet usage
- Benefits of strong computer skills in today's job market

Competencies:
- Investigate how computers progressed in time.
- Analyze the impact the internet has on society and for educational purposes.
- Evaluate types of computer threats and their effects on society and business.
- Understand why a variety of computer skills can be important to getting the job you desire.

Big Idea # 2.

Computer software programs are used as a tool used to manage personal, educational and business information.

Essential Questions:
- How do software programs impact individuals, business, and society?
- How does a person select the appropriate software program to complete a project efficiently?
- How do software programs save us time and make our lives easier?

Concepts:
- Micro Type automated typing program
- Microsoft Office Overview
- Microsoft Office Suite:
  - Microsoft Word
  - Microsoft Excel
  - Microsoft Power Point
  - Microsoft Publisher
  - Integrated Projects

Competencies:
- Keyboard with proper technique and accurately.
- Increase keyboarding speed over the course of the year.

- Understand how keyboarding could be beneficial to many career options.
- Identify terms and concepts related to Microsoft Office Suite
- Students will be able to use the Microsoft Office Suite effectively
- Students will be able to use the Microsoft Office Suite to format documents, presentations, databases, spreadsheets and graphs

UNIT: 10

Big Idea # 1.

FBLA, Future Business Leaders of America is an organization dedicated to career development, leadership development opportunities, community service to build school pride and community connections and competitive events as a vehicle to demonstrate student academic achievement.

Essential Questions:
- What are the benefits of being a FBLA Middle Level member?
- How can I achieve success by being an FBLA member?
- How can FBLA help me network and meet new people?
- How can FBLA help me with college and my future career choice?
- How can I be successful in my competitive event?

Concepts:
- FBLA Rules
- Individual and Chapter Recognition/Awards
- Competitions
- Community Service

Competencies:
- Complete membership application
- Attend meetings
- Participate in fundraisers
- Complete community service hours
- Review and select competitive event
- Practice for competitive event
- Complete forms for individual/chapter awards

UNIT: 11

Big Idea # 1.
Interests, aptitudes, and abilities are unique for each individual and play a key role in career choice.

Essential Questions:
- What are my unique interests, aptitudes and abilities?
- Which colleges or universities offer the programs needed for my career choice?
- What careers would fit my unique interests, aptitudes and abilities?

Concepts:
- Determine what career is right for the individual.
- Determine the right college, university or trade school for the career that the individual wants to pursue.
- How change in a person's life and environment impacts career choices.

Competencies:
- Compare the results of interest surveys to determine possible career choice

- Compare the types of employment opportunities available after graduation from several different training programs.

- Use the internet to explore college and university websites to develop an understanding of tuition, admissions, and programs of study.

Big Idea #2
Career choice and preparation are lifelong processes based on many influences and using many strategies.

Essential Questions:
- What influences can affect my career choice?
- How can the choices I make now affect my future career choice?
- What type of preparation will I need for my career choice?
- Which colleges or universities offer the preparation I will need for my future career choice?

Concepts:
- Determine the long-term effects of a career choice.
- Examine what goes into selecting the right college, university, or technical school.
- Determine the necessary preparation for career choice and to continue in career.

Competencies:
- Compare employment trends in career choice.
- Compare tuition rates of colleges and universities.
- Evaluate additional and on-going training needed in career choice.

Big Idea #3.
There is a definite relationship between education and career planning and choice.

Essential Questions:
- How do my classes at school relate to my college or university choice?
- How do my classes at school relate to my career choice?
- How can I prepare in high school for my college or university program?
- How can I prepare in high school for my career?

Concepts:
- Determine what classes you should be taking to get into the college or university of your choice.
- Determine what classes you need to prepare for career choice.
- Research education needed to achieve career choice.

Competencies:
- Given an occupation and education needed, identify some economic factors that would have an impact on it.
- Evaluate and understand ways to finance your college or university education.
- Evaluate the education preparation needed to achieve career choice.

UNIT: 12

Big Idea # 1.
Identification and application of sound research practices and networking strategies are essential in the career acquisition process.

Essential Questions:
- What resources should I use to find a job?
- How do I identify jobs that I am qualified for?
- Why is it important to use a variety of resources to find a job?

Concepts:
- Job leads
- Networking
- Want ads
- Employment services
- Internet job sites

Competencies:
- Conduct a variety of job searches.
- Compare the results of job searches.
- Create and utilize job lead cards.
- Develop a presentation of your current top career choice. Include a brief description, salary outlook, education needed, and future trends.

Big Idea #2.
Effective speaking, listening and writing are essential in the career acquisition process.
Essential Questions:
- How can an effective cover letter and resume enhance a job search?
- What are the most common interview questions?
- Why is the ability to speak and listen effectively important in an interview?

Concepts:
- Effective business conversation techniques, and important interview skills.
- Written documents that convey the ideas, thoughts, feelings and experiences necessary in the job acquisition process.
- Effective delivery techniques used in an interview such as eye contact, body language and enunciation.
- Three important listening skills or attending behaviors necessary in a job interview.
- Proper things you should do to follow up after the job interview has been completed.

Competencies:
- Complete a job application
- Draft a resume
- Draft a cover letter
- Participate in a mock job interview
- Draft a thank-you letter
- Plan questions for your interviewer

UNIT: 13

Big Idea # 1.

Career retention and advancement is dependent upon student's interpersonal skills, work habits, attitudes and effective time management skills.

Essential Questions:
- What personal habits and attitudes help students excel in academic and extra-curricular activities?
- What personal skills are needed for career retention and advancement?
- What are the biggest struggles associated with career retention and advancement?

Concepts:
- How positive attitudes and work habits support career retention and advancement.
- Employability skills.
- Job etiquette
- Job promotion.

Competencies:
- Given a job description and a list of related career advancements, develop a list of attitudes, work habits and teamwork roles that support retention of that career and advancement in that setting.

Big Idea #2.

Personal budgeting is significantly impacted by career choice, retention and advancement.

Essential Questions:
How can personal habits and attitudes impact career choices?
How are personal budgeting and career choice related?

Concepts:
- Job retention and advancement impacts lifestyle.
- Personal budgeting to maintain lifestyle.
- Use of disposable income.

Competencies:
- Determine the value of career retention and advancement.
- Given a mock career and salary, develop a two-month budget for yourself.

Big Idea #3.
Change as a factor and the role of lifelong learning, must be understood from a personal perspective and then as a workplace participant.

Essential Questions:
- What are some of the characteristics of people who are on successful teams in and out of school?
- What personal factors are affected by change?
- How are education and future earnings related?
- Use and importance of conflict resolution skills.

Concepts:
- Impact of job advancement
- Impact of education on future earnings potential
- Decision making process
- Adapting to change
- Ability to work with people of different beliefs or backgrounds than yourself
- Life- long learning

Competencies

- Given a career with potential advancements, list personal pros and cons.
- Determine potential life-long learning expectations of career.
- Determine difference in earnings potential based on education level.
- Self-evaluation of adapting to change.

UNIT: 14

Big Idea # 1.

Entrepreneurs tend to exemplify unique combinations of personal characteristics that tend to distinguish them from other people with careful planning.

Essential Questions:
- What unique personal characteristics do you possess?
- How do your personal characteristics distinguish you from others?
- What skills are needed to be a successful entrepreneur?
- Why are all entrepreneurs considered "risk takers"?

Concepts:
- Personal characteristics
- Well-rounded business person
- Finance
- Business plan components
- Entrepreneurship in the broadest sense as including all innovative and creative endeavors, the reorganizing of an existing enterprise, the discovery of a new technology, or the development of a solution to a social or political problem.
- The importance of being willing to take risks in business.
- Importance of acquiring personal insight into one's own abilities, strengths and weaknesses.

Competencies:
- List necessary qualities needed to be a successful entrepreneur.
- Apply knowledge to new settings and situations.
- Develop a presentation on a successful entrepreneur.
- Challenge the present.
- Identify parts of a basic business plan

UNIT 15

Big Idea #1: Strengthening your study skills is an important step in becoming a better student.

Essential Questions:
- How can a student better manage his/her time?
- Why is time management so important as a student?
- How do you become a better note taker?
- How can you increase your test taking abilities?
- How can you become more effective at studying?
- Why is it important to set goals?

Concepts:
- There is not a right or wrong way to learn
- There is no right or wrong way to learn
- Learning is a "messy" affair
- Learning is fun
- Learning allows for future opportunity

Competencies:
- Define time management
- Practice different ways to become a better note taker
- Set realistic, attainable goals as motivation
- Identify how "The 7 Habits" can be used to improve your study skills.

Unit 16

Week 1- Big Idea: The way students see the world (view or paradigm) influences the way they behave (habits) and the way they behave dictates the results they get. These results, bad or good, then reinforce the way they see the world.

> **Essential Questions:**
> - How does your view of the world shape the person you are?
> - What things could change your paradigm?
> - Why is it important to recognize when you've had a paradigm shift?
>
> **Concepts:**
> - No two people share identical paradigms
> - Certain events occur which shift our paradigm
> - Eliminating prejudice and stereotypes can shift our paradigm.
>
> **Competencies:**
> - Students define values, habits and views
> - Students assess their values, habits and views
> - Identify ways to improve their habits and views
> - Students identify a time in which they've had a paradigm shift
> - Students understand why it is important to be principle centered.

Week 2- Big Idea: It is important to differentiate between things you can control and things you cannot. Accepting that you have no control over certain issues, frees you to focus on things you can control.

> **Essential Questions:**
> - What is the difference between reactive and proactive?
> - Why is it beneficial to be proactive?
> - What is the difference between proactive and reactive language?
> - What are a circle of influence and a circle of concern?
> - What is a transition person?
>
> **Concepts:**
> - When people focus on things they can influence, they expand their knowledge and experience
>
> **Competencies:**
> - Recognize how to use proactive language
> - Identify how you could apply proactive thinking to improve as a student
> - Recognize things you can and can't control
> - Identify someone you know who has been a transition person.

Week 3- Big Idea: It is important to have a plan for yourself. Having a vision for your future increases the likelihood of making positive decisions.

> **Essential Questions:**
> - What is a personal mission statement?
> - What attributes are present in the people that influence you?
> - Why is it important to have an end goal?

Concepts:

- A clear mental creation leads to a successful physical creation
- It is important to live by design rather than default
- The decisions you make now can have an influence on your plans for the future.

Competencies:

- Create your own personal mission statement
- Identify how often you begin with an end in mind
- Apply your personal mission statement to guide your day-to-day decisions.
- Thinking about your future career choice, understand how what you're doing today can have an impact on your ability to achieve it.

Week 4- Big Idea: Effectiveness requires the integrity to act on your priorities.

Essential Questions:

- What is the "Time Matrix" and how can it be beneficial?
- Which time quadrant do we want to spend our time in? Why?
- What is the difference between an urgent activity and an important activity?
- What roles do you play in your daily life?
- Why is it important to take care of the "Big Rocks" first?
- Why is it a good idea to have a planner?

Concepts:

- It is important to put first things first each week
- Certain urgent activities will come up that we cannot control
- It is important to try to take care of important activities before they become urgent.
- Writing everything down in a planner will help keep you organized and less stressed.

Competencies:

- Identify the four quadrants of the "Time Matrix" and where you should be spending your time
- Explain the nickname for each quadrant and why it has that nickname
- Understand why a planner is important to success

- Recognize that some of the roles you play remain for life
- Apply what you know about "Big Rocks" in order to effectively plan your week

Week 5- Big Idea: Effective, long-term relationships require mutual respect and mutual benefit.

Essential Questions:

- What are the six paradigms of human interaction?
- When is it appropriate to compete?
- How do you create a win-win agreement?
- What does it mean to be a "doormat"?

Concepts:

- People who search for solutions that will make them happy and simultaneously satisfy others, practice win-win.
- The tumor twins: competing and comparing

Competencies:
- Identify the benefits of thinking win-win
- Recognize the types of behaviors that promote win-win agreements
- Understand why win-lose, lose-win, and lose-lose are never healthy ways to think.

Week 6- Big Idea: In order to communicate effectively, we must first understand each other.

Essential Questions:
- What is the difference between effective and ineffective listening?
- What are the seven forms of ineffective listening?
- Why is it important to listen with our ears, eyes and heart?
- What is an autobiographical response?
- What does it mean to listen empathically?

Concepts:
- When we communicate face to face about our likes and dislikes, our body language, tone of voice, and feelings communicate more loudly than the words we use.
- Only 7% of communication is done with words, we must listen with our eyes and heart as well.
- When we listen with the intent to understand we get solutions to complex problems

Competencies:
- Recognize ways you can become a better listener
- Identify the difference between mimicking and mirroring.

Week 7- Big Idea: The whole is always greater than the sum of its parts.

Essential Questions:
- What is synergizing?
- How is synergy prevalent in nature?
- What are some examples of synergy?
- How have you been a part of synergy?

Concepts:
- Practicing creative cooperation allows you to explore new possibilities and benefits all parties involved.
- When we compromise we lose something (1+1 = 1 ½) when we synergize we get more than we would alone (1+1 = 3)

Competencies:
- Identify and describe the steps in the creative cooperation process
- Understand how synergy works in nature
- Identify examples of synergy in nature
- Explain how synergy is more beneficial than compromise
- Recognize the different types of interaction

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Week 8- Big Idea: To maintain and increase effectiveness, we must renew ourselves in body, heart, mind and soul.

      Essential Questions:
- What does it mean to "sharpen the saw"?
- What are some ways to renew yourself physically?
- What are some ways to renew yourself emotionally?
- What are some ways to renew yourself mentally?
- What are some ways to renew yourself spiritually?

      Concepts:
- Renewing yourself allows for improved capacity, stronger relationships, and continuous improvement
- Practicing the first six habits is not easy, we must take time to sharpen the saw in order to prevent ourselves from getting worn out.

      Competencies:
- Identify the four dimensions of renewal
- Recognize and identify one way that you renew yourself
- List two examples or ways to sharpen the saw for each of the four dimensions

Week 9- Big Idea: Reviewing feedback from your peers will make you more aware of your current level of effectiveness.

      Essential Questions:
- Which habits have you improved on over the last eight weeks?
- How are you going to continue to implement the "7 Habits" in your everyday life?
- Why do you think it is important to continue to practice the "7 habits"?
- How have the "7 Habits" helped you to become a more successful student?

      Concepts:
- The "7 Habits" can be beneficial in every part of your life
- The "7 Habits" are incredibly useful in your life as a student.

      Competencies:
- Recognize and identify the "7 Habits" and what each habit means.
- Develop a presentation on one of the "7 Habits" and be able to teach that habit to a group of your peers.
- Apply and cite how you have used the "7 Habits" over the last 9 weeks, and how you plan on continuing to use them in the future.

Curriculum Plan

Unit: 1   **Time Range in Days:** 10 and ongoing

Standard(s): PA Academic Standards

Standards Addressed:
PA Academic Standards
15.4.8.A 15.4.8.BA 15.4.8.C 15.4.8.D 15.4.8.E 15.4.8.F 15.4.8.G 15.4.8.K 15.4. 15.4.8.L

Core Standards
CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G.

Anchor(s):
R11.B3, R11.A.2, R11.B.3

Overview:
Micro Type Program

Focus Question(s):
What is the proper technique to keyboard with accuracy?

Goals:
- Students will learn the proper technique to keyboard properly.
- Students will keyboard with accuracy.
- Students will keyboard words, phrases, sentences and paragraphs using proper technique.

Objectives:
- Identify and format home row keys (DOK 2)
- Identify and format using alphabetic keys (DOK 2)
- Identify and format using numeric keys (DOK 2)
- Identify and format using keypad (DOK 2)
- Format for accuracy or speed using the skill building exercises (DOK 2,4)

Core Activities and Corresponding Instructional Methods:
- Students will log into Micro Type Pro program and set up account
- Students will take initial timed writing to set goal speed/accuracy
- Students will watch video to illustrate proper keyboarding technique
- Students will begin alphabetic segment of program and complete Lesson 1- printout lesson

when completed
- Students will complete all lessons in alphabetic segment and printout all lessons when completed
- Students will complete all numeric lessons and printout all lessons when completed
- Students will complete all keypad lessons and printout all lessons when completed
- Students will complete all skill building exercises and printout all completed lessons

Instructional Methods: Direct instruction, Demonstration, Discussion, Cooperative learning

Assessments:

Diagnostic:

Discussion of student's prior knowledge Oral responses during class discussion
Responses to teacher questions

Formative:

Progress Assessments as student's complete lessons

Successful completion of each lesson

Summative:

Grade lessons
Timed speed tests

Extensions:

Peer tutoring
Have students do lessons for speed
Nitro Type website
KidzType website
sense-lang.org

Correctives:

Individual tutoring
Extra time to complete lessons

Unit: 2   **Time Range in Days:** 10

Standard(s): PA Academic Standards

Standards Addressed:
PA Academic Standards
15.4.8.A 15.4.8.BA 15.4.8.C 15.4.8.D 15.4.8.E 15.4.8.F 15.4.8.G 15.4.8.K 15.4. 15.4.8.L

Core Standards
CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G.

Anchor(s):
R11.B3, R11.A.2, R11.B.3

Overview: Students will utilize instructor-prepared notes, worksheets, guest speakers, and the Internet to achieve the goals listed below:

Focus Question(s):
What are the terms and concepts related to computers?
How is the Internet used effectively?
How can we gain an awareness for computer threats?
How is daily life influenced by computers?
How does Media impact our lives?
How do we decipher the true meaning of messages in
the media?
How does media perpetuate stereotypes?

Goals:
- Identify the basic terms and concepts related to computers
- Identify the basic terms and concepts related to the Internet
- Examine the history and evolution of the Internet and the World Wide Web
- Research and compare various types of available Internet too

- Practice digital citizenship skills while conducting consumer activity
- Research computer threats/viruses that affect society and business
- Identify ways that computer technology has enhanced our lives
- Identify different types of media
- Research how media has been used throughout history to change people's perception
- Identify Media's language of persuasion and target audience.

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Objectives:
- Define terms and concepts related to the trends in computers (DOK 2,3)
- Define terms and concepts related to the Internet (DOK 1,2)
- Apply the use of basic Internet tools such as search engines and e-mail (DOK 2,3)
- Apply the use of advanced Internet tools such as online libraries, academic research websites, subject directories, the PA Online Library (Student Research Center) (DOK 2,3)
- Analyze and determine the credibility and accuracy of a website (DOK 3,4)
- Apply effective navigation skills within websites to locate specific information (DOK 2,3)
- Distinguish between various types of threats to information, technology and person (DOK 2,3)
- Analyze computer usage from past to future (DOK 3,4)
- Define Media and media Literacy (DOK 3,4)
- Identify the Impact of media on daily life (DOK 3,4)
- Comprehend what media's language and target audience is through media examples (DOK 3,4)
- Understand How Media perpetuates Violence/Stereotypes (DOK 3,4)
- Deconstruct society's attitude about gender stereotypes (DOK 3,4)
- Distinguish between fantasy in reality within video games and music videos (DOK 3,4)

Core Activities:
- Explore the history and development of the Internet and the World Wide Web – create a timeline
- Define computer terminology relating to computers, hardware, software, input, output and storage devices
- Define and understand the basic concepts and technological terms associated with using the Internet
- Analyze how each student is impacted on a daily basis by technology, (including the Internet) – Create a report
- Discuss the impact of technology on a daily basis and provide examples of how the Internet has either enhanced or hindered our educational processes
- Understand and compare how search engines work; how each are different from each other (basic differences between Google, Bing, and Ask)
- Perform basic searches using various search engines; analyze the results
- Apply safe surfing skills when performing above mentioned activities
- Become familiar with the FBI safe surfing website for 7th grade
- Research the uses and dangers of different social media apps/websites.
- Listen to guest speaker from Safe Haven on the topic of Media Literacy.
- Understand "netiquette" and the need for appropriate digital presence – compose report on Netiquette
- Effectively use websites to research information for other courses
- Research types of computer threats – worksheet
- Research and define identity theft, list ways it can happen, list ways it can be prevented
- Discuss ways to create safe passwords

Corresponding Instructional Methods:

Instructional Methods: Direct instruction, Demonstration, Discussion, Cooperative learning, Project-based course includes teacher and guest speaker facilitation while students work

individually or in groups to complete assignments. Also, students use hands-on method to complete work.

Assessments:

Diagnostic:
Discussion of student's prior knowledge
Presentation of research on social media
Terminology preview
Oral responses during class discussion
Responses to teacher questions

Formative:
Students will work on various activities; both individually and in groups to show competency in each lesson. The instructor will observe and grade performance upon completion.

Summative:
Graded activities, projects, presentations, and guest speaker from Safe Haven.

Extensions:
Peer tutoring
Students may be given additional activities and/or time to explore other websites related to effective internet research, computer trends and threats. This includes vocabulary lists, interactive quizzes, and webquests.
Movies: Internet-Browser War, Bubble, People, Search

Correctives:
Individual tutoring
Small group instruction will be available during class to assess and area of need.

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Unit: 3   **Time Range in Days:** 5

Standard(s): PA Academic Standards

Standards Addressed:
PA Academic Standards
15.4.8.A 15.4.8.BA 15.4.8.C 15.4.8.D 15.4.8.E 15.4.8.F 15.4.8.G 15.4.8.K 15.4. 15.4.8.L

Core Standards
CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G.

Anchor(s):
R11.B3, R11.A.2, R11.B.3

Overview: Students will work with the Microsoft Office Suite

Focus Question(s):
What are the terms and concepts related to working with the Microsoft Office/programs/ window?
How can I effectively utilize Microsoft Office programs/ window?

Goals:
- Identify the basic terms and concepts related to the Microsoft Office window.
- Customize the Microsoft Office window to complete tasks.
- Navigate in the Microsoft Office window efficiently.
- Identify Microsoft Office programs.

Objectives:
- Open the application, create a file, and display backstage area
- Open and Save a File
- Use the Ribbon
- Navigate within a file, using find and replace.
- Use Undo and Redo
- Use formatting tools and be able to check spelling and grammar
- Comprehend how to preview and print a file

- Use the Help function
- Change views and zoom percentage

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Core Activities:
- Preview Unit 2- Office Suite as teacher presents lesson with Power Point
- Read Unit 2 – Office Suite pages 39 to 75 and complete skill 1 to skill 11 following all prompts, and use files provided in the student data folders.

Corresponding Instructional Methods:

Instructional Methods: Direct instruction, Demonstration, Discussion, Cooperative learning, Project-based course includes teacher facilitation while students work individually or in groups to complete assignments. Also, students use hands-on method to complete work.

Assessments:

Diagnostic:

Discussion of student's prior knowledge
Terminology preview
Oral responses during class discussion
Responses to teacher questions

Formative:

Students will work on various activities; both individually and in groups to show competency in each lesson. The instructor will observe and grade performance upon completion.

Summative:

Graded activities and projects Theory
test on vocabulary terms

Extensions:
Peer tutoring
Students may be given additional activities
Correctives:
Individual tutoring
Small group instruction will be available during class to assess and area of need.

DELAWARE VALLEY SCHOOL DISTRICT

Unit: 4   **Time Range in Days:** 10

Standard(s): PA Academic Standards

Standards Addressed:
PA Academic Standards
15.4.8.A 15.4.8.BA 15.4.8.C 15.4.8.D 15.4.8.E 15.4.8.F 15.4.8.G 15.4.8.K 15.4. 15.4.8.L

Core Standards
CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G.

Anchor(s):
R11.B3, R11.A.2, R11.B.3

Overview: Students will work with Microsoft Word

Focus Question(s):
What are the terms and concepts related to working with the Microsoft Word?

How do I create and format documents utilizing all the Microsoft Word features?

How do I work with Tables and Objects within Microsoft Word?

How do I finalize and share documents within Microsoft Word?

How can I effectively utilize Microsoft Word educationally and personally?

Goals:
- Identify the basic terms and concepts related to Microsoft Word.
- Understand and apply Microsoft Word fundamentals and basic features.
- Learn how to create a document from scratch.
- Comprehend how to Format documents, and cite sources.
- Understand how to work with tables and objects within Microsoft Word.

Objectives:
- Enter and Edit Text. (DOK 2,3)
- Use the Show/Hide feature. (DOK 4)
- Use cut, copy and paste. (DOK 2)
- Perform a spelling and grammar check. (DOK 2)
- Create a document based on a template. (DOK 2)
- Indent and add tabs using the ruler. (DOK 2)
- Set margins. (DOK 2)
- Insert a page break. (DOK 3,4)

- Insert headers and footers. (DOK 2)
- Change font and font size. (DOK 2)
- Use formatting tools. (NAVIANCE)
- Apply Styles. (DOK 2)
- Align Text. (DOK 2)
- Format paragraph and line spacing. (DOK 2)
- Create bulleted and numbered lists. (DOK 2)
- Format text in columns. (DOK 2)
- Copy formatting with format painter. (DOK 3)
- Insert a footnote. (DOK,3)
- Insert citations using professional styles. (DOK 3,4)
- Create a works cited page. (DOK 3)
- Create tables (DOK 3)
- Convert text to tables (DOK 2)
- Change page orientation (DOK 3)
- Insert and delte rows and columns in a table. (DOK 3)
- Merge rows or columns in a table (DOK 3)
- Format tables (DOK 3)
- Insert Smart Art (DOK 3)
- Insert Visual Media (DOK 3,4)
- Resize media (DOK 3,4)
- Align and Format Media (DOK 3,4)
- Turn on and view Track Changes
- Make changes and add comments
- Accept or reject changes and review comments
- Send a document for editing via email
- Share a file for editing on OneDrive
- Create a PDF file

Core Activities:
- Preview Microsoft Word Chapter 1 as teacher presents lesson with Power Point
- Read Microsoft Word Chapter 1 – Guidelines for Planning and Creating Word Documents – pages 78 to 79
- Define vocabulary terms from Unit 3 – Word subfolder.
- Complete skill 1 through skill 9 from chapter 1 starting on page 82 and ending on page 111, using the files provided in the student storage folders
- Review Task Summary on pages 112-113 and practice each skill listed.
- Preview Microsoft Word Chapter 2 as teacher presents lesson with Power Point
- Read Microsoft Word Chapter 2 – Formatting Documents and Citing Sources on pages 114 to 141
- Complete skills 1 through skill 11 from chapter 2 starting on page 111 and continuing to page 141, using the files provided in the student storage folders.
- Review Task Summary on page 142-143 and practice each skill listed.
- Read Microsoft Word Chapter 3 – Working with Tables and Objects- pages 144 to 173
- Complete skill 1 through skill 10 from chapter 3 starting on page 144 and continuing to page 173 using the files provided in the student storage folders.
- Review Task Summary on pages 174-175 and practice each skill listed.

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- Read Microsoft Word Chapter 4 – Finalizing and Sharing Documents- pages 176 to 194.
- Complete skill 1 through skill 6 from chapter 4 starting on page 178 and continuing to page 192 using the files provided in the student storage folders.
- Review task Summary on page 194 and practice each skill listed.

Corresponding Instructional Methods:

Instructional Methods: Direct instruction, Demonstration, Discussion, Cooperative learning, Project-based course includes teacher facilitation while students work.

individually or in groups to complete assignments. Also, students use hands-on method to complete work.

Assessments:

Diagnostic:

Discussion of student's prior knowledge
Terminology preview
Oral responses during class discussion
Responses to teacher questions

Formative:

Students will work on various activities; both individually and in groups to show competency in each lesson. The instructor will observe and grade performance upon completion.

Summative:

Graded skills from each chapter

Supplemental projects for each chapter

Workbook ebook exercises
Theory test on vocabulary terms at the end of each lesson

Extensions:

Peer tutoring
Students may be given additional activities
School Projects

Correctives:

Individual tutoring
Small group instruction will be available during class to assess and area of need.

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Unit: 5   **Time Range in Days:** 10

Standard(s): PA Academic Standards

Standards Addressed:
PA Academic Standards
15.4.8.A 15.4.8.BA 15.4.8.C 15.4.8.D 15.4.8.E 15.4.8.F 15.4.8.G 15.4.8.K 15.4. 15.4.8.L

Core Standards
CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G.

Anchor(s):
R11.B3, R11.A.2, R11.B.3

Overview: Students will work with Microsoft Excel

Focus Question(s):
What are the terms and concepts related to working with the Microsoft Excel?
How do I format spreadsheets utilizing all the Microsoft Excel features?
How can I effectively utilize Microsoft Excel educationally and personally?

Goals:
- Identify the basic terms and concepts related to Microsoft Excel.
- Understand and apply Microsoft Excel fundamentals and basic features.
- Create an Excel Workbook
- Format and Edit Worksheets.
- Use formulas and functions.
- Work with Charts and graphs.

Objectives:
- Understand worksheet and workbook structure (DOK 2,3)
- Use cell references (DOK 2)
- Enter text, values and dates (DOK 2)
- Use the Auto Fill feature. (DOK 2
- Use the spelling checker (DOK 2,3)
- Insert and delete columns and rows. (DOK 4)
- Add, rename, move and delete worksheets. (DOK 4)

- Insert headers and footers (DOK 4)
- Explore options for printing (DOK 2)
- Enter a formula (DOK 2)
- Enter and insert a function (DOK 2)
- Use AutoSum (DOK 3)
- Use absolute and relative cell references (DOK 4)
- Copy and move cell contents (DOK 3)
- Edit cell contents (DOK 3)
- Use Show formulas (DOK 3)
- Apply number formats(DOK 2)
- Work with other formatting tools (DOK 4)
- Adjust column width and row height (DOK 4)
- Apply conditional formatting (DOK 4)
- Add borders (DOK 4)
- Merge Cells(DOK 4)
- Create a line chart (DOK 3)
- Create a column chart (DOK 3)
- Modify chart data (DOK 4)
- Add and edit chart labels (DOK 4)
- Create and modify a pie chart (DOK 4)

Core Activities:
- Read Guidelines for Planning and Creating an Excel Workbook on page 196-197
- Preview Microsoft Excel Chapter 1 as teacher presents lesson with Power Point
- Read Microsoft Excel Chapter 1 – Creating an Excel Workbook –pages 198 to 231
- Define vocabulary terms from Unit 4 – Excel subfolder.
- Complete skill 1 through skill 9 from chapter 1 starting on page 200 and ending on page 230, using the files provided in the student storage folders
- Review Tasks Summary on pages 232-233 and practice each task listed
- Preview Microsoft Excel Chapter 2 as teacher presents lesson with Power Point
- Read Microsoft Excel Chapter 2 – Working with Formulas and Functions –pages 234- 261
- Complete skill 1 through skill skill 8 from chapter 2 starting on page 236 and ending on page 261, using the files provided in the student storage folders.
- Review Tasks Summary on page 262 and practice each task listed
- Preview Microsoft Excel Chapter 3 as teacher presents lesson with Power Point
- Read Microsoft Excel Chapter 3 – Formatting Cells –pages 264- 28

- Complete skill 1 through skill 6 from chapter 3 starting on page 266 and ending on page 287, using the files provided in the student storage folders.
- Review Tasks Summary on Page 288-289 and practice each task listed.
- Preview Microsoft Excel Lesson 4 as teacher presents lesson with Power Point
- Read Microsoft Excel Lesson 4 – Working with Charts –pages 290 to 306
- Complete skill 1 through skill 6 starting on page 292 and ending on page305, using the files provided in the student storage folders.
- Review Tasks Summary on Page 306 and practice each task listed.

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Corresponding Instructional Methods:

Instructional Methods: Direct instruction, Demonstration, Discussion, Cooperative learning, Project-based course includes teacher facilitation while students work individually or in groups to complete assignments. Also, students use hands-on method to complete work.

Assessments:

Diagnostic:
Discussion of student's prior knowledge
Terminology preview
Oral responses during class discussion
Responses to teacher questions

Formative:
Students will work on various activities; both individually and in groups to show competency in each lesson. The instructor will observe and grade performance upon completion.

Summative

Graded activities and projects for each lesson
Theory test on vocabulary terms at the end of each lesson
Workbook e-book exercises

Extensions:
Peer tutoring
Students may be given additional activities
School projects

Correctives:
Individual tutoring
Small group instruction will be available during class to assess and area of need.

DELAWARE VALLEY SCHOOL DISTRICT

Unit: 6   **Time Range in Days:** 10

Standard(s): PA Academic Standards

Standards Addressed:
PA Academic Standards
15.4.8.A 15.4.8.BA 15.4.8.C 15.4.8.D 15.4.8.E 15.4.8.F 15.4.8.G 15.4.8.K 15.4. 15.4.8.L

Core Standards
CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G.

Anchor(s):
R11.B3, R11.A.2, R11.B.3

Overview: Students will work with Microsoft Power Point

Focus Question(s):

What are the terms and concepts related to working with the Microsoft Power Point?
How do I create presentations utilizing all the Microsoft Power Point features?
How can I effectively utilize Microsoft Power Point educationally and personally?

Goals:
- Identify the basic terms and concepts related to Microsoft Power Point.
- Creating a Presentation
- Customizing a slide show
- Adding Visual Elements and Sounds to Power Points
- Completing, running, and sharing your show
- Understand and apply Microsoft Power Point fundamentals and basic features.
- Format and Modify Presentations.
- Enhance Presentations.

Objectives:
- Open PowerPoint and insert a slide (DOK 2,3)
- Enter text on slides (DOK 3)
- Add notes to a presentation (DOK 2)
- Apply a layout and run a slide show (DOK 2)
- Apply a theme to a slide show (DOK 2)
- Organize slides using the slide sorter feature (DOK 2)

- Change formatting in Slide Master view (DOK 3)
- Insert a picture in Slide master view (DOK 2)
- Hide and modify slide master elements on a slide (DOK 2)
- Change the color scheme in Slide Master view (DOK 2)
- Add a footer (DOK 3)
- Insert and position a picture (DOK 3,4)
- Format a picture (DOK 3)
- Insert a video (DOK 2)
- Add transitions (DOK 3)
- Add sounds (DOK 4)
- Add animations (DOK 4)
- Choose animation effects (DOK 4)
- Use motion paths with animations (DOK 4)
- Format individual slides (DOK 4)
- Check Spelling (DOK 3)
- Run a show for an audience (DOK 3)
- Rehearse Timings (DOK 3,4)
- Avoid "Death By Power Point" (DOK 3,4)
- Set up a show to run using timings (DOK 3,4)
- Present Online and to a class (DOK 3,4)

Core Activities:
- Preview Microsoft Power Point Chapter 1 as teacher presents lesson with Power Point
- Read and Review Guidelines for Creating a PowerPoint Presentation on page 370-371
- Read Microsoft Power Point Chapter 1 – Creating a Presentation –starting on page 372 and finishing on page 390
- Define vocabulary terms from Unit 5 – Power Point subfolder
- Complete skill 1 through skill 6 from chapter 1 starting on page 372 and ending on page 389, using the files provided in the student storage folders.
- Review Tasks Summary on Page 390 and practice each task listed.
- Preview Microsoft Power Point Chapter 2 as teacher presents lesson with Power Point
- Read Microsoft Power Point Chapter 2 – Customizing a Slide Show –starting on page 392 and ending on page 403
- Complete skill 1 through skill 5 starting on page 392 and ending on page 403, using the files provided in the student storage folders.
- Review Tasks Summary on page 404 and practice each task listed.
- Preview Microsoft Power Point Chapter 3 as teacher presents lesson with Power Point
- Read Microsoft Power Point Chapter 3 – Adding Media Elements and Effects starting on page 406 and ending on page 427.
- Complete skill 1 through skill 8 starting on page 406 and ending on page 427, using the files provide in the student storage folders.
- Review Tasks Summary on page 428-429 and practice each task listed.
- Preview Microsoft Power Point Chapter 4 as teacher presents lesson with Power Point
- Read Microsoft Power Points Chapter 4 – Completing, Running, and Sharing Your Show starting on page 430 and ending on page 449.
- Complete skill 1 through skill 6 starting on page 430 and ending on page 449 using the files

provided in the student storage folders.
- Review Tasks Summary on page 450 and practice each task listed.

Corresponding Instructional Methods:

Instructional Methods: Direct instruction, Demonstration, Discussion, Cooperative learning, Project-based course includes teacher facilitation while students work individually or in groups to complete assignments. Also, students use hands-on method to complete work.

Assessments:

Diagnostic:
Discussion of student's prior knowledge
Terminology preview
Oral responses during class discussion
Responses to teacher questions

Formative:

Students will work on various activities; both individually and in groups to show competency in each lesson. The instructor will observe and grade performance upon completion.

Summative:
Graded activities and projects for each lesson
Class Presentations
Theory test on vocabulary terms at the end of each lesson
Workbook ebook exercises

Extensions:
Peer tutoring
Students may be given additional activities
School related projects

Correctives:
Individual tutoring
Small group instruction will be available during class to assess and area of need.

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Unit: 8   **Time Range in Days:** 10

Standard(s): PA Academic Standards

Standards Addressed:

PA Academic Standards

15.4.8.A 15.4.8.BA 15.4.8.C 15.4.8.D 15.4.8.E 15.4.8.F 15.4.8.G 15.4.8.K 15.4. 15.4.8.L

Core Standards

CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G.

Anchor(s):

R11.B3, R11.A.2, R11.B.3

Overview: Students will work with Microsoft Publisher

Focus Question(s):

What are the terms and concepts related to working with the Microsoft Publisher?
How do I create desktop publishing documents utilizing all the Microsoft Publisher features?
How can I effectively utilize Microsoft Publisher educationally and personally?

Goals:

- Identify the basic terms and concepts related to Microsoft Publisher.
- Understand and apply Microsoft Publisher fundamentals and basic features.
- Create documents using templates.
- Create documents using a blank document.

Objectives:

- Create a Publisher Document from scratch. (DOK 2,3)
- Create a business card using a Publisher Template. (DOK 3)
- Create an award using a Publisher template. (DOK 2,3)
- Start Publisher and open an existing publication. (DOK 2,3)
- Navigate in a publication. (DOK 2,3)
- Enter text. (DOK 2,3)
- Format text and paragraphs. (DOK 2,3)
- Save a publication. (DOK 2,3)
- Modify the design of a publication. (DOK 3,4)
- Insert graphics within a Publisher Template. (DOK 2,3)
- Create a brochure using a Publisher Template. (DOK 3,4)

- Create a newsletter using a Publisher Template. (DOK 3,4)
- Preview and print a publication. (DOK 2,3)
- Close a publication. (DOK 2,3)

Core Activities:
- Teacher Designed publisher projects

Corresponding Instructional Methods:

Instructional Methods: Direct instruction, Demonstration, Discussion, Cooperative learning, Project-based course includes teacher facilitation while students work individually or in groups to complete assignments. Also, students use hands-on method to complete work.

Assessments:

Diagnostic:

Discussion of student's prior knowledge
Terminology preview
Oral responses during class discussion
Responses to teacher questions

Formative

Students will work on various activities; both individually and in groups to show competency in each lesson. The instructor will observe and grade performance upon completion.

Summative:

Graded activities and projects for each lesson

Extensions:
Peer tutoring
Students may be given additional activities
School related projects

Correctives:
Individual tutoring
Small group instruction will be available during class to assess and area of need.

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Unit: 9   **Time Range in Days:** 5

Standard(s): PA Academic Standards

Standards Addressed:
PA Academic Standards
15.4.8.A 15.4.8.BA 15.4.8.C 15.4.8.D 15.4.8.E 15.4.8.F 15.4.8.G 15.4.8.K 15.4. 15.4.8.L

Core Standards

CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G.

Anchor(s):
R11.B3, R11.A.2, R11.B.3

Overview: Students will integrate Microsoft Office programs. Student will also integrate Google Applications (Docs, Slides, Cells) and be able to move between the programs seamlessly.

Focus Question(s):
How does Microsoft Office programs share information between programs?
How can I effectively utilize integrating Microsoft Office programs educationally and personally?
How can Google applications be used to supplement Microsoft Office programs?
When will it be more beneficial or useful to use Google applications?
When is it more appropriate to use Microsoft Office programs?
How can you effectively use Google Applications and Microsoft Office together?

Goals:
- Identify the basic terms and concepts related to integrating programs.
- Understand and apply features of all Microsoft Programs to create new documents.
- Understand the basics of Google Docs, Slides and Sheets
- Be able to use Google applications collaboratively with classmates and the teacher.
- Create documents using google applications and convert them to Microsoft Office files.

Objectives:
- Work with data files. (DOK 3)
- Export a Word outline to Power Point (DOK 4)
- Insert an Excel chart in Word (DOK 4)
- Convert Google applications to Microsoft Office documents (DOK 3-4)
- Collaborate with classmates on projects when using Google Applications (DOK 3-4)
- Explain methods for sharing information between Office programs. (DOK 4)
- Embed an Excel table in a Power Point presentation. (DOK 4)
- Create a mail merge document. (DOK 4)

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Core Activities:
- Preview the Microsoft Integration project Lesson 1 as teacher presents lesson with Power Point
- Read Guidelines for Integrating Content between Programs on pages 454-455
- Define vocabulary terms from Unit 7 – Integrating Office Applications subfolder
- Complete skill 1 through skill 3 starting on page 456 and ending on page 463 using the Integrating subfolder from the Student Data Files
- Create teacher designed projects using Google Applications (Docs, Sheets, Slides)
- Review the Tasks Summary on Page 464 and practice each task listed

Corresponding Instructional Methods:

Instructional Methods: Direct instruction, Demonstration, Discussion, Cooperative learning, Project-based course includes teacher facilitation while students work individually or in groups to complete assignments. Also, students use hands-on method to complete work.

Assessments:

Diagnostic:

Discussion of student's prior knowledge
Terminology preview
Oral responses during class discussion
Responses to teacher questions

Formative:

Students will work on various activities; both individually and in groups to show competency in each lesson. The instructor will observe and grade performance upon completion.

Summative:

Graded activities and projects for each lesson
Theory test on vocabulary terms at the end of each lesson
Workbook e-book exercises

Extensions:

Peer tutoring
Students may be given additional activities
School related projects

Correctives:

Individual tutoring

Small group instruction will be available during class to assess and area of need.

Materials and Resources:

Textbook:
    Guidelines for Microsoft Office 2016, Paradigm Publishing, 2017
Microsoft Office 2016 Suite
Microsoft Office 2016 tutorials
ebook
Workbook ebook
Teacher-prepared handouts
Teacher-prepared presentations
Guest speakers
Internet
Microsoft Office 2016 tutorials
Micro Type Pro

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Unit: 10

Time Range in Days: On-going Throughout the year.

Standard(s): PA Academic Standards

Standards Addressed:

PA Academic Standards

15.4.8.A 15.4.8.BA 15.4.8.C 15.4.8.D 15.4.8.E 15.4.8.F 15.4.8.G 15.4.8.K 15.4. 15.4.8.L
15.2.8.A 15.2.8.B 15.2.8.C 15.2.8.D 15.2.8E 15.2.8.F 15.2.8.G 15.2.8.H 15.2.8.I 15.2.8.J 15.2.8.K 15.2.8.L
15.2.8.M 15.2.8.N 15.2.8.O 15.2.8.P 15.2.8.Q

13.1.8.A 13.1.8.B13.1.8.C 13.1.8.D 13.1.8.E 13.1.8.F 13.1.8.G 13.1.8.H 13.2.8.A 13.2.8.B 13.2.8.C 13.2.8.D
13.2.8.E

Core Standards

CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H.,
CC.3.5.11-12.B., CC.3.5.11-12.G.

Anchor(s):

R11.B3, R11.A.2, R11.B.3

Overview: Students will actively participate in the PA Future Business Leaders of America (FBLA)
Middle Level Chapter

Focus Question(s):

- What are the benefits of being a FBLA Middle Level member?
- How can I be an active FBLA Middle level member?
- How can I achieve success by being an FBLA member?
- How can I be successful in my competitive event?

Goals:
- Identify PA FBLA Middle Level rules/policy
- Become an active PA FBLA Middle Level member
- Prepare and participate in the FBLA Middle Level competitions/programs

Objectives:
- Students will understand FBLA rules, policies and event categories (NAVIANCE,3)
- Students will participate in FBLA events/activities (NAVIANCE,4)
- Students will be able to format documents for FBLA Middle Level competitions (NAVIANCE,4)
- Students will be able to prepare presentations for FBLA Middle Level completions (NAVIANCE,4)
- Students will attend FBLA Middle Level meetings (NAVIANCE)
- Students will participate in fundraising opportunities (NAVIANCE,3)
- Students will participate in community service opportunities (NAVIANCE,3)

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Core Activities:
- Give an overview of PA FBLA Middle Level – refer to website: www.pafbla.org , Middle Level Link
- Review Middle Level handbook, important dates, benefits of being a member, downloadable files
- Watch PA FBLA Middle Level recruitment video – refer to www.pafbla.org website
- Complete application form to become a member
- Review competitive event opportunities for competition – refer to www.pafbla.org website
- Practice for competitive event in class
- Review recognition award opportunities – refer to www.pafbla.org website
- Complete paperwork for awards/competitions in class

- Complete test for competition in class by neutral person, not advisors
- Complete any miscellaneous items related to FBLA in class

Corresponding Instructional Methods:
> Instructional Methods: Direct instruction, Demonstration, Discussion, Cooperative learning, Project-based course includes teacher facilitation while students work individually or in groups to complete assignments. Also, students use hands-on method to complete work.

Assessments:
> **Diagnostic:**
>> Discussion of student's prior knowledge
>> Terminology preview
>> Oral responses during class discussion
>> Responses to teacher questions
> **Formative:**
> Students will work on various activities; both individually and in groups to show
competency to prepare for competitions/projects/awards

> **Summative:**
>> Collected preparation work for competition/awards/projects

> **Extensions:**
> Peer tutoring
> Students may be given additional activities/projects related to FBLA
> Work with FBLA High School members

> **Correctives:**
Individual tutoring

Small group instruction will be available during class to assess and area of need.

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Materials and Resources:

Variety of study guides/books related to individual selected
competitions Practice work for competitions
Microsoft Office
programs Internet
www.pafbla.org
website
Teacher-prepared handouts
Teacher-prepared presentations
FBLA forms
Guest speakers
Microsoft Office 2010 tutorials
Micro Type Pro

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Unit: 11   **Time Range in Days:** 10 days

Standard(s): PA Academic Standards

Standards Addressed:

PA Academic Standards

15.2.8.A 15.2.8.B 15.2.8.C 15.2.8.D 15.2.8E 15.2.8.F 15.2.8.G 15.2.8.H 15.2.8.I 15.2.8.J 15.2.8.K 15.2.8.L 15.2.8.M 15.2.8.N 15.2.8.O 15.2.8.P 15.2.8.Q

13.1.8.A 13.1.8.B13.1.8.C 13.1.8.D 13.1.8.E 13.1.8.F 13.1.8.G 13.1.8.H 13.2.8.A 13.2.8.B 13.2.8.C 13.2.8.D 13.2.8.E

Core Standards

CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G**.** 13.3.8.A 13.3.8.A: 13.3.8.B 13.3.8.C 13.3.8.D 13.3.8.E 13.3.8.F 13.3.8.G

Anchor(s):

R11.B3, R11.A.2, R11.B.3

Overview: Students will develop career awareness and prepare for possible career choices.

Focus Question(s):
- How do I know what career is right for me?
- How do I prepare for my career choice?

Goals:
- Identify ways to find careers that match your personality and interests.
- Identify education needed for career choice
- Identify economic factors that can affect career choice

Objectives:
- Students will identify personal abilities and aptitudes (Naviance)
- Students will identify personal interests (Naviance)
- Students will research careers related to personal interests/skills (Naviance)
- Students will research educational requirements/institutions to pursue career choice (Naviance)
- Students will create career plan (DOK4)

Core Activities:
- Students will set-up an account for individual career portfolio on www.succeed.naviance.com
- Guide students through Career Interest Profiler and Career Cluster Finder programs
- Demonstrate how to Save information in portfolio, add journal entries and information in the All About You section
- Students will complete the following activities in Choices Explorer and Save information to

portfolio and add journal entry. (see handouts for more information)
- o Complete the InterestProfiler
- o Career quiz
- o Explore Career Interest Profile
- o Complete StrengthExplorer Assessment
- o Browse for careers
- o Create a list of interesting careers
- o Browse Roadtrip Nation Interview Archive
- o Create Power Point presentation on a career of their choosing

- Complete Economic Factors of Employment Opportunities worksheet
- Complete the following activities in Career Cluster Finder and Save information to your account and add journal entry.
  - o Career finder
  - o Complete StrengthsExplorer
  - o Scholarship finder

Corresponding Instructional Methods:
Instructional Methods: Direct instruction, Demonstration, Discussion, Cooperative learning, Project-based course includes teacher facilitation while students work individually or in groups to complete assignments. Also, students use hands-on method to complete work.
Assessments:
Diagnostic:
Discussion of student's prior knowledge
Terminology preview
Oral responses during class discussion
Responses to teacher questions
Formative:
Students will work on various activities for career portfolio with teacher checkpoints
Students will give presentations on careers they have researched
Summative:
Collected printouts of work, evaluation of student Naviance account.
Extensions:
Research additional careers and construct Power Point presentations based on research.
Correctives:
Individual tutoring /Peer tutoring
Small group instruction will be available during class to assess and area of need.

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Unit: 12   **Time Range in Days:** 10 days

Standard(s): PA Academic Standards

Standards Addressed:

PA Academic Standards

15.2.8.A 15.2.8.B 15.2.8.C 15.2.8.D 15.2.8E 15.2.8.F 15.2.8.G 15.2.8.H 15.2.8.I 15.2.8.J 15.2.8.K 15.2.8.L 15.2.8.M 15.2.8.N 15.2.8.O 15.2.8.P 15.2.8.Q
13.1.8.A 13.1.8.B13.1.8.C 13.1.8.D 13.1.8.E 13.1.8.F 13.1.8.G 13.1.8.H 13.2.8.A 13.2.8.B 13.2.8.C 13.2.8.D 13.2.8.E

Core Standards

CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G.

Anchor(s):

R11.B3, R11.A.2, R11.B.3

Overview: Students will develop skills to apply for a job

Focus Question(s):
- How do I research a job for my career choice?
- What documents are needed for a job search?
- How do I prepare employment documents and prepare for an interview?

Goals:

- Identify resources to find jobs
- Prepare employment documents
- Gain interview skills

Objectives:
- Students will conduct job searches for teen jobs (NAVIANCE)
- Students will prepare cover letter (NAVIANCE)
- Students will prepare resume (NAVIANCE)
- Students will complete job application (NAVIANCE)
- Students will identify procedures to prepare for a job interview (NAVIANCE)
- Students will answer interview questions (NAVIANCE)
- Students will participate in mock interview (NAVIANCE)
- Students will prepare follow-up interview letter (NAVIANCE)

Core Activities:
- o   Students will complete the following activities in Strengths Explorer and Save information to their account and add journal entry.
- o   Students will research a job for teens – see job search handout – complete worksheet

- o Use the career cluster to find jobs.
- o Complete job resume builder
- o Create a resume for job using the resume builder
- o Create cover letter using Cover letter creator
- o Review rules for a successful interview – video/guest speaker
- o Answer Job interview questions using Job interview practice
- o Participate in mock interview for selected job
- o Create a thank you letter for interviewee using the Thank you letter builder

Corresponding Instructional Methods:

Instructional Methods: Direct instruction, Demonstration, Discussion, Cooperative learning, Project-based course includes teacher facilitation while students work individually or in groups to complete assignments. Also, students use hands-on method to complete work.

Assessments:

Diagnostic:

Discussion of student's prior knowledge Terminology preview
Oral responses during class discussion Responses to teacher questions

Formative:

Students will work on various activities for career portfolio with teacher checkpoints

Summative:

Collected printouts of work, evaluation of student career portfolio, interview evaluation

Extensions:

Research additional jobs and complete on-line job applications

Correctives:

Individual tutoring /Peer tutoring
Small group instruction will be available during class to assess and area of need.

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Unit: 13   **Time Range in Days:** 10 days

Standard(s): PA Academic Standards

Standards Addressed:
PA Academic Standards

15.2.8.A 15.2.8.B 15.2.8.C 15.2.8.D 15.2.8E 15.2.8.F 15.2.8.G 15.2.8.H 15.2.8.I 15.2.8.J 15.2.8.K 15.2.8.L 15.2.8.M 15.2.8.N 15.2.8.O 15.2.8.P 15.2.8.Q
13.1.8.A 13.1.8.B13.1.8.C 13.1.8.D 13.1.8.E 13.1.8.F 13.1.8.G 13.1.8.H 13.2.8.A 13.2.8.B 13.2.8.C 13.2.8.D 13.2.8.E

Core Standards
CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G.

Anchor(s):
R11.B3, R11.A.2, R11.B.3

Overview: Students will develop skills to keep and advance in a job.

Focus Question(s):
- What skills do I need to retain a job?
- What skills do I need to advance in my job?
- How does my job affect my personal lifestyle?
- What is the value of a personal budget?
- What would I have to major in in college to get the job I want?
- What colleges offer the major I would need?

Goals:
- Identify employability skills
- Identify the path required from High School to a job/career
- Prepare personal budget
- Identify criteria for career advancement

Objectives:
- Students will identify work habits (NAVIANCE)
- Students will define and apply cooperation and teamwork (NAVIANCE)
- Students will identify purpose and value of a budget (NAVIANCE)
- Students will identify time management skills (NAVIANCE)
- Students will identify impacts of workplace change (NAVIANCE)
- Students will explain the meaning of life-long learning (NAVIANCE)

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Core Activities:

- Students will complete the following activities, Save information to Naviance account and add journal entry. (see handouts for more information)
    - Students will discuss the meaning of teamwork and time management skills. Have the students relate how they use these skills every day and in school. Complete the team work/time management skills worksheet.
    - Have students research employability skills and explain the meaning of each.
    - Discuss problem solving methods and how students do this personally and in school. Have students complete the Problem Solving worksheet.
    - Discuss conflict resolution and the importance of solving problems personally and in the workplace. Complete Conflict Resolution worksheet.
    - Discuss safety in the workplace and complete the Teen Safety worksheet.
    - Explain ways students can keep and be promoted in their job. Complete the Job Retention/Promotion worksheet.
    - Review money management skills. Reinforce what is taught in Family and Consumer Science class.
    - Prepare a personal budget for self for one month based on career choice and location of job.

Corresponding Instructional Methods:

Instructional Methods: Direct instruction, Demonstration, Discussion, Cooperative learning, Project-based course includes teacher facilitation while students work individually or in groups to complete assignments. Also, students use hands-on method to complete work.

Assessments:
    Diagnostic:
        Discussion of student's prior knowledge
        Terminology preview
        Oral responses during class discussion
        Responses to teacher questions
    Formative:
Students will work on various activities for career finder with teacher checkpoints
    Summative:
Collected printouts of work, evaluation of student career finder, budget.

Extensions:
    Prepare yearly personal budget
    Correctives:
    Individual tutoring /Peer tutoring
    Small group instruction will be available during class to assess and area of need.

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Unit: 14   **Time Range in Days:** 10 days

Standard(s): PA Academic Standards

Standards Addressed:

PA Academic Standards

15.2.8.A 15.2.8.B 15.2.8.C 15.2.8.D 15.2.8E 15.2.8.F 15.2.8.G 15.2.8.H 15.2.8.I 15.2.8.J 15.2.8.K 15.2.8.L 15.2.8.M 15.2.8.N 15.2.8.O 15.2.8.P 15.2.8.Q
13.1.8.A 13.1.8.B13.1.8.C 13.1.8.D 13.1.8.E 13.1.8.F 13.1.8.G 13.1.8.H 13.2.8.A 13.2.8.B 13.2.8.C 13.2.8.D 13.2.8.E
13.4.11.A, 13.4.11.B

Core Standards

CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G.

Anchor(s):

R11.B3, R11.A.2, R11.B.3

Overview: Students will identify ways to become an entrepreneur

Focus Question(s):
- What skills/traits do I need to become an entrepreneur?
- What are the risks and advantages of owning my own business?
- How do I create a business plan?

Goals:
- Identify qualities needed to become an entrepreneur
- Pro's and Con's of owning own business
- Understand the importance of a business plan

Objectives:
- Students will identify skills/personality needed to be self-employed
- Students will list rewards and risks of being self-employed
- Students will create a business plan
- Students will develop their own mock business and present their idea to the class.

Core Activities:
- Students will complete the following activities, save information to portfolio and add journal entry in portfolio. (see handouts for more information)
  - o Students will define entrepreneurship and discuss the meaning of being self-employed.

- o Students will list the pro's and con's of being self-employed.
- o Students will complete the Entrepreneur worksheet to identify the qualities needed to be successful. See the following link for lesson and to printout worksheet:
- o Students will read the Entrepreneur handout and complete the Entrepreneur rating scale.
- o Discuss the meaning of a Business Plan and its components. Read the Business Plan handout and answer questions in journal.
- o Have students divide into groups and create a simple business plan for a new business in the area. Follow template on Business Plan handout.

Corresponding Instructional Methods

Instructional Methods: Direct instruction, Demonstration, Discussion, Cooperative learning, Project-based course includes teacher facilitation while students work individually or in groups to complete assignments. Also, students use hands-on method to complete work.

Assessments:

Diagnostic:

Discussion of student's prior knowledge
Terminology preview
Oral responses during class discussion
Responses to teacher questions

Formative:

Students will work on various activities for career Interest Profiler with teacher checkpoints

Summative:

Collected printouts of work, evaluation of student Interest Profiler, business plan

Evaluation of their mock business presentation

Extensions:

Create business plan for second business

Correctives:

Individual tutoring /Peer tutoring
Small group instruction will be available during class to assess and area of need.

Materials and Resources:

www.succeed.Naviance.com
Microsoft Office programs
Internet
Student portfolio

Teacher-prepared handouts
Teacher-prepared presentations
Guest speakers
Career videos
Monster.com
Snag-a-job.com
Job site

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websites
Business Plan template
Video: Hidden Figures

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Unit: 15   **Time Range in Days:** 5 days

Standard(s): PA Academic Standards
R8.A.1.3.1

Standards Addressed:

PA Academic Standards

15.5.12.A, 15.5.12.C, 15.5.12.F, 15.5.12.G, 15.5.12.H, 15.5.12.I, 15.5.12.J, 15.5.12.K, 15.6.12.D, 15.7.12.A, 15.7.12.B, 15.7.12.C, 15.7.12.D, 15.7.12.E, 15.7.12.F, 15.7.12.G, 15.7.12.H, 15.7.12.I, 15.7.12.J,
 15.7.12.K, 15.7.12.L, 15.7.12.M, 15.7.12.N R8.A.2.3.1   1.5.8.A

Core Standards

CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G.

Anchor(s):

R11.B3, R11.A.2, R11.B.3

Overview: Students will identify and apply proper study skills.

Focus Question(s):
- What are study skills and how can you improve them?
- What skills do I need to study more effectively?

Goals:
- Students will be able to apply study skills to improve their grades

Objectives:
- Students will apply study skills to classroom and everyday life.

Core Activities:
- Students will read Study skills booklet and apply in all classes.
- Students will take notes in classes.
- Students will prioritize their day.
- Students will manage their time.
- Students will learn how to student for tests.

Corresponding Instructional Methods:
> Instructional Methods: Direct instruction, Demonstration, Discussion, Cooperative learning, Project-based course includes teacher facilitation while students work individually or in groups to complete assignments. Also, students use hands-on method to complete work.

Assessments:
> **Diagnostic:**
>> Discussion of student's prior knowledge
>> Terminology preview

Oral responses during class discussion
Responses to teacher questions

Formative:
Students will work on various activities in class.

Summative:
Evaluation of test/homework grades

Extensions:
Time management activity

Correctives:
Individual tutoring /Peer tutoring
Small group instruction will be available during class to assess and area of need.

Unit: 16   **Time Range in Days:** 45 days

Standard(s): PA Academic Standards

Standards Addressed:

PA Academic Standards

15.5.12.A, 15.5.12.C, 15.5.12.F, 15.5.12.G, 15.5.12.H, 15.5.12.I, 15.5.12.J, 15.5.12.K, 15.6.12.D, 15.7.12.A, 15.7.12.B, 15.7.12.C, 15.7.12.D, 15.7.12.E, 15.7.12.F, 15.7.12.G, 15.7.12.H, 15.7.12.I, 15.7.12.J,
15.7.12.K, 15.7.12.L, 15.7.12.M, 15.7.12.N

R8.A.2.3.1   1.5.8.A

Core Standards

CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G.

Anchor(s):

R11.B3, R11.A.2, R11.B.3
- **Overview:** Teenagers can become more independent and effective by following seven basic habits

Focus Question(s):
- What does it mean to be proactive?
- What are personal values and how do you identify them?
- How does the goal setting process work?

- What is the difference between win-win, win-lose, lose-win, and lose-lose thinking?
- Why is it important to use appropriate tone, words, and body language when communicating?
- What roles do you play in your daily life? What gets in the way of those roles?
- What does it mean to "sharpen the saw"?

Goals:
- Students will be able to apply study skills to improve their grades.

Objectives:
- Students will apply study skills to classroom and everyday life.

Objectives:
- Students will define values, habits, and views
- Students will identify ways to improve their habits and views
- Students will be able to differentiate between things they can control and things they

cannot
- Students will understand the differences in being proactive and reactive
- Students will be able to identify a behavior they would like to control
- Students will be able to define what is meaningful to them – personal values
- Students will create a personal mission statement
- Students will understand the benefits of having a plan for the future
- Students will identify and set one long and short term goal for their future
- Students will define what it means to put first things first
- Students will identify listening barriers
- Students will recognize body language as a form of communication
- Students will be able to define what it means to "sharpen the saw"
- Students will identify the benefits of "sharpening the saw"

Core Activities and Corresponding Instructional Methods:

Core Activities and Corresponding Instructional Methods:

1. Puzzle Activity - Divide students into two groups. Ask Group A to puzzle together. (Do not show them the front cover.) How did it go? Now have Group B complete the same puzzle, this time with the front cover in front of them. How did it go? When you have an "End in Mind", the goal becomes easier to attain.

2. Balloon Activity - Materials required: Balloons and string.

A. Ask for a volunteer and announce that the purpose of the next activity is to see how students handle the stress of student life.

B. Invite a handful of volunteers to come up and toss a balloon at the first volunteer. Students announce what their balloons represent as they toss them. The first volunteer must keep all of the balloons off of the floor without using the strings. Allow six or seven balloons to be identified and get tossed for the exercise.

C. When the point is made that all of the balloons cannot stay off the floor at once, debrief. Discuss how your volunteer felt and what challenges the juggling of the balloons presented.

D. Gather the balloons and pull the strings through an agenda until all the balloons are "in control".

Explain to the students that by using their agendas they will be better able to gain control over these stressors – the things that demand their time. Ask students to think about the practicality of agendas in greater detail,

and to try to see how they can help organize their school work – and the rest of their life.

3. Time Quadrants

This activity is used to demonstrate what each quadrant represents through action.

Quadrant 1 – Urgent and Important. Have this person jogging on the spot or in circles, running to important and urgent activities.

Quadrant 2 – Not Urgent but Important. Have this person sit in a comfortable chair, offer them a soda, and give them a book or headset with some music.

Quadrant 3 – Not Urgent and Important. (This is a quadrant of deception. The word urgent makes us believe that these activities are important as well.) Ask a student to hold some object, with their arm straight out.
It appears simple enough to accomplish; however, over time, this activity 14 becomes tiring and difficult. Similar to Quadrant 3 activities, this activity does not appear difficult; however, they do weigh you down over time.

Quadrant 4 – Not Urgent and Not Important. Give student a Kush ball. Ask them to play with the ball. After a while it becomes somewhat boring for the student.

Corresponding Instructional Methods:

> Instructional Methods, Project-based course includes teacher facilitation while students work individually or in groups to complete assignments, and hands-on method to complete work.

Assessments:

Diagnostic:

> Discussion of student's prior knowledge
> Terminology preview
> Oral responses during class discussion
> Responses to teacher questions

Formative: Reading assignments / Workbook assignments

Summative: Graded activities and projects for each lesson

Correctives:

More extensive in-class reading time (oral and independent)

More extensive direct instruction and modeling of reading, writing, discussion and presentation strategies

Peer Tutoring

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Extensions:

Videos: Shark Tank seasons 1-10
          Inside Out
          Dirty Jobs season 1-7

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: "The 7 Habits of Highly Effective People"

Textbook ISBN #: 978-0-684-85609-4

Textbook Publisher &Year of Publication: Simon & Schuster New York 1998

Curriculum Textbook is utilized in (title of course): Middle School 7th Grade Business

Name of Textbook: *Guidelines for Microsoft Office 2016 and ebook*

Textbook ISBN #: *978-0-76386-748-5*

Digital Text ISBN # *978-0-76386-749-2*

Textbook Publisher &Year of Publication: *Paradigm Publishing 2017*

Curriculum Textbook is utilized in (title of course): Middle School 7th Grade Business

Appendix

Subject Area – 15: Business, Computer Information Technology

 15.4 Computer and Information Technologies

15.4.8.A: Analyze the influence of emerging technologies on daily life.
15.4.8.B: Interpret and apply appropriate social, legal, ethical, and safe behaviors of digital citizenship.
15.4.8.C: Compare and contrast peripheral devices of computing systems for specific needs.
15.4.8.D: Create projects using emerging input technologies.
15.4.8.E: Explain the different operating systems.
15.4.8.F: Identify network communication technologies.
15.4.8.G: Create an advanced digital project using appropriate software/application for an authentic task.
15.4.8.H: Explain the differences between a scripting language and a coding language.
15.4.8.I: Solve a problem with an algorithm.
15.4.8.J: Explain the basic differences between encoding and decoding.
15.4.8.K: Create a multimedia project using student-created digital media.
15.4.8.L: Evaluate the accuracy and bias of online sources of information; appropriately cite online resources.
15.4.8.M: Explore and describe how emerging technologies are used across different career paths.

15.2: Career Management

15.2.8.A: Examine various occupation options based on career assessments results, personal characteristics, talents, skills, abilities, and aptitudes as related to career pathways, clusters, or occupations. Reference Career Education and Work 13.1.8.A - B
15.2.8.B: Apply various online and traditional career management tools to explore career clusters.
15.2.8.C: Correlate individual career interests to job opportunities within the global marketplace. **15.2.8.D:** Compare and contrast occupations in a virtual versus a traditional work environment. **15.2.8.E:** Examine school program offerings related to individual career options. Reference
         Career Education and Work 13.1.8.D
15.2.8.F: Analyze financial options and costs associated with post-secondary education.
15.2.8.G: Evaluate applications to define the purpose and audience.
15.2.8.H: Identify interview strategies.

15.2.8.I: Examine laws associated with employment including Child Labor Laws and Civil Rights Act of 1964.
15.2.8.J: Develop a career plan based on career assessment results, occupational research and high school course offerings. Reference Career Education and Work 13.1.8.G, 13.1.8.H

15.2.8.K: Explain the importance of personal networking and its impact on achieving a career goal. Reference Career Education and Work 13.2.8.B
15.2.8.L: Illustrate how personal qualities and behavior affect school and work success.
15.2.8.M: Explain the importance of workplace expectations. Reference Career Education and Work 13.3.8.A - B
15.2.8.N: Reference Business, Computer and Information Technology 15.3.8.X
15.2.8.O: Explore diversity as related to occupations.
15.2.8.P: Identify strategies for conflict resolution. Reference Career Education and Work 13.3.8.C
15.2.8.Q: Explain how changes in society influence the job market (creation of new positions and elimination of obsolete work). Reference Career Education and Work 13.3.8.F

CAREER EDUCATION STANDARDS:
13.1.8.A: Relate careers to individual interests, abilities, and aptitudes.
13.1.8.B: Relate careers to personal interests, abilities and aptitudes.

13.1.8.C: Explain how both traditional and nontraditional careers offer or hinder career opportunities.
13.1.8.D: Explain the relationship of career training programs to employment opportunities.
13.1.8.E:

Analyze the economic factors that impact employment opportunities, such as, but not limited to: Competition
- Geographic location
- Global influences
- Job growth
- Job openings
- Labor supply
- Potential advancement
- Potential earnings
- Salaries/benefits
- Unemployment

13.1.8.F: Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.
13.1.8.G:

Create an individualized career plan including, such as, but not limited to:

- Assessment and continued development of career portfolio
- Career goals
- Cluster/pathway opportunities Individual interests and abilities
- Training/education requirements and financing

13.1.8.H: Choose personal electives and extra- curricular activities based upon personal career

interests, abilities and academic strengths
13.2.8.A: Identify effective speaking and listening skills used in a job interview.
13.2.8.B:

Evaluate resources available in researching job opportunities, such as, but not limited to:
- CareerLinks
- Internet (i.e. O*NET)
- Networking
- Newspapers
- Professional associations
- Resource books (that is Occupational Outlook Handbook, PA Career Guide)

13.2.8.C:
Prepare a draft of career acquisition documents, such as, but not limited to:

- Job application
- Letter of appreciation following an interview
- Letter of introduction
- Request for letter of recommendation
- Resume

13.2.8.D:
Develop an individualized career portfolio including components, such as, but not limited to:
- Achievements
- Awards/recognitions
- Career exploration results
- Career plans
- Community service involvement/projects
- Interests/hobbies
- Personal career goals
- Selected school work
- Self- inventories

13.2.8.E:

Explain, in the career acquisition process, the importance of the essential
workplace skills/knowledge, such as, but not limited to:
- Commitment
- Communication
- Dependability
- Health/safety
- Laws and regulations (that is Americans with Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)
- Personal initiative
- Self-advocacy
- Scheduling/time management

- Team building
- Technical literacy
- Technology

13.3.8.A: Determine attitudes and work habits that support career retention and advancement.
13.3.8.B: Analyze the role of each participant's contribution in a team setting
13.3.8.C: Explain and demonstrate conflict resolution skills:

- Constructive criticism
- Group dynamics
- Managing/leadership
- Mediation
- Negotiation
- Problem solving

13.3.8.D:

Analyze budgets and pay statements, such as, but not limited to:

- Charitable contributions
- Expenses
- Gross pay
- Net pay
- Other income
- Savings
- Taxes

13.3.8.E: Identify and apply time management strategies as they relate to both personal and work situations.
13.3.8.F: Identify characteristics of the changing workplace including Americans With Disabilities Act accommodations, and explain their impact on jobs and employment.

13.3.8.G: Identify formal and informal lifelong learning opportunities that support career retention and advancement.

R8.A.1.3.1: Make inferences and/or draw conclusions based on information from text.

1.5.8.A: Write with a clear **focus**, identifying topic, task, and audience and establishing a single **point of view.**

Common Core CC.3.6.11-12.B.
- Write informative/explanatory texts, including the narration of historical events,

scientific procedures/experiments, or technical processes.
- Introduce a topic and organize complex ideas, concepts, and information so that each
- new element builds on that which precedes it to create a unified whole; include formatting
- (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to
- aiding comprehension.
- Develop the topic thoroughly by selecting the most significant and relevant facts,
- extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

CC.3.6.11-12.C.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12.E.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.3.6.11-12.F.
- Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.3.6.11-12.G.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.3.6.11-12.H.
- Draw evidence from informational texts to support analysis, reflection, and research.

CC.3.5.11-12.B.
- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CC.3.5.11-12.G.
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

DELAWARE VALLEY SCHOOL DISTRICT

Anchors:

R11.B.3	Understand concepts and organization of nonfictional
text. R11.A.2	Understand nonfiction appropriate to grade level.
R11.B.3	Understand concepts and organization of nonfictional text.