

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 11-12/Develop Career Management Strategies

Course Code: 034330 CIP Code: 11.0103

COURSE INTRODUCTION:

Business Technology

Course Rationale: This area of instruction provides content for employment in one of the largest major occupational groups--administrative support. Demand in this career area will continue to expand as businesses utilize advanced office technology to increase their production efficiency and improve the quality of their products and services. This area of instruction benefits students by enhancing the software application skills and communication competencies needed by administrative support professionals and those students continuing their education.

Course Description: This course is designed to help students develop the qualities, knowledge, and skills necessary for working in a business. Students enhance computer application skills as they develop competencies needed by administrative support professionals. The content includes the use of technology to develop communication skills, the performance of office procedures tasks, the production of quality work using advanced features of business software applications, and the production of high quality employment portfolios and job-seeking documents. In addition, this course provides training or skills many employers find deficient: dealing with other people, using the telephone, organizing work, and handling other crucial tasks.

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| UNIT DESCRIPTION: Develop career management strategies by examining workplace practices, structures, rights and responsibilities and implementing these by being involved in student and professional organizations. | | SUGGESTED UNIT TIMELINE: 1 MONTH CLASS PERIOD (min.): 50 | | | | |
|---|--|---|----|--|---|-----|
| ESSENTIAL QUESTIONS: 1. What are strategies for managing conflict within a work team? 2. Why are both good business practices and ethical behavior essential to succeed in business? 3. What professional organizations are available to provide accurate information in answering questions regarding different areas of business? | | | | | | |
| | | | | | | |
| ESSENTIAL MEASURABLE LEARNING OBJECTIVES | CCSS LEARNING GOALS (Anchor Standards/Clusters) | CROSSWALK TO STANDARDS | | | | |
| | | GLEs/CLEs | PS | CCSS | NBEA | DOK |
| 1. Compare and contrast ethical, unethical, legal, and illegal business practices | | | | WHST.11-12.4 WHST.11-12.9 SL.11-12.2 SL.11-12.4 | BL.I.A.4.1 | 3 |
| 2. Explain the importance of working within organizational structures (i.e., chain of command) | | | | WHST.11-12.4 WHST.11-12.9 SL.11-12.2 SL.11-12.4 | CD.III.B.3.3 | 3 |
| 3. Describe rights and responsibilities of employees and employers (including information related to OSHA, FMLA, FLSA, ADA, sexual harassment, discrimination, contracts) | | | | WHST.11-12.4 WHST.11-12.9 SL.11-12.2 SL.11-12.4 | BL.III.B.3.1 BL.III.B.3.3 BL.III.B.3.7 BL.III.B.3.8 BL.III.B.3.9 BL.III.B.3.11 | 4 |
| 4. Describe the importance of life-long learning through continuing education and membership in professional organizations | | | | | CD.VI.A.4.5 | 4 |

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| 5. | Exhibit leadership skills through a student organization (e.g., FBLA/PBL, DECA) | | | | | COMM.II.A.4.5 | 2 |
| 6. | Utilize performance-based job evaluation instruments | | | | RST.11-12.2 RST.11-12.5 | COMM.II.A.4.3 | 4 |
| 7. | Prepare for job separation (e.g., letter of resignation, extended leave) | | | | | COMM.III.F.3.19 | 4 |
| ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.) | | | | | | | |
| *Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.) | | | | | | | |
| Obj. # | INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods) | | | | | | |
| 4, 5 | 1. Encourage students to attend a Career Technical Student Organization meeting | | | | | | |
| 1-3 | 2. Show Video from MCCE lending library – Business Law & Ethics-If it is Legal, Is it Ethical? | | | | | | |
| 6. | 3. Self guided reading, research (see below) | | | | | | |
| Obj. # | INSTRUCTIONAL ACTIVITIES: (What Students Do) | | | | | | |
| 4, 5 | 1. Observe/participate in a FBLA, DECA or mock business meeting | | | | | | |
| 1-3 | 2. Students will view a video on business law and ethics and summarize the observations | | | | | | |
| 6 | 3. Students will read a website and answer questions about the information and summarize the main points (see below) | | | | | | |
| UNIT RESOURCES: (include internet addresses for linking) | | | | | | | |
| http://www.enotes.com/employee-evaluation-performance-appraisals-reference/employee-evaluation-performance-appraisals | | | | | | | |
| Resources@MCCE - C&E 12.0000 C655, Find a Job Through Social Networking: Diane Crompton, Ellen Sautter, ST. PAUL, MN, JIST, 2011. This | | | | | | | |

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stresses that social networking is a career management strategy that is rapidly changing the way job seekers and employers connect in the world of work. With this guide, readers can discover how to launch their social networking efforts and gain advice for maximizing LinkedIn, Twitter, blogs, and other sites. Also, the reader can learn how to find jobs, seek advice, research employers, build a network, and create online portfolios and blogs.

Resources@MCCE - C&E 12.0000 K417, The Hard Truth About Soft Skills: Peggy Klaus, NEW YORK, NY, COLLINS BUSINESS, 2007. The lessons in this book are organized into eight chapters, each covering an aspect in which soft skills play an especially significant role: career management, getting the job done, communication, handling critics, office politics, self-promotion, dealing with differences, and leadership.

Resources@MMCE - BE DVD ROM 41, Business Law and Ethics--If It Is Legal, Is It Ethical?: Palomar College, SAN MARCOS, CA, PALOMAR COLLEGE, 2005. Enron, MCI, and Tyco have become household words, not because of their products or services, but rather because of their unethical conduct setting new records in the annals of business. A panel of experts help the viewer to understand the ethics of business. High School. 22 minutes.

Resources@MCCE - G&C DVD ROM 53, CyberEthics: Cambridge Educational, LAWRENCEVILLE, NJ, FILMS MEDIA GROUP, 2008. This program helps students take the high road on the information superhighway and avoid the temptations of the fast lane, pointing the way toward an ethically sound Internet presence and lifestyle. Guidelines for the use of intellectual property are featured, with emphasis on the consequences of illegal downloading, copyright infringement, and plagiarism. Pornography, gaming sites, chat rooms, and online social networks are also discussed, helping viewers steer clear of antisocial and abusive activities, especially cyber-bullying. Comments from experts, as well as questions from peers who are confused about the fine points of cyber legality, serve to clarify central ethical principles. 14 minutes.

Resources@MCCE - BE DVD ROM 40, Business Ethics on the Job: Human Relations Media, MOUNT KISCO, NY, HUMAN RELATIONS MEDIA, 2004. This program defines what business ethics are and identifies why they are necessary for success in the workplace. Vignettes show the importance of honesty, loyalty, integrity, confidentiality, and respect for others. Includes teacher's resource book. High School, Post-secondary and Adult. 21 minutes.

Resources@MCCE - BE DVD ROM 42, Ethics at Work: Doing the Right Thing on the Job: Linx Educational, JACKSONVILLE BEACH, FL, LINX EDUCATIONAL, 2004. Is it okay to give your friends free food at the restaurant where you work? Do you make appointments during work time? Or bring home supplies from the office? Are these practices just as wrong as stealing from the proverbial cash drawer? That's what this video explores, by looking at the ins and outs of ethical behavior in today's work environment. From extended lunches to computer hacking to sexual harassment, we discuss the fine lines of business ethics with employers, employees, and workplace professionals. Grades 8 to Adult. **20:19 minutes.**

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Resources@MCCE - E&D DVD ROM 20, Sexual Harassment: What You Can Do: Sunburst Visual Media, HAWTHORNE, NY, SUNBURST VISUAL MEDIA, 2007. NOTE: It is recommended that teacher preview program before showing in the classroom. Under the direction of experts in the field, a group of teens, including those who have experienced sexual harassment, discuss the reality of life in high school today: how to tell the difference between unwanted attention and flirting, the influence of the media, what victims and bystanders can do, and the importance of reporting sexual harassment when it happens. After viewing this program students will: Be able to identify sexual harassment and distinguish between sexual harassment and flirting. Understand how harmful sexual harassment is to the target of the behavior. Recognize that bystanders who laugh or remain silent encourage sexual harassment. Be aware of the importance of reporting sexual harassment. Includes teacher's guide. Grades 7-12. 20 minutes.