

# Curriculum Standards and Indicators

## SUMMARY OF SECTIONS

The curriculum sections in this project provide basic information for developing a curriculum guide. At the beginning of each section is a list of the topics, performance indicators for that topic, standards, and objectives for that performance indicator. A shorter list which does not include the objectives is also included for quick reference.

Within each section the performance indicators, standards and objectives are assigned a code number. Performance indicators are assigned a letter with standards numbered under that letter. Individual objectives related to that standard then are assigned a code with the performance indicator letter, standard number, and objective number. The first performance indicator, first standard and first objective in Entrepreneurship and Business Economics is coded EBE A101. The second objective under that standard is coded EBE A102 and so on to the 10<sup>th</sup> objective of the second standard of the fourth performance indicator of Entrepreneurship and Business Economics – EBE D210.

Curriculum guide sheets are provided for each standard statement. These guide sheets are intended to provide framework information for development of a complete curriculum guide which should also include instructional strategies and sample assessments. In addition to the topic, performance indicator, standard, and objective, the guide sheets list cross walks to SCANS and Show-Me standards. Sample activities which can be developed into instructional activities or assessments are included on each guide sheet. At the end of each section is a list of resources which support instruction in that section.

The sections are presented alphabetically. There is no implication of sequence of instruction for the sections. Teachers developing curriculum guides should select sections that fit the needs of their students and community. The sequence of sections within the curriculum will depend on a variety of factors and is best determined by the teacher in consultation with district curriculum planners.

**Academic Foundations for Careers** links the workplace application of academic skills to the Show-Me Standards communication arts and math areas. Students will apply those academic skills in authentic workplace situations. Development of higher level skills will be supported by classroom instruction, employer evaluation, and teacher assessment of student mastery.

**Applied Technology** is a combination of SCANS skills and the Technology Foundation Standards for Students from the International Society for Technology in Education, and other sources. This section acquaints students with the broad application of technology in the workplace. The standards and indicators are not intended to develop specific software skills, but rather to build knowledge of how technology, including computers and software, can be applied at the workplace.

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**Career Development and Employment** is a comprehensive section dealing with career awareness, career decision making, and the employment process. A career portfolio topic covers the basics of finding and applying for a job. Teachers may decide to reduce the career development areas of this section when students have had ample career guidance and instead focus on the job seeking and application skills of the portfolio section.

**Entrepreneurship and Business Economics** includes the knowledge and skills associated with understanding economics, business concepts, and the requirements and processes of entrepreneurship. Students will better understand business and their role as an employee in contributing to the success of that business and explore their potential for an entrepreneurial career.

**Ethics and Social Responsibility** focuses on ethical behavior in the workplace. Legal and regulatory issues related to employment and the responsibility business has to the community and society as a whole is also part of this section.

**Leadership and Teamwork** identifies important processes and skills for developing leadership skills. These skills are very important for students as they pursue their careers and adult roles. Mastery of these skills will better prepare students to meet the challenges of the workplace and society.

**Safety and Health** includes knowledge and skills required to be safe at the workplace. This section also includes the contribution healthy living plays in career success.

**Technical Knowledge and Skills** is that area of the curriculum which provides for development of career specific knowledge and skills. Included in this section are the various processes required for successful completion of a cooperative education experience.

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## ACADEMIC FOUNDATIONS FOR CAREERS

### Occupational Communications

#### **A. Understand the importance of effective communication skills in the workplace.**

1. Use written communication skills in the workplace
2. Use oral communication skills in the workplace

### Occupational Mathematical Computations

#### **B. Understand the importance of effective mathematical computation skills in the workplace.**

1. Perform appropriate mathematical calculations in work-related situations.

## APPLIED TECHNOLOGY

#### **A. Understand the uses and limitations of technological tools for achieving personal and workplace needs.**

1. Select appropriate technology to produce desired results
2. Apply technology to accomplish workplace objectives
3. Prevent or solve technology problems.

## CAREER DEVELOPMENT AND EMPLOYMENT

#### **A. Understand the process for researching and selecting career opportunities**

1. Analyze the relationship between educational achievement and career planning.
2. Analyze the need for positive attitudes toward work and learning.
3. Locate, evaluate, and interpret career information.
4. Determine how societal needs and functions influence the nature and structure of work.

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## **B. Understand the process for career decision-making.**

1. Apply problem solving skills to make decisions.
2. Examine the interrelationship of life roles as related to career planning.
3. Apply skills in personal career planning.

## **C. Understand the components required for a career portfolio.**

1. Apply skills to seek, obtain, maintain, and change jobs.

## ENTREPRENEURSHIP AND BUSINESS ECONOMICS

### **A. Understand the economic principles and concepts fundamental to entrepreneurship/small-business ownership**

1. Discuss basic concepts of entrepreneurship/small business ownership
2. Examine cost-profit relationships
3. Discuss economic indicators/trends
4. Recognize international business concepts

### **B. Understand fundamental business concepts that affect business decision making**

1. Discuss fundamental business concepts
2. Discuss core business activities

### **C. Understand concepts and processes associated with successful entrepreneurial performance**

1. Discuss the Discovery stage of entrepreneurship
2. Discuss the Concept Development stage of entrepreneurship
3. Discuss the Resourcing stage of entrepreneurship
4. Discuss the Actualization stage of entrepreneurship
5. Discuss the Harvesting stage of entrepreneurship

### **D. Understand the personal traits/behaviors associated with successful entrepreneurial performance**

1. Conduct Personal Assessment

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2. Manage Personal Traits

## ETHICS AND SOCIAL RESPONSIBILITY

### Ethical Behavior

#### **A. Understand and apply ethical behavior in the workplace.**

1. Explain the importance of workplace ethics.
2. Apply ethical factors when making decisions.

### Laws and Regulations

#### **B. Understand laws and regulations that apply to employment.**

1. Explain legal issues affecting business.
2. Explain local, state and federal laws and regulations affecting the workplace.

### Social Responsibility

#### **C. Understand the responsibility business has to society.**

1. Describe social demands that affect business.
2. Describe environmental concerns that affect business.

## LEADERSHIP AND TEAMWORK

### Developing Knowledge of Self and Others

#### **A. Understand that knowledge of self and others is the foundation of leadership.**

1. Evaluate personal self-image.
2. Evaluate personal behaviors.
3. Use knowledge of others to improve one's leadership skills.

### Defining Leadership

#### **B. Understand how characteristics, relationships and context interact in leadership roles.**

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1. Analyze the characteristics of leaders.
2. Analyze the complex relationship between the leader and the follower.
3. Evaluate the role of context in the process of leadership.

## Developing Leadership Skills and Practices

### **C. Understand the functions of effective leadership.**

1. Communicate effectively in pairs, small groups, teams, and large groups.
2. Analyze and refine decision-making skills.
3. Evaluate the relationship between personal vision and the group vision.

## Practicing Leadership

### **D. Understand how leadership can be demonstrated at the workplace.**

1. Analyze leadership at the workplace
2. Practice leadership through CTSO activities.

Adapted from "Linking Leadership and Instruction: A Leadership Development Curriculum for Virginia Public Schools." Virginia Board of Education, August, 2003.

## SAFETY AND HEALTH

### Safety

#### **A. Understand the importance of safety in the workplace.**

1. Recognize the role of hazards in the workplace.
2. Implement a plan for workplace safety.
3. Examine the role of laws and regulations for workplace safety.
4. Apply safety procedures in the workplace.

### Health

#### **B. Understand the importance of healthy living for career success.**

1. Define factors leading to a healthy and active life

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2. Utilize health maintenance strategies.

## TECHNICAL KNOWLEDGE AND SKILLS

### Career Competency

#### **A. Understand the skills required for success in a specific career.**

1. Demonstrate job skills as listed on the training plan or Instructional Management Plan.
2. Demonstrate an understanding of the company's mission and goals.
3. Demonstrate behavior which meets the ethical, legal, and cultural expectations of a specific career.
4. Maintain records related to employment

# Curriculum Standards and Indicators

## PERFORMANCE INDICATORS AND STANDARDS OBJECTIVES AND CURRICULUM GUIDE SHEETS

### Academic Foundations for Careers

#### Occupational Communications

##### **A. Understand the importance of effective communication skills in the workplace.**

1. Use written communication skills in the workplace
  - A101 Describe the advantages a written message may have over a spoken one
  - A102 Comprehend written communications in the workplace
  - A103 Compare and contrast different forms of written business communication as utilized in the workplace
  - A104 Create print and non-print communications for various audiences and for a variety of purposes
  - A105 Demonstrate proficiency in writing standard English.
2. Use oral communication skills in the workplace
  - A201 Demonstrate listening strategies that improve understanding and performance on the job
  - A202 Comprehend and give oral instructions in a business like manner as related to the workplace
  - A203 Demonstrate proper business etiquette in placing/receiving telephone calls and recording telephone messages
  - A204 Participate in informal presentations and discussions.
  - A205 Demonstrate proficiency in speaking standard English.

#### Occupational Mathematical Computations

##### **B. Understand the importance of effective mathematical computation skills in the workplace.**

1. Perform appropriate mathematical calculations in work-related situations.
  - B101 Compute addition, subtraction, multiplication, and division problems as related to the workplace
  - B102 Compute addition, subtraction, multiplication, and division of decimal number problems as related to the workplace



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- B103 Interpret quantitative information from tables, charts, and graphs as related to the workplace
- B104 Compute ratios and percentages as related to the workplace
- B105 Calculate distance, weight, area, volume, and/or time problems as related to the workplace
- B106 Determine costs, time, and/or resources needed to complete a task within the workplace.

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## Academic Foundations for Careers – AFC A1

<b>Topic</b>	Occupational Communications
<b>Performance Indicator</b>	A. Understand the importance of effective communication skills in the workplace.
<b>Standard</b>	1. Use written communication skills in the workplace
<b>SCANS</b>	Information 7; Basic Skills 1, 2
<b>Show-Me Standards</b>	1.5; 2.1; 2.2; 2.5; 2.7; CA1, 3, 4, 5
<b>Objectives</b>	<p>A101 Describe the advantages a written message may have over a spoken one</p> <p>A102 Comprehend written communications in the workplace</p> <p>A103 Compare and contrast different forms of written business communication as utilized in the workplace</p> <p>A104 Create print and non-print communications for various audiences and for a variety of purposes</p> <p>A105 Demonstrate proficiency in writing standard English.</p>
<b>Sample Activities</b>	<p>With the permission of your supervisor or manager, bring to class a memo or other written communication generated at your workplace. Identify for the class the purpose of the written communication, why it was necessary to put the information in writing as opposed to oral communication, and what the communication requests.</p> <p>Write a set of operational policies for an aspect of your job. Submit the policies to your supervisor for review.</p> <p>Prepare a ten minute presentation for middle school students on your job. Include skills and education preparation required, benefits to you and the community, how the job can contribute to your career plans, and the benefits of cooperative education in preparing for a career.</p> <p>Identify four forms of written communication at your workplace. Discuss the purpose of the communication, why the particular form of written communication is appropriate, and how the communication could be improved.</p>

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## Academic Foundations for Careers – AFC A2

<b>Topic</b>	Occupational Communications
<b>Performance Indicator</b>	A. Understand the importance of effective communication skills in the workplace.
<b>Standard</b>	2. Use oral communication skills in the workplace
<b>SCANS</b>	Information 7; Basic Skills 5, 6
<b>Show-Me Standards</b>	1.7; 2.1; 2.3; 2.7; CA1, 6
<b>Objectives</b>	<p>A201 Demonstrate listening strategies that improve understanding and performance on the job</p> <p>A202 Comprehend and give oral instructions in a business like manner as related to the workplace</p> <p>A203 Demonstrate proper business etiquette in placing/receiving telephone calls and recording telephone messages</p> <p>A204 Participate in informal presentations and discussions.</p> <p>A205 Demonstrate proficiency in speaking standard English.</p>
<b>Sample Activities</b>	<p>Describe a complex geometric figure in enough detail so that a classmate can correctly reproduce the figure without looking at it.</p> <p>Train your teacher on your job duties during a coordination visit to your workplace.</p> <p>Locate any policies at your workplace regarding telephone etiquette/procedure and handling telephone messages. Compare these policies with those located by classmates.</p> <p>Practice handling difficult customers via telephone simulation exercises.</p> <p>Prepare and deliver a five-minute oral description of a career of your choice. Submit your outline to your teacher before presenting to the class.</p>

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## Academic Foundations for Careers – AFC B1

<b>Topic</b>	Occupational Mathematical Computations
<b>Performance Indicator</b>	B. Understand the importance of effective mathematical computation skills in the workplace.
<b>Standard</b>	1. Perform appropriate mathematical calculations in work-related situations.
<b>SCANS</b>	Resources 2; Basic Skills 3, 4; Thinking Skills 12
<b>Show-Me Standards</b>	1.10; 3.8; MA1, 3, 6
<b>Objectives</b>	<p>B101 Compute addition, subtraction, multiplication, and division problems as related to the workplace</p> <p>B102 Compute addition, subtraction, multiplication, and division of decimal number problems as related to the workplace</p> <p>B103 Interpret quantitative information from tables, charts, and graphs as related to the workplace</p> <p>B104 Compute ratios and percentages as related to the workplace</p> <p>B105 Calculate distance, weight, area, volume, and/or time problems as related to the workplace</p> <p>B106 Determine costs, time, and/or resources needed to complete a task within the workplace.</p>
<b>Sample Activities</b>	<p>Identify examples where basic arithmetic is used at your place of employment.</p> <p>Ask your manager or supervisor for an example of quantitative information presented in graphic form. Share with the class the interpretation of that information, how it is accumulated, and how the information is used in the business.</p> <p>Prepare a series of math problems related to your place of employment which include ratios, percentages, cost estimation, and distance or time problems. Have the class solve the problems and check their answers for accuracy.</p>

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## ACADEMIC FOUNDATIONS FOR CAREERS

### RESOURCES

21st Century Literacies (Reading, see Sensemaking)

<http://www.kn.sbc.com/wired/21stcent/sitemap.html#sensemaking>

Above links from “Virginia’s Workplace Readiness Skills”

Idea Book: Integrating Work Skills and Basic Skills

[http://cls.coe.utk.edu/pdf/Idea\\_Book\\_2000.pdf](http://cls.coe.utk.edu/pdf/Idea_Book_2000.pdf)

Academic Standards Resources – Indiana Department of Education.

<http://www.indianastandardsresources.org/completeResource.asp?Subject=eng&Grade=12&Standard=>

A Collection of Authentic Workplace Materials (Canadian resource for samples of workplace reading and writing, accessible by occupation or by type of material)

<http://www15.hrdc-drhc.gc.ca/awm/default.asp>

A Collection of Authentic Workplace Materials (Canadian resource for samples of workplace reading and writing, accessible by occupation or by type of material)

<http://www15.hrdc-drhc.gc.ca/awm/default.asp>

A Definition of Purpose

<http://www.mines.edu/Academic/lais/wc/tutorials/anatext/writtext/wcontext/pop1b.htm>

Audience, Purpose and Language Use in Electronic Messages (Lesson Plan)

[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=159](http://www.readwritethink.org/lessons/lesson_view.asp?id=159)

Bang for Your Buck: Examining the Hidden Costs Behind Bargains and Quality Products

<http://www.nytimes.com/learning/teachers/lessons/20031106thursday.html>

Basic Algebra and Computer: Spreadsheets, Charts, and Simple Line Graphs (Lesson Plan)

[http://www.powertolearn.com/teachers/lesson\\_activities/math/CBV.72.S.M.R7.F.pdf](http://www.powertolearn.com/teachers/lesson_activities/math/CBV.72.S.M.R7.F.pdf)

Basic Math Calculator

[http://www.convertit.com/Go/ConvertIt/Calculators/Math/Basic\\_Math\\_Calc.ASP](http://www.convertit.com/Go/ConvertIt/Calculators/Math/Basic_Math_Calc.ASP)

Business Letter Writing: Putting Your Reader First

<http://www.business-letter-writing.com/writing-a-business-letter-examples/putting-your-reader-first.html>

Business Writing (Assessment items with scenarios)

[http://www.act.org/workkeys/assess/bus\\_writ/index.html](http://www.act.org/workkeys/assess/bus_writ/index.html)

Conversion Diversion

[http://faculty.cmsu.edu/iwe/Lesson\\_Plans/IET/ie0002.html](http://faculty.cmsu.edu/iwe/Lesson_Plans/IET/ie0002.html)

Carrying Out Math Calculations with Accuracy (rubric)

[http://www.tensigma.org/pdf/line4bak/2007\\_rubric.pdf](http://www.tensigma.org/pdf/line4bak/2007_rubric.pdf)

# Curriculum Standards and Indicators

Effective Email (Writing)

<http://www.mindtools.com/CommSkill/EmailCommunication.htm>

Effective Writing for the Workplace

<http://www.writerswrite.com/journal/cew1.htm>

Email Etiquette Workshop (PowerPoint)

<http://owl.english.purdue.edu/workshops/pp/emailett.ppt>

English and Your Career

<http://www.bls.gov/pub/ooq/1999/summer/art03.pdf>

Engineers Edge: Formulas used in design, engineering, and manufacturing (see bottom half of page)

<http://www.engineersedge.com/>

Evaluating Web Information

<http://www.lib.vt.edu/help/instruct/evaluate/>

Exactly How Is Math Used in Technology?

<http://www.math.bcit.ca/examples/index.shtml>

Examining How Mathematics Is Used in the Workplace (Automobile Production, Nursing, Banking, Biology, Science)

[http://www.maa.org/t\\_and\\_l/sampler/rs\\_6.html](http://www.maa.org/t_and_l/sampler/rs_6.html)

Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (2002). *Marketing essentials* (3<sup>rd</sup> ed.) Woodland Hills, CA: Glencoe/McGraw-Hill.

Field Research: Conducting an Interview (PowerPoint)

<http://owl.english.purdue.edu/workshops/pp/interviewing.ppt>

Finding Your Focus: The Writing Process (PowerPoint)

<http://owl.english.purdue.edu/workshops/pp/writproc.PPT>

Formulas for Consumers and Statistics

<http://www.brookdalecc.edu/fac/tlt/math/136/formulas.php>

Getting the Right Tone to Your Business Letter

<http://www.business-letter-writing.com/writing-a-business-letter-examples/getting-the-right-tone-to-your-business-letter.html>

Grammar, Punctuation, and Spelling (Instructional handouts)

<http://owl.english.purdue.edu/handouts/grammar/index.html>

High School Operations Research: Mathematics for Decision Making in Industry and Government

[http://www.hsor.org/case\\_studies.cfm](http://www.hsor.org/case_studies.cfm) (Case Studies)

<http://www.hsor.org/modules.cfm> (Modules)

How Much Roofing Do I Need?

[http://www.fieldshomeimprovement.com/ht\\_shingles.html](http://www.fieldshomeimprovement.com/ht_shingles.html)

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How to Write a Company Handbook  
<http://www.profitguide.com/howto/article.jsp?content=843>

How to Write and Revise a Rough Draft  
<http://www.utexas.edu/student/utlc/handouts/1234.html>

Improve Your Communication Skills (Writing)  
<http://www.mindtools.com/CommSkill/WritingSkills.htm>

Information Skills (Emphasis on Reading)  
[http://www.mindtools.com/pages/main/newMN\\_ISS.htm](http://www.mindtools.com/pages/main/newMN_ISS.htm)

Internet Research  
<http://www.library.vcu.edu/help/internet.html>

Interest Calculation and Spreadsheets (Lesson Plan)  
[http://www.powertolearn.com/teachers/lesson\\_activities/math/CBV.79.E.M.R6.D1.pdf](http://www.powertolearn.com/teachers/lesson_activities/math/CBV.79.E.M.R6.D1.pdf)

Interpreting Workplace Memos and Notices (Lesson Plan)  
[http://slincs.coe.utk.edu/gtelab/learning\\_activities/11broc.html](http://slincs.coe.utk.edu/gtelab/learning_activities/11broc.html)

Introduction: Audience  
<http://writing.colostate.edu/references/processes/audmod/>

Introduction: Development  
<http://writing.colostate.edu/references/processes/develop/>

Introduction: Focus  
<http://writing.colostate.edu/references/processes/focus/>

Introduction: Organization  
<http://writing.colostate.edu/references/processes/organize/>

Introduction: Purpose  
<http://writing.colostate.edu/references/processes/purpose/index.cfm>

Math and Your Career  
<http://www.bls.gov/opub/ooq/1999/summer/art03.pdf>

Math To Build On (Mathematics for the Construction Industry)  
<http://mathforum.org/%7esarah/hamilton/index.html>

Math, Timelines, and Data Management Case Studies  
<http://www.apl.com/boomerangbox/casearch.htm#math>

Memo Writing  
[http://owl.english.purdue.edu/handouts/print/pw/p\\_memo.html](http://owl.english.purdue.edu/handouts/print/pw/p_memo.html)

Online Plagiarism Tutorial  
<http://www.lib.usm.edu/research/plag/plagiarismtutorial.php>

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Online Technical Writing: Examples, Cases, & Models  
<http://www.io.com/~hcexres/tcm1603/achtml/models.html>

Online Technical Writing: Instructions  
<http://www.io.com/~hcexres/tcm1603/achtml/instrux.html>

Online Technical Writing: Proposals  
<http://www.io.com/%7ehcexres/tcm1603/achtml/props.html>

Outline  
<http://owl.english.purdue.edu/workshops/hypertext/ResearchW/outline.html>

Planning a Class Field Trip (Mathematics/Computers/Internet Lesson Plan)  
<http://www.lessonplanspage.com/SSMathCIPlanningClassFieldTrip312.htm>

Powerful & Practical: Writing the Impact Report (PowerPoint)  
<http://owl.english.purdue.edu/workshops/pp/ImpactReport.ppt>

Practice Exercises Index (Grammar, punctuation, spelling quizzes)  
<http://owl.english.purdue.edu/handouts/interact/index.html>

Press Release Writing Tips  
<http://www.press-release-writing.com/> (Use left-hand menu to access topics)

Pricing  
<http://ohioline.osu.edu/cd-fact/1326.html>

Progress Report Memo: Analytical Report (Assignment instructions)  
[http://www.enl.umassd.edu/InteractiveCourse/assistant/AssignArch\\_BusCommTechWrite.htm#progress](http://www.enl.umassd.edu/InteractiveCourse/assistant/AssignArch_BusCommTechWrite.htm#progress)

Proofread the Final Draft  
<http://www.factmonster.com/homework/t9xfinal.html>

Proofreading  
<http://owl.english.purdue.edu/workshops/hypertext/ResearchW/proofread.html>

Proofreading for Common Surface Errors: Spelling, Punctuation, and Grammar  
[http://www.indiana.edu/~wts/pamphlets/proofing\\_grammar.shtml](http://www.indiana.edu/~wts/pamphlets/proofing_grammar.shtml)

Purposes in Writing  
<http://web.umar.edu/~gdoty/classes/concepts-practices/purposes.html>

RAFT Organizer for Writing a Letter  
[http://its.quilford.k12.nc.us/act/grade6/gr6\\_files/Europe\\_DTP/Raft\\_Letter.doc](http://its.quilford.k12.nc.us/act/grade6/gr6_files/Europe_DTP/Raft_Letter.doc)

Reading and Interpreting Production Graphs  
[http://slincs.coe.utk.edu/gtelab/learning\\_activities/10broc.html](http://slincs.coe.utk.edu/gtelab/learning_activities/10broc.html)

Reading for Information (Assessment items with scenarios)  
<http://www.act.org/workkeys/assess/reading/>



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Revise the First Draft

<http://www.factmonster.com/homework/t9revise.html>

Revision

<http://owl.english.purdue.edu/workshops/hypertext/ResearchW/revise.html>

Seven Steps to Library Research

[http://www.lib.vt.edu/help/instruct/seven/library\\_research.html](http://www.lib.vt.edu/help/instruct/seven/library_research.html)

Spell Check: Appraising the Value of Good Spelling

<http://www.nytimes.com/learning/teachers/lessons/20040129thursday.html>

Statistics: Determining Mean, Range, Median, Mode, and Probability (Lesson Plan)

[http://slincs.coe.utk.edu/gtelab/learning\\_activities/09broc.html](http://slincs.coe.utk.edu/gtelab/learning_activities/09broc.html)

Stock Charting: Percentages and Profits (Lesson Plan)

[http://www.powertolearn.com/teachers/lesson\\_activities/math/CBV.73.S.M.R7.D1.pdf](http://www.powertolearn.com/teachers/lesson_activities/math/CBV.73.S.M.R7.D1.pdf)

Strategies for Developing Your Ideas

<http://writing.colostate.edu/references/processes/develop/list5.cfm>

Survey of Favorites (Lesson Plan)

[http://www.powertolearn.com/teachers/lesson\\_activities/math/CBV.75.E.M.R1.F.pdf](http://www.powertolearn.com/teachers/lesson_activities/math/CBV.75.E.M.R1.F.pdf)

Technical Reports

<http://www.io.com/~hcexres/tcm1603/achtml/techreps.html>

Technical Writing: Model Documents

[http://longman.awl.com/englishpages/tech\\_model.htm](http://longman.awl.com/englishpages/tech_model.htm)

Tech Train: Excel Formulas and Functions

<http://www.techtrainteam.com/services/olt/office2000/xls-a3.html>

Tools for Reading the World

<http://www.noodletools.com/debbie/literacies/21c.html>

The Basic Business Letter: Parts of the Business Letter

[http://owl.english.purdue.edu/handouts/print/pw/p\\_basicbusletter.html](http://owl.english.purdue.edu/handouts/print/pw/p_basicbusletter.html)

Traveling in Time Zones (Lesson Plan)

<http://www.lessonplanspage.com/MathTravelingInTimeZonesIdea910.htm>

The Seven Cs of Business Letter Writing

<http://www.business-letter-writing.com/writing-a-business-letter-examples/7Cs-of-business-letter-writing.html>

Understanding Language Registers as a Means to More Effective Communication (Lesson Plan)

[http://slincs.coe.utk.edu/gtelab/learning\\_activities/30carc.html](http://slincs.coe.utk.edu/gtelab/learning_activities/30carc.html)

Using Math to Solve Problems & Communicate

<http://slincs.coe.utk.edu/gtelab/find.html#usemath>

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Using Math to Solve Problems and Communicate (Lesson Plans)  
<http://slincs.coe.utk.edu/gtelab/find.html#usemath>

Where Do I Begin?  
<http://info-skills.lib.vt.edu/>

Wisconsin Academic Standards Resources – IDEA – <http://www.ideas.wisconsin.edu/>

Workforce Readiness Credential Library  
Center for Literacy Studies, University of Tennessee/Knoxville, ©2000  
[http://eff.cls.utk.edu/work\\_readiness/eff\\_work\\_library\\_info.htm](http://eff.cls.utk.edu/work_readiness/eff_work_library_info.htm)

Write a First Draft  
<http://www.factmonster.com/homework/t6roughdraft.html>

Writing a Job Pamphlet  
[http://slincs.coe.utk.edu/gtelab/learning\\_activities/07all.html](http://slincs.coe.utk.edu/gtelab/learning_activities/07all.html)

Writing an Introduction  
<http://owl.english.purdue.edu/workshops/hypertext/ResearchW/writeintro.html>

Writing Business Messages (PowerPoint)  
<http://owl.english.purdue.edu/workshops/pp/audorg.ppt>

Writing for an Audience  
<http://home.cogeco.ca/~rayser3/letter.txt>

Writing Guides for Different Types of Documents  
[http://writing.colostate.edu/references/index.cfm?guides\\_active=documents](http://writing.colostate.edu/references/index.cfm?guides_active=documents)

Writing the Fire Investigation Report  
[http://www.interfire.com/res\\_file/reports.asp](http://www.interfire.com/res_file/reports.asp)

MarkEd/Career Paths Resource Center  
P.O. Box 12279  
Columbus, OH 43212-0279  
800-448-0398  
Fax: 614-486-1819  
Email: [service@mark-ed.com](mailto:service@mark-ed.com)  
Web site: [www.mark-ed.com](http://www.mark-ed.com)

# Curriculum Standards and Indicators

## APPLIED TECHNOLOGY

### Performance Indicator, Standards and Objectives

#### **A. Understand the uses and limitations of technological tools for achieving personal and workplace needs.**

1. Select appropriate technology to produce desired results
  - A101 Identify common tools, equipment, machines, and materials required for one's job
  - A102 Identify common business machines (for example, fax, copy machine, computer)
  - A103 Identify capabilities and limitations of technology resources
  - A104 Discuss problems related to the increased use of technology
  
2. Apply technology to accomplish workplace objectives
  - A201 Demonstrate appropriate use of telecommunications systems
  - A202 Utilize common software, including word processing, database management, spreadsheet, and presentation software to accomplish workplace objectives
  - A203 Use technology to gather information, make decisions, and present results of investigations
  
3. Prevent or solve technology problems
  - A301 Demonstrate appropriate care of computers, software and other technologies
  - A302 Practice responsible use of technology
  - A303 Identify potential maintenance or use problems with computers or other technologies

# Curriculum Standards and Indicators

## Applied Technology – AT A1

<b>Topic</b>	Select Technology
<b>Performance Indicator</b>	A. Understand the uses and limitations of technological tools for achieving personal and workplace needs.
<b>Standard</b>	1. Select appropriate technology to produce desired results
<b>SCANS</b>	Information 8; Systems 18
<b>Show-Me Standards</b>	1.4; 1.10; 3.1; SC 8
<b>Objectives</b>	<p>A101 Identify common tools, equipment, machines, and materials required for one's job</p> <p>A102 Identify common business machines (for example, fax, copy machine, computer) Identify capabilities and limitations of technology resources</p> <p>A103 Discuss problems related to the increased use of technology</p> <p>A104</p>
<b>Sample Activities</b>	<p>Compare product information for several brands of a piece of technology equipment of your choice. Based on the information, choose which product to purchase. Explain your choice to the class, including your need for the product, benefits and disadvantages of each brand, and rationale for purchasing that particular product.</p> <p>Interview the manager or supervisor at your place of employment to determine what problems they encountered with adding technology at work. Describe the problems to the class, and what solutions were used to correct the problems.</p> <p>Make a list of business machines used at your workplace. Describe the purpose of the machine, and how it is used at the workplace. If appropriate, suggest upgraded technology to replace the current machine. Submit your list in writing to your teacher.</p> <p>Locate two articles addressing the problems with increased use of technology in the workplace. In a brief written report describe: 1) the problems stated in the article; 2) possible solutions to the problems; and 3) how the problems relate to your workplace.</p>



# Curriculum Standards and Indicators

## Applied Technology – AT A2

<b>Topic</b>	Apply Technology
<b>Performance Indicator</b>	A. Understand the uses and limitations of technological tools for achieving personal and workplace needs.
<b>Standard</b>	2. Apply technology to accomplish workplace objectives
<b>SCANS</b>	Information 8; Systems 19; Basic Skills 8
<b>Show-Me Standards</b>	1.4; 1.8; 2.5; 2.7; CA 1
<b>Objectives</b>	<p>A201 Demonstrate appropriate use of telecommunications systems</p> <p>A202 Utilize common software, including word processing, database management, spreadsheet, and presentation software to accomplish workplace objectives</p> <p>A203 Use technology to gather information, make decisions, and present results of investigations</p>
<b>Sample Activities</b>	<p>Ask your supervisor or manager about workplace policies for use of telecommunications equipment. Present your findings to the class. Discuss the common and different policies and the reasons for them.</p> <p>Use appropriate techniques for telephone, fax and email communication at your workplace.</p> <p>Use word processing software to design a form to collect customer satisfaction information for your workplace. Ask your supervisor or manager to review the form.</p> <p>Design a simple inventory system using a database management program for a personal item, such as books, CD's, t-shirts, etc. Include fields which will help you manage that inventory. Share your system with the class.</p> <p>Identify three ways a database is used at your place of employment. Describe these uses and benefits to the business in an oral or written presentation.</p> <p>Select the appropriate software and prepare a job description for publication.</p> <p>Prepare a visual presentation which highlights the students and employers in your class.</p> <p>Use a spreadsheet to manage the budget for a fund raising event. Project possible results using future scenarios related to the event. Prepare financial reports from the spreadsheet.</p> <p>Prepare a 30 second TV ad and accompanying newspaper ad for your place of business. Ask your supervisor to review the ads. Show the ads to the class and discuss opportunities for improvement.</p> <p>Set up a spreadsheet to record your hours of employment, total hours worked, wages earned, taxes withheld, and other data related to your wages earned at the workplace.</p>

# Curriculum Standards and Indicators

## Applied Technology – AT A3

<b>Topic</b>	Solve Technology Problems
<b>Performance Indicator</b>	A. Understand the uses and limitations of technological tools for achieving personal and workplace needs.
<b>Standard</b>	3. Prevent or solve technology problems.
<b>SCANS</b>	Information 8; Systems 20; Personal Qualities 17
<b>Show-Me Standards</b>	1.10; 3.1; 3.8
<b>Objectives</b>	<p>A301 Demonstrate appropriate care of computers, software and other technologies.</p> <p>A302 Practice responsible use of technology</p> <p>A303 Identify potential maintenance or use problems with computers or other technologies.</p>
<b>Sample Activities</b>	<p>Locate and read the product information brochure for a piece of technology at your workplace. Is the appropriate care being taken of the equipment? Do you have suggestions for improving the care of the equipment? Share your findings with your supervisor and class.</p> <p>Prepare written guidelines for using a piece of technology at your workplace or classroom. Share these guidelines with the class.</p> <p>List three problems that might arise from the improper care of a computer. In a class discussion, share your lists. Discuss the costs associated with those problems and how the problems could have been avoided.</p> <p>Interview your supervisor to find out how electronic files, programs, and operating systems are safeguarded at your workplace. Present your findings to the class.</p>

# Curriculum Standards and Indicators

## APPLIED TECHNOLOGY RESOURCES

ActDen:

<http://www.actden.com>

American Library Association

<http://www.ala.org>

America's Learning Exchange

<http://www.alx.org>

Applying Advanced Word Processing Features and Techniques (Includes Lessons)

<http://teachers.henrico.k12.va.us/CTE/BIT0304/AdvCIS/CISadvWP.html>

Applying Spreadsheet Information (Lesson Plan)

<http://www.uen.org/Lessonplan/preview.cgi?LPid=9104>

Basic Spreadsheet Concepts

[http://www.geekgirls.com/menu\\_spreadsheets.htm](http://www.geekgirls.com/menu_spreadsheets.htm)

Business Simulation Project

<http://www.geocities.com/CollegePark/Quad/5687/cbp.html>

Census Data

<http://www.censusscope.org/>

Comparing Prices of Dream Cars (Excel Spreadsheet Project)

[http://www.successlink.org/gti/gti\\_lesson.asp?lid=2833](http://www.successlink.org/gti/gti_lesson.asp?lid=2833)

Computer Ethics

<http://www.ethicsweb.ca/resources/computer/issues.html>

Computer History

<http://www.computerhope.com/history/index.htm>

Computer Security and Privacy Issues (PowerPoint)

<http://teachers.henrico.k12.va.us/CTE/BIT0304/AdvCIS/ComputerSecurityPrivacyIssues.ppt>

Computer Technology – Create a Table (Lesson Plan)

<http://www.uen.org/Lessonplan/preview.cgi?LPid=9266>

Consumer Jungle

<http://www.consumerjungle.org>

Creating an Access Database

[http://www.geekgirls.com/databasics\\_02.htm](http://www.geekgirls.com/databasics_02.htm)

CyberEthics: Featured Resources

<http://www.cterresource.org/publications/featured/cyberethics/index.html>

Database Dictionary

[http://www.geekgirls.com/database\\_dictionary.htm#key%20field](http://www.geekgirls.com/database_dictionary.htm#key%20field)

# Curriculum Standards and Indicators

Design a Mailing to Your Current Customers (using a database)

[http://www.tensigma.org/pdf/l\\_n\\_e/lne\\_6\\_bcs/3066\\_scen.pdf](http://www.tensigma.org/pdf/l_n_e/lne_6_bcs/3066_scen.pdf)

Don't Buy It (PBS Kids)

<http://pbskids.org/dontbuyit/>

E-Learning Guru

<http://www.e-learningguru.com/>

Electric Teacher

<http://www.electricteacher.com/>

ERIC/EECE Resource List

<http://ericeece.org/pubs/reslist/compsw.html>

Exploring Query Types

[http://www.geekgirls.com/databasics\\_06.htm](http://www.geekgirls.com/databasics_06.htm)

[http://www.geekgirls.com/databasics\\_07.htm](http://www.geekgirls.com/databasics_07.htm)

E-Z Instructions

<http://www.ezinstructions.com/>

Find the Word Processing Changes (Lesson Plan)

<http://www.uen.org/Lessonplan/preview.cgi?LPid=4983>

FindTutorials

[http://tutorials.findtutorials.com/Digital\\_Cameras](http://tutorials.findtutorials.com/Digital_Cameras)

<http://kodak.com/US/en/nav/takingPics.shtml>

Fortune Magazine Online, Check Stock Prices

<http://www.fortune.com>

Free Excel file downloads

<http://www.j-walk.com/ss/excel/files/general.htm> (Master List of General Downloads)

<http://www.j-walk.com/ss/excel/files/timesht.htm> (Employee Timesheet)

<http://www.j-walk.com/ss/excel/files/apptcal.htm> (Appointment Calendar Maker)

FreeSkills

<http://www.freeskills.com> Freeskills.com provides hundreds of free online IT tutorials.

Games Economists Play

<http://mcnet.marietta.edu/~delemeeg/games/>{no computer needed}

Getting Information out

[http://www.geekgirls.com/databasics\\_05.htm](http://www.geekgirls.com/databasics_05.htm)

Graphics Links

<http://www.lttechno.com/links/graphic.html>

Graphs Online: N.C.E.S.

<http://nces.ed.gov/nceskids/>

Home Improvement Toolbox

<http://www.energystar.gov/homeimprovement>



# Curriculum Standards and Indicators

How Stuff Works: Computer Stuff  
<http://computer.howstuffworks.com>

Inflation Calculator  
<http://www.westegg.com/inflation/>

Information Technology Terminology  
[www.slais.ubc.ca/courses/libr500/00-01-wt2/computer.htm](http://www.slais.ubc.ca/courses/libr500/00-01-wt2/computer.htm)

International Society for Technology in Education (ISTE)  
[www.iste.org](http://www.iste.org)

Internet Resources for Teachers  
<http://ejw.i8.com/> Very comprehensive and easily displayed

Introduction to Spreadsheets  
<http://www.cs.indiana.edu/classes/a106-fulc/spreadsheet.intro.html>

ITAA Workforce and Education  
<http://www.ita.org/workforce>

ITS Connection  
<http://www.itsconnection.com> Created by Texas Information Technology Educators

Jones Telecommunications and Multimedia Encyclopedia  
<http://www.digitalcentury.com/encyclo/update/>

Keyboarding Speed & Accuracy Program  
<http://www.typingmaster.com>

KRBC 9 News: Does It Work?  
[http://www.krbctv.com/does\\_it\\_work.htm](http://www.krbctv.com/does_it_work.htm)

Lemonade Stand Business (Spreadsheet, Internet, and PowerPoint Project)  
<http://www.teachers.net/lessons/posts/1542.html>

Lesson on the Basics of Using a Computer  
[http://www.tensigma.org/pdf/l\\_n\\_e/lne\\_6\\_bcs/3022\\_pa.pdf](http://www.tensigma.org/pdf/l_n_e/lne_6_bcs/3022_pa.pdf)

"Living Within Your Means" Webquest  
<http://www.angelfire.com/stars2/lifeskill/>

Maintaining and Troubleshooting Systems  
<http://teachers.henrico.k12.va.us/CTE/BIT0304/AdvCIS/CISadvMT.html> (Includes Lessons)

Manipulate a Spreadsheet to Determine Important Information  
[http://www.tensigma.org/pdf/l\\_n\\_e/lne\\_6\\_bcs/3082\\_assign.pdf](http://www.tensigma.org/pdf/l_n_e/lne_6_bcs/3082_assign.pdf)

MarketingTeacher.com  
<http://www.marketingteacher.com/>

Mary's MS Word Page  
<http://www.oops.bizland.com/maryswordideas.htm>

# Curriculum Standards and Indicators

Medicine and Madison Avenue

<http://scriptorium.lib.duke.edu/mma/>

Microsoft Education Instructional Resources

<http://www.microsoft.com/education/Default.aspx>

Microsoft in Education

<http://www.microsoft.com/education/schools/default>

Microsoft Lesson Plans, Tutorials, Case Studies

<http://www.microsoft.com/Education/LessonPlans.aspx>

MS Office Links

<http://www.oops.bizland.com/msoffcelinks.htm>

NetLingo

<http://www.internet-trainer.com/glossary.htm>

On-line Computer Applications tutorials

<http://www.internet4classrooms.com/on-line.htm>

Planning and Designing a Database

[http://www.geekgirls.com/databasics\\_03.htm](http://www.geekgirls.com/databasics_03.htm)

[http://www.geekgirls.com/databases\\_from\\_scratch\\_2.htm](http://www.geekgirls.com/databases_from_scratch_2.htm)

Possess Basic Word Processing Skills (rubric)

<http://www.tensigma.org/pdf/line6bcs3025rubric.pdf>

PowerPoint Tips and Tricks

<http://www.greece.k12.ny.us/taylor/tips/ppt/>

Preparing the Resume

[http://trackstar.hprtec.org/main/display.php3?track\\_id=47550](http://trackstar.hprtec.org/main/display.php3?track_id=47550)

Shop and Compare Hardware (How to Buy – Brands and Pricing)

<http://eshop.msn.com/category.aspx?catId=255>

Spreadsheets (Lesson Plan)

<http://www.uen.org/Lessonplan/preview.cgi?LPid=9114>

Spreadsheets in the Classroom

<http://scrtec.org/track/tracks/f03050.html>

Stock Market Basics:

<http://www.tulsaworld.com/StockMktBasics/StockBasicspage9.asp>

Streamlining Data Entry

[http://www.geekgirls.com/databasics\\_04.htm](http://www.geekgirls.com/databasics_04.htm)

Table it or Spread it? (Word/Excel Lesson Plan)

[http://www.successlink.org/gti/gti\\_lesson.asp?lid=3325](http://www.successlink.org/gti/gti_lesson.asp?lid=3325)

Tech Depot: Hardware and Software

<http://techdepot.officedepot.com/search.asp?Operator=ALL&CONTEXT=SITE&Keyword=computer+software&x=18&y=4?AffID=11334>

# Curriculum Standards and Indicators

Technology for Teachers (lots of Web links and lessons)

[http://www.bhsu.edu/education/edfaculty/lturner/Technology\\_for\\_Teachers.htm#computer\\_skills](http://www.bhsu.edu/education/edfaculty/lturner/Technology_for_Teachers.htm#computer_skills)

Technology Terminology Study Guide

[www.caroline.k12.va.us/pages/term1.html](http://www.caroline.k12.va.us/pages/term1.html)

Technology Terminology

<http://fc.fms.k12.nm.us/~rmilliken/terms.pdf>

"The ABC's of Excel"

<http://www.forsyth.k12.ga.us/kadkins/abc.htm>

The Computer Museum

<http://www.tcm.org>

Troubleshooting Computers

<http://www.barnettcomputerservices.com/troubleshooting/troubleshooting.htm>

U.S. Department of Commerce

<http://www.ta.doc.gov/Go4IT/>

Using and Evaluating Web Sites

<http://www.kn.sbc.com/wired/21stcent/sitemap.html#questioning>

Using Spreadsheet Software as a Database and for Designing Forms (Lesson Plan)

[http://www.successlink.org/gti/gti\\_lesson.asp?lid=3829](http://www.successlink.org/gti/gti_lesson.asp?lid=3829)

Wall Street Journal Career Section

<http://careers.wsj.com>

WebQuest for Search Activities

<http://scrtec.org/track/tracks/f03468.html>

Windows XP/2000: Getting Started

<http://help.unc.edu/?id=167>

Word Processing Basics: Proofreading (Lesson Plan)

<http://www.uen.org/Lessonplan/preview.cgi?LPid=7649>

Working Safely with Computers

<http://www.rowett.ac.uk/compcode/safety.html>

# Curriculum Standards and Indicators

## CAREER DEVELOPMENT AND EMPLOYMENT

### Career Opportunities

#### **A. Understand the process for researching and selecting career opportunities.**

1. Analyze the relationship between educational achievement and career planning.
  - A101 Compare the relationship of academic and vocational skills to personal interests.
  - A102 Link career goals to skills developed in academic and vocational programs.
  - A103 Identify the relationship of education to the selection of college majors, further training, and/or entry into the job market.
  - A104 Identify transferable skills that might apply to a variety of occupations and changing occupational requirements
  
2. Analyze the need for positive attitudes toward work and learning.
  - A201 Present positive contributions workers make to society.
  - A202 Describe the social significance of various occupations.
  - A203 Develop a positive attitude toward work.
  - A204 Suggest learning habits and skills that can be used in various educational situations
  - A205 Identify positive work attitudes and behaviors
  
3. Locate, evaluate, and interpret career information.
  - A301 Compare the educational requirements of various occupations.
  - A302 Reference a range of career resources (e.g. handbooks, career materials, labor market information and computerized career information delivery systems).
  - A303 Evaluate classification systems that categorize occupations and industries
  - A304 Illustrate the concept of career ladders and career webs.
  - A305 Compare the advantages and disadvantages of self-employment as a career option.
  - A306 Assess individuals in selected occupations as possible information resources, role models, or mentors
  - A307 Examine how employment trends relate to education and training.

# Curriculum Standards and Indicators

- A308 Consider the impact of factors such as population, climate, and geographic location on occupational opportunities
- 4. Determine how societal needs and functions influence the nature and structure of work.
  - A401 Examine the effect of work on lifestyles.
  - A402 Describe how society's needs and functions affect the supply of goods and services.
  - A403 Contrast occupational and industrial trends as related to training and employment
  - A404 Evaluate how the global economy affects individuals

## **Career Decision Making**

### **B. Understand the process for career decision-making.**

- 1. Apply problem solving skills to make decisions.
  - B10 Assess personal responsibility for making tentative educational and occupational choices
  - B102 Analyze alternatives in given decision-making situations
  - B103 Determine personal strengths and weaknesses in relationship to postsecondary education/training requirements
  - B104 Indicate appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training
  - B105 Distinguish required steps toward a personal transition from high school to entry into postsecondary education/training programs or work.
  - B106 Determine steps to apply for and secure financial assistance for postsecondary education and training
- 2. Examine the interrelationship of life roles as related to career planning.
  - B201 Document knowledge of life stages
  - B202 Assess factors that determine lifestyles (e.g. socioeconomic status, culture, values, occupational choices, work habits)
  - B203 Determine ways in which occupational choices may affect lifestyle
  - B204 Appraise the contributions of work to a balanced and productive life
  - B205 Analyze the interrelationship of work, family, and leisure.
  - B206 Compare different career patterns and their potential effect on family patterns and lifestyle
  - B207 Evaluate the importance of leisure activities.

# Curriculum Standards and Indicators

- B208 Examine ways that occupational skills and knowledge can be acquired through leisure
  - B209 Identify evidence of gender stereotyping and bias in educational programs and occupational settings
  - B209 Analyze attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping
3. Apply skills in personal career planning.
- B301 Formulate career plans that reflect the importance of lifelong learning
  - B302 Employ knowledge of postsecondary vocational and academic programs
  - B303 Give reasons why changes may require retraining and upgrading of employees' skills
  - B304 Determine school and community resources to explore educational and occupational choices
  - B305 Determine the costs and benefits of self-employment.
  - B306 Compare occupational skills developed through volunteer experiences, part-time employment, and education programs.
  - B307 Compare education and job opportunities

## **Career Portfolio**

### **C. Understand the components required for a career portfolio.**

1. Apply skills to seek, obtain, maintain, and change jobs.
- C101 Use skills to locate, interpret, and use information about job openings and opportunities.
  - C102 Explore academic and/or vocational skills required for a full or part-time job.
  - C103 Research skills and behaviors necessary for a successful job interview
  - C104 Demonstrate skills related to preparing a resume and completing job applications.
  - C105 Locate specific job openings from accessed resources
  - C106 Demonstrate employability skills necessary to obtain and maintain jobs
  - C107 Assess occupational opportunities as related to working conditions, benefits, and opportunities for change
  - C108 Compare placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training

# Curriculum Standards and Indicators

## Career Development and Employment – CDE A1

<b>Topic</b>	Career Opportunities
<b>Performance Indicator</b>	A. Understand the process for researching and selecting career opportunities
<b>Standard</b>	1. Analyze the relationship between educational achievement and career planning.
<b>SCANS</b>	Information 5; Basic Skills 12
<b>Show-Me Standards</b>	1.10; 3.6; SS6
<b>Objectives</b>	<p>A101 Compare the relationship of academic and vocational skills to personal interests.</p> <p>A102 Link career goals to skills developed in academic and vocational programs.</p> <p>A103 Identify the relationship of education to the selection of college majors, further training, and/or entry into the job market.</p> <p>A104 Identify transferable skills that might apply to a variety of occupations and changing occupational requirements.</p>
<b>Sample Activities</b>	<p>Locate and complete an on-line interest inventory. Based on the results of the inventory select two occupational areas which may be of interest to you. Explain to the class how your interests match the two occupational areas.</p> <p>Identify three academic skills you apply at your workplace. Describe how those same skills could be applied in other occupational areas.</p> <p>Interview a manager or supervisor at your place of employment about what additional training was required after they began working there. Prepare a list of required and voluntary training available at your place of employment.</p>

# Curriculum Standards and Indicators

## Career Development and Employment – CDE A2

<b>Topic</b>	Career Opportunities
<b>Performance Indicator</b>	A. Understand the process for researching and selecting career opportunities
<b>Standard</b>	2. Analyze the need for positive attitudes toward work and learning
<b>SCANS</b>	Information 7; Interpersonal 9; Basic Skills 11, 13
<b>Show-Me Standards</b>	1.8; 2.4; CA6; SS6
<b>Objectives</b>	<p>A201 Present positive contributions workers make to society.</p> <p>A202 Describe the social significance of various occupations.</p> <p>A203 Develop a positive attitude toward work.</p> <p>A204 Suggest learning habits and skills that can be used in various educational situations.</p> <p>A205 Identify positive work attitudes and behaviors.</p>
<b>Sample Activities</b>	<p>Write a case study about a situation which occurred at your place of employment which involved a negative attitude toward work. Describe the results of that attitude, how it affected the workplace environment, and how it was handled by the supervisor. Suggest alternative solutions to handle the situation. Present the case study for class discussion.</p> <p>Prepare a visual presentation which shows the contributions of three very different occupations to society.</p>



# Curriculum Standards and Indicators

## Career Development and Employment – CDE A3

<b>Topic</b>	Career Opportunities
<b>Performance Indicator</b>	A. Understand the process for researching and selecting career opportunities
<b>Standard</b>	3. Locate, evaluate, and interpret career information.
<b>SCANS</b>	Information 7; Basic Skills 1, 11
<b>Show-Me Standards</b>	1.4; 1.10; CA6; SS6
<b>Objectives</b>	<p>A301 Compare the educational requirements of various occupations.</p> <p>A302 Reference a range of career resources (e.g. handbooks, career materials, labor market information and computerized career information delivery systems).</p> <p>A303 Evaluate classification systems that categorize occupations and industries.</p> <p>A304 Illustrate the concept of career ladders and career webs.</p> <p>A305 Compare the advantages and disadvantages of self-employment as a career option.</p> <p>A306 Assess individuals in selected occupations as possible information resources, role models, or mentors.</p> <p>A307 Examine how employment trends relate to education and training.</p> <p>A308 Consider the impact of factors such as population, climate, and geographic location on occupational opportunities.</p>
<b>Sample Activities</b>	<p>Prepare a poster showing the career ladder steps for a career of interest to you.</p> <p>Invite a human resources professional to speak to your class about the importance of career planning and preparation.</p> <p>Research and write a description of the advantages of self-employment over working for someone else. Defend your advantages in a class discussion.</p>

# Curriculum Standards and Indicators

## Career Development and Employment – CDE A4

<b>Topic</b>	Career Decision-Making
<b>Performance Indicator</b>	A. Understand the process for career decision-making.
<b>Standard</b>	4. Apply problem solving skills to make decisions.
<b>SCANS</b>	Information 7; Basic Skills 9, 13, 16
<b>Show-Me Standards</b>	1.2; 1.10; 3.6; 4.8; SS6
<b>Objectives</b>	<p>A401 Examine the effect of work on lifestyles.</p> <p>A402 Describe how society's needs and functions affect the supply of goods and services.</p> <p>A403 Contrast occupational and industrial trends as related to training and employment.</p> <p>A404 Evaluate how the global economy affects individuals.</p>
<b>Sample Activities</b>	<p>Write a brief paragraph describing how your life would be different if your parents had an occupation of your choice. What factors cause this difference?</p> <p>Identify a business of industry in your community that is part of the global economy. What changes has that business or industry gone through in the last 3 years as a result of the global economy? Discuss your answers with the class.</p>

# Curriculum Standards and Indicators

## Career Development and Employment – CDE B1

<b>Topic</b>	Career Decision-Making
<b>Performance Indicator</b>	B. Understand the process for career decision-making.
<b>Standard</b>	1. Apply problem solving skills to make decisions.
<b>SCANS</b>	Information 7; Basic Skills 9, 13, 16
<b>Show-Me Standards</b>	1.2; 1.10; 3.6; 4.8; SS6
<b>Objectives</b>	<p>B101 Assess personal responsibility for making tentative educational and occupational choices.</p> <p>B102 Analyze alternatives in given decision-making situations.</p> <p>B103 Determine personal strengths and weaknesses in relationship to postsecondary education/training requirements.</p> <p>B104 Indicate appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.</p> <p>B105 Distinguish required steps toward a personal transition from high school to entry into postsecondary education/training programs or work.</p> <p>B106 Determine steps to apply for and secure financial assistance for postsecondary education and training.</p>
<b>Sample Activities</b>	<p>Review your high school 4-year course plan for appropriate preparation for a career of your choice. Are there changes you can still make to better prepare for that career? Visit with your teacher and counselor about appropriate courses.</p> <p>Attend a meeting on preparing for post secondary education conducted by your school counselors or a college of your choice. Share information you learned about financial assistance with your classmates.</p>

# Curriculum Standards and Indicators

## Career Development and Employment – CDE B2

<b>Topic</b>	Career Decision-Making
<b>Performance Indicator</b>	B. Understand the process for career decision-making.
<b>Standard</b>	2. Examine the interrelationship of life roles as related to career planning.
<b>SCANS</b>	Information 7; Systems 15; Basic Skills 7, 16
<b>Show-Me Standards</b>	1.6; 1.8; 3.1; 4.3; CA3; SS6
<b>Objectives</b>	<p>B201 Document knowledge of life stages.</p> <p>B202 Assess factors that determine lifestyles (e.g. socioeconomic status, culture, values, occupational choices, work habits).</p> <p>B203 Determine ways in which occupational choices may affect lifestyle.</p> <p>B204 Appraise the contributions of work to a balanced and productive life.</p> <p>B205 Analyze the interrelationship of work, family, and leisure.</p> <p>B206 Compare different career patterns and their potential effect on family patterns and lifestyle.</p> <p>B207 Evaluate the importance of leisure activities.</p> <p>B208 Examine ways that occupational skills and knowledge can be acquired through leisure.</p> <p>B209 Identify evidence of gender stereotyping and bias in educational programs and occupational settings.</p> <p>B210 Analyze attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.</p>
<b>Sample Activities</b>	<p>Identify careers which are related to your favorite hobby. What education and experience are necessary to turn that hobby into a career? What are related career opportunities? Submit your information in writing.</p> <p>Select three varied careers and identify how they are different in terms of income, leisure time, geographic location, contribution to society, and family lifestyle. Present your information to the class.</p>

# Curriculum Standards and Indicators

## Career Development and Employment – CDE B3

<b>Topic</b>	Career Decision-Making
<b>Performance Indicator</b>	B. Understand the process for career decision-making.
<b>Standard</b>	3. Apply skills in personal career planning.
<b>SCANS</b>	Information 7, Basic Skills 12, 16
<b>Show-Me Standards</b>	1.8; 3.6; 4.1; 4.5; CA6; SS6
<b>Objective</b>	<p>B301 Formulate career plans that reflect the importance of lifelong learning.</p> <p>B302 Employ knowledge of postsecondary vocational and academic programs.</p> <p>B303 Give reasons why changes may require retraining and upgrading of employees' skills.</p> <p>B304 Determine school and community resources to explore educational and occupational choices.</p> <p>B305 Determine the costs and benefits of self-employment.</p> <p>B306 Compare occupational skills developed through volunteer experiences, part-time employment, and education programs.</p> <p>B307 Compare education and job opportunities</p>
<b>Sample Activities</b>	<p>Make a list of career and education opportunities you are interested in after high school. Prioritize the items on your list. What actions are necessary to realize your priority items? Submit your list to your teacher for comment.</p> <p>In class discuss possible changes in the workplace over the next 5 years which will require learning new skills. Prepare list of what these skills might be and how they could be acquired.</p>

# Curriculum Standards and Indicators

## Career Development and Employment – CDE C1

<b>Topic</b>	Career Portfolio
<b>Performance Indicator</b>	C. Understand the components required for a career portfolio.
<b>Standard</b>	1. Apply skills to seek, obtain, maintain, and change jobs.
<b>SCANS</b>	Information 5; Basic Skills 1, 2, 12
<b>Show-Me Standards</b>	1.2; 1.10; 3.5; 4.8; CA5; SS6
<b>Objectives</b>	<p>C101 Use skills to locate, interpret, and use information about job openings and opportunities.</p> <p>C102 Explore academic and/or vocational skills required for a full or part-time job.</p> <p>C103 Research skills and behaviors necessary for a successful job interview.</p> <p>C104 Demonstrate skills related to preparing a resume and completing job applications.</p> <p>C105 Locate specific job openings from accessed resources.</p> <p>C106 Demonstrate employability skills necessary to obtain and maintain jobs.</p> <p>C107 Assess occupational opportunities as related to working conditions, benefits, and opportunities for change.</p> <p>C108 Compare placement services available to make the transition from high school to civilian employment, the armed services, or post secondary education/training.</p>
<b>Sample Activities</b>	<p>Conduct a mock job interview which demonstrates what NOT to do for a successful interview. Ask class members to suggest improvements.</p> <p>Make a list of resources in your community which help people find employment. Write a brief description of each resource.</p> <p>Prepare a career portfolio which includes a resume, sample employment application, and career goals.</p>

# Curriculum Standards and Indicators

## CAREER DEVELOPMENT AND EMPLOYMENT RESOURCES

10 Minute Resume

<http://www.10minuteresume.com/>

ACT WorkKeys: Assessments

<http://www.act.org/workkeys/assess/index.html>

A Century of Change: The U.S. Labor Force, 1950–2050

*Monthly Labor Review Online* : May 2002, Vol. 125, No. 5

<http://www.bls.gov/opub/mlr/2002/05/art2exc.htm> (excerpt)

<http://www.bls.gov/opub/mlr/2002/05/art2full.pdf> (full article)

A Quick Personality Test

<http://www.users.interport.net/~zang/personality.html>

Behavioral Style Survey

<http://www.platinumrule.com/surveyi.html>

Bureau of Labor Statistics Home Page

<http://state.bls.gov/>

CAPS: Counseling and Psychological Services

<http://www.caps.ku.edu/career/tests.shtml> -

Career Activity File: Employability Skills

[http://www.okcareertech.org/guidance/CareerInfo/CareerActivity03/CareerActFile\\_03.pdf](http://www.okcareertech.org/guidance/CareerInfo/CareerActivity03/CareerActFile_03.pdf)

Career Interest Inventories

<http://www.paris95.k12.il.us/mayo/invent.html> -

Career Magazine

<http://www.careermag.com/>

Career Mosaic

<http://www.careermosaic.com/>

Careers On Line

<http://www.careersonline.com/>

CHOICES

<http://www.choicesedgroup.org>

College Connection Financial Aid Resources

<http://www.careermosaic.com/cm/cc/cc23.html>

Fortune Magazine's Job Hunting Guide

<http://www.pathfinder.com/fortune/careers/guide/index.html>

# Curriculum Standards and Indicators

## Implementing SCANS

By Arnold C. Packer and Scott Brainard

The Highlight Zone: Research @ Work , no. 10. Washington, DC: National Centers for Career and Technical Education, 2003.

<http://www.nccte.org/publications/infosynthesis/highlightzone/highlight10/index.asp>

## Interest Inventories

<http://www.psu.edu/dus/md/mdinti.htm>

## Interest and Personality Inventories

<http://www.central.edu/career/explore/inventories.htm>

## Job Search Personality Tests

<http://jobsearch.about.com/cs/personalitytests/a/personalitytest.htm>

## Lycos Career Directory

<http://lycos.com/careers>

## Mike Farr's On-Line Get a Job Workshop

<http://www.jist.com/jist/jobwork.htm>

## Monster.Com

<http://www.monster.com/>

## National Life Work Center

<http://lifework.ca>

## NEA Useful Web Sites for Educators

<http://www.nea.org/cet/links>

## New York Times Daily Lesson Plan

<http://www.nytimes.com/learning/teachers/lessons/index.html>

## New York Times Lesson Plan Archive

<http://www.nytimes.com/learning/teachers/lessons/archive.html>

## One-Stop Sites

<http://www.wnjin.state.nj.us/OneStopCareerCenter/>

## School-to-Work Learning Center

<http://www.stw.ed.gov>

## Student Financial Assistance Program

<http://www.ed.gov/offices/OSFAP/Students/sfa.html>

## Teacher's Guide to the Bureau of Labor Statistics Career Information

[http://stats/bis.gov/k12/html/edu\\_tch.htm](http://stats/bis.gov/k12/html/edu_tch.htm)

## The Career Interest Game

[www.missouri.edu/~cppcwww/holland.shtml](http://www.missouri.edu/~cppcwww/holland.shtml)

## The Career Key

<http://www.ncsu.edu/careerkey/index.html>



# ==== Curriculum Standards and Indicators

The Career Questionnaire

<http://www.collegeboard.org/career/html/searchQues.html>

The Interest-Finder Quiz

[http://www.myfuture.com/secondary/career/ch\\_interestquiz.html](http://www.myfuture.com/secondary/career/ch_interestquiz.html)

The Occupational Outlook Handbook

<http://stats.bls.gov/ocohome.htm>

The Occupational Outlook Quarterly Online

<http://stats.bls.gov/pub/ooq/ooqhome.htm>

The Resume Shop

<http://www.cyber-north.com/resume/>

University Career Services, Virginia

[www.career.virginia.edu/students/resources/handouts/assessment.pdf](http://www.career.virginia.edu/students/resources/handouts/assessment.pdf)

U.S. Department of Education

<http://www.ed.gov/free/comment.html>

U.S. News & World Report's Career Guide

<http://www.usnews/nycu/work/wo99car.htm>

Working in the 21st Century

U.S. Bureau of Labor Statistics

<http://www.bls.gov/pub/working/home.htm>

Work Readiness – Teacher Lesson Plans

Charlottesville Area School Business Alliance

<http://www.casba.net/lessonplans.html>

Workplace Readiness Learning Activities

Florida ABE Program

[http://abeflorida.org/pdf/Resource\\_Guides/Resource-WorkplaceReadiness.pdf](http://abeflorida.org/pdf/Resource_Guides/Resource-WorkplaceReadiness.pdf)

Yahoo Career Resource Directory

[http://dir.yahoo.com/Business\\_and\\_Economy/Employment\\_and\\_Work/](http://dir.yahoo.com/Business_and_Economy/Employment_and_Work/)

# Curriculum Standards and Indicators

## ENTREPRENEURSHIP AND BUSINESS ECONOMICS

### Economic Concepts

#### **A. Understand the economic principles and concepts fundamental to entrepreneurship/small-business ownership**

1. Discuss basic concepts of entrepreneurship/small business ownership
  - A101 Distinguish between economic goods and services
  - A102 Explain the concept of economic resources
  - A103 Describe the nature of economics and economic activities
  - A104 Determine forms of economic utility created by business activities
  - A105 Explain the principles of supply and demand
  - A106 Describe the concept of price
  - A107 Explain the types of economic systems
  - A108 Determine the relationship between government and business
  - A109 Explain the concept of private enterprise
  - A110 Identify factors affecting a business's profit
  - A111 Determine factors affecting business risk
  - A112 Explain the concept of competition
  - A113 Identify the impact of small business/entrepreneurship on market economies
2. Examine cost-profit relationships
  - A201 Explain the concept of productivity
  - A202 Analyze the impact of specialization/division of labor on productivity
  - A203 Explain the concept of organized labor and business
  - A204 Explain the law of diminishing returns
3. Discuss economic indicators/trends
  - A301 Explain measures used to analyze economic conditions
  - A302 Explain the nature of the Consumer Price Index
  - A303 Explain the concept of Gross Domestic Product
  - A304 Determine the impact of business cycles on business activities
4. Recognize international business concepts
  - A401 Explain the nature of international trade

# Curriculum Standards and Indicators

A402 Describe small-business opportunities in international trade

A403 Identify the impact of cultural and social environments on world trade

A404 Evaluate influences on a nation's ability to trade

## **Business Concepts**

### **B. Understand fundamental business concepts that affect business decision making**

1. Discuss fundamental business concepts

B101 Explain the role of business in society

B102 Describe types of business activities

B103 Identify types of businesses

B104 Explain opportunities for creating added value

B105 Identify issues and trends in business

B106 Describe crucial elements of a quality culture/continuous quality improvement

B107 Describe the role of management in the achievement of quality

2. Discuss core business activities

B201 Explain marketing management and its importance in a global economy

B202 Describe marketing functions and related activities

B203 Explain the nature and scope of operations management

B204 Explain the concept of management

B205 Explain the concept of financial management

B206 Explain the concept of human resource management

B207 Explain the concept of risk management

B208 Explain the concept of strategic management

## **Entrepreneurial Processes**

### **C. Understands concepts and processes associated with successful entrepreneurial performance**

1. Discuss the Discovery stage of entrepreneurship

C101 Explain the need for entrepreneurial discovery

C102 Assess global trends and opportunities

C103 Determine opportunities for venture creation

C104 Assess opportunities for venture creation

C105 Describe idea-generation methods

# Curriculum Standards and Indicators

C106 Generate venture ideas

2. Discuss the Concept Development stage of entrepreneurship
  - C201 Describe entrepreneurial planning considerations
  - C202 Explain tools used by entrepreneurs for venture planning
  - C203 Assess start-up requirements
  - C204 Assess risks associated with venture
  - C205 Describe external resources useful to entrepreneurs during concept development
  - C206 Use components of a business plan to define venture idea
3. Discuss the Resourcing stage of entrepreneurship
  - C301 Distinguish between debt and equity financing for venture creation
  - C302 Describe processes used to acquire adequate financial resources for venture creation/start-up
  - C303 Describe considerations in selecting capital resources
  - C304 Assess the costs/benefits associated with resources
4. Discuss the Actualization stage of entrepreneurship
  - C401 Explain the need for business systems and procedures
  - C402 Explain methods/processes for organizing work flow
  - C403 Explain the impact of resource productivity on venture success
  - C404 Create processes for ongoing opportunity recognition
  - C405 Adapt to changes in business environment
5. Discuss the Harvesting stage of entrepreneurship
  - C501 Explain the need for continuation planning
  - C502 Describe methods of venture harvesting
  - C503 Evaluate options for continued venture involvement
  - C504 Develop exit strategies

## **Entrepreneurial Traits/Behaviors**

### **D. Understand the personal traits/behaviors associated with successful entrepreneurial performance**

1. Conduct Personal Assessment
  - D101 Describe desirable entrepreneurial personality traits
  - D102 Determine personal biases and stereotypes
  - D103 Evaluate personal capabilities

# ==== Curriculum Standards and Indicators

D104 Conduct self-assessment to determine entrepreneurial potential

## 2. Manage Personal Traits

D201 Maintain positive attitude

D202 Demonstrate interest and enthusiasm

D203 Develop an orientation to change

D204 Demonstrate problem-solving skills

D205 Assume personal responsibility for decisions

D206 Use time-management principles

D207 Develop tolerance for ambiguity

D208 Use feedback for personal growth

D209 Demonstrate creativity

D210 Set personal goals

Adapted from "National Content Standards for Entrepreneurship Education", Consortium for Entrepreneurship Education.

# Curriculum Standards and Indicators

## Entrepreneurship and Business Economics – EBE A1

<b>Topic</b>	Economic Principles
<b>Performance Indicator</b>	A. Understand the economic principles and concepts fundamental to entrepreneurship/small-business ownership
<b>Standard</b>	1. Discuss basic concepts of entrepreneurship/small business ownership
<b>SCANS</b>	Information 5; Systems 15; Basic Skills 6; Thinking Skills 12
<b>Show-Me Standards</b>	1.9; 2.1; SS4
<b>Objectives</b>	<p>A101 Distinguish between economic goods and services</p> <p>A102 Explain the concept of economic resources</p> <p>A103 Describe the nature of economics and economic activities</p> <p>A104 Determine forms of economic utility created by business activities</p> <p>A105 Explain the principles of supply and demand</p> <p>A106 Describe the concept of price</p> <p>A107 Explain the types of economic systems</p> <p>A108 Determine the relationship between government and business</p> <p>A109 Explain the concept of private enterprise</p> <p>A110 Identify factors affecting a business's profit</p> <p>A111 Determine factors affecting business risk</p> <p>A112 Explain the concept of competition</p> <p>A113 Identify the impact of small business/entrepreneurship on market economies</p>
<b>Sample Activities</b>	<p>Select a product and prepare a graph showing the variations of supply and demand for that product over time.</p> <p>Interview a business person and an elected official about the ways in which government supports business and ways in which it restricts business. Present your interview findings in a written report and as an oral presentation to the class.</p> <p>Research the growth of entrepreneurial businesses in command economies such as China and Vietnam. Identify three reasons for this growth, and relate those reasons to the US economic growth.</p>

# Curriculum Standards and Indicators

## Entrepreneurship and Business Economics – EBE A2

<b>Topic</b>	Economic Principles
<b>Performance Indicator</b>	A. Understand the economic principles and concepts fundamental to entrepreneurship/small-business ownership
<b>Standard</b>	2. Examine cost-profit relationships
<b>SCANS</b>	Information 5; Systems 15; Basic Skills 6; Thinking Skills 12
<b>Show-Me Standards</b>	1.8; 2.1; SS4
<b>Objectives</b>	A201 Explain the concept of productivity A202 Analyze the impact of specialization/division of labor on productivity A203 Explain the concept of organized labor and business A204 Explain the law of diminishing returns
<b>Sample Activities</b>	Describe in writing how information technology has increased productivity in a local business or industry of your choice.  Prepare a presentation which covers the pros and cons of organized labor as a contributor to economic development.

# Curriculum Standards and Indicators

## Entrepreneurship and Business Economics – EBE A3

<b>Topic</b>	Economic Principles
<b>Performance Indicator</b>	A. Understand the economic principles and concepts fundamental to entrepreneurship/small-business ownership
<b>Standard</b>	3. Discuss economic indicators/trends
<b>SCANS</b>	Information 5, Systems 15, Basic Skills 6
<b>Show-Me Standards</b>	1.10, 2.1, MA1, SS4
<b>Objectives</b>	<p>A301 Explain measures used to analyze economic conditions</p> <p>A302 Explain the nature of the Consumer Price Index</p> <p>A303 Explain the concept of Gross Domestic Product</p> <p>A304 Determine the impact of business cycles on business activities</p>
<b>Sample Activities</b>	<p>Select four measures of economic conditions and prepare a presentation which explains those measures and their important to business activities.</p> <p>Define GDP, GNP, balance of trade, trade deficit, and balance of payments and explain how these terms are related, and how they are different.</p>



# Curriculum Standards and Indicators

## Entrepreneurship and Business Economics – EBE A4

<b>Topic</b>	Economic Principles
<b>Performance Indicator</b>	A. Understand the economic principles and concepts fundamental to entrepreneurship/small-business ownership
<b>Standard</b>	4. Recognize international business concepts
<b>SCANS</b>	Information 5; Basic Skills 1, 6; Thinking Skills 12
<b>Show-Me Standards</b>	1.10; 2.3; CA7; SS6
<b>Objectives</b>	<p>A401 Explain the nature of international trade</p> <p>A402 Describe small-business opportunities in international trade</p> <p>A403 Identify the impact of cultural and social environments on world trade</p> <p>A404 Evaluate influences on a nation's ability to trade</p>
<b>Sample Activities</b>	<p>Identify five items in your home that were imported into the US and their country of origin. What advantages does that country have that caused the item to be imported and sold in the US? Present your answers in written form.</p> <p>Select a product from your local community or state that is being exported. Identify for the class the positive and negative impact of producing that product for export.</p>

# Curriculum Standards and Indicators

## Entrepreneurship and Business Economics – EBE B1

<b>Topic</b>	Business Concepts
<b>Performance Indicator</b>	B. Understand fundamental business concepts that affect business decision making
<b>Standard</b>	1. Discuss fundamental business concepts
<b>SCANS</b>	Information 5; Systems 15; Basic Skills 1; Thinking Skills 12
<b>Show-Me Standards</b>	1.8; 2.3; CA6; SS4
<b>Objectives</b>	<p>B101 Explain the role of business in society</p> <p>B102 Describe types of business activities</p> <p>B103 Identify types of businesses</p> <p>B104 Explain opportunities for creating added value</p> <p>B105 Identify issues and trends in business</p> <p>B106 Describe crucial elements of a quality culture/continuous quality improvement</p> <p>B107 Describe the role of management in the achievement of quality</p>
<b>Sample Activities</b>	<p>Identify three business related issues currently in the news. Write a brief description of the issue, possible causes and possible solutions.</p> <p>Interview a business manager about their contribution to a quality product or service. Present your findings to the class.</p> <p>Select a product with which you are familiar. Identify how value has been added from production to consumption.</p>

# Curriculum Standards and Indicators

## Entrepreneurship and Business Economics – EBE B2

<b>Topic</b>	Business Concepts
<b>Performance Indicator</b>	B. Understand fundamental business concepts that affect business decision making
<b>Standard</b>	2. Discuss core business activities
<b>SCANS</b>	Information 5; Interpersonal 10; Basic Skills 1, 6; Thinking Skills 12
<b>Show-Me Standards</b>	1.8; 2.3; CA6; SS4
<b>Objectives</b>	<p>B201 Explain marketing management and its importance in a global economy</p> <p>B202 Describe marketing functions and related activities</p> <p>B203 Explain the nature and scope of operations</p> <p>B204 management</p> <p>B205 Explain the concept of management</p> <p>B206 Explain the concept of financial management</p> <p>B207 Explain the concept of human resource management</p> <p>B208 Explain the concept of risk management</p> <p>Explain the concept of strategic management</p>
<b>Sample Activities</b>	<p>Select a product or service and describe in writing how the various marketing functions are used to get that product from the producer to the consumer.</p> <p>Select a job title which matches with each of the management concepts listed above. Provide a brief list of duties for each job and general qualifications for those jobs.</p>

# Curriculum Standards and Indicators

## Entrepreneurship and Business Economics – EBE C1

<b>Topic</b>	Entrepreneurship Concepts
<b>Performance Indicator</b>	C. Understands concepts and processes associated with successful entrepreneurial performance
<b>Standard</b>	1. Discuss the Discovery stage of entrepreneurship
<b>SCANS</b>	Information 5, 7; Systems 15; Basic Skills 7; Thinking Skills 12
<b>Show-Me Standards</b>	1.6; 2.1; 3.5; 3.8; SS4
<b>Objectives</b>	<p>C101 Explain the need for entrepreneurial discovery</p> <p>C102 Assess global trends and opportunities</p> <p>C103 Determine opportunities for venture creation</p> <p>C104 Assess opportunities for venture creation</p> <p>C105 Describe idea-generation methods</p> <p>C106 Generate venture ideas</p>
<b>Sample Activities</b>	<p>Select a common item found in your home. Make a list of possible secondary uses for that item. Share your list with classmates.</p> <p>How would you improve the common bathtub? Describe features you would add to the bathtub. Why or why not these features would be incorporated into bathtubs. Be prepared to defend your reasons in a class discussion.</p>

# Curriculum Standards and Indicators

## Entrepreneurship and Business Economics – EBE C2

<b>Topic</b>	Entrepreneurship Concepts
<b>Performance Indicator</b>	C. Understands concepts and processes associated with successful entrepreneurial performance
<b>Standard</b>	2. Discuss the Concept Development stage of entrepreneurship
<b>SCANS</b>	Information 5, 7, Systems 15, Basic Skills 1, 6, 7
<b>Show-Me Standards</b>	1.8, 2.1, 3.8, 4.5, SS4
<b>Objectives</b>	<p>C201 Describe entrepreneurial planning considerations</p> <p>C202 Explain tools used by entrepreneurs for venture planning</p> <p>C203 Assess start-up requirements</p> <p>C204 Assess risks associated with venture</p> <p>C205 Describe external resources useful to entrepreneurs during concept development</p> <p>C206 Use components of a business plan to define venture idea</p>
<b>Sample Activities</b>	<p>Identify an agency or institution in or near your community which supports new business start-ups. Describe in a written report the services offered by that agency or institution.</p> <p>Go to an on-line business plan website. Identify the parts of the business plan which request information on the venture idea. What do you need to know about your idea before writing a business plan?</p> <p>Interview a local entrepreneur about how they got started in their business, what risks they accepted, and how they met those risks. Share your findings with the class.</p>

# Curriculum Standards and Indicators

## Entrepreneurship and Business Economics – EBE C3

<b>Topic</b>	Entrepreneurship Concepts
<b>Performance Indicator</b>	C. Understands concepts and processes associated with successful entrepreneurial performance
<b>Standard</b>	3. Discuss the Resourcing stage of entrepreneurship
<b>SCANS</b>	Information 5, 7, Interpersonal 10, Basic Skills 1, 6, 12
<b>Show-Me Standards</b>	1.8, 3.5, SS4
<b>Objectives</b>	<p>C301 Distinguish between debt and equity financing for venture creation</p> <p>C302 Describe processes used to acquire adequate financial resources for venture creation/start-up</p> <p>C303 Describe considerations in selecting capital resources</p> <p>C304 Assess the costs/benefits associated with resources</p>
<b>Sample Activities</b>	<p>Arrange for an officer of a local bank to speak to the class about the bank's services for businesses, particularly new business start ups. Have the class prepare questions in advance.</p> <p>As a group identify four sources of start-up capital. List the advantages and disadvantages of each source.</p>

# Curriculum Standards and Indicators

## Entrepreneurship and Business Economics – EBE C4

<b>Topic</b>	Entrepreneurship Concepts
<b>Performance Indicator</b>	C. Understands concepts and processes associated with successful entrepreneurial performance
<b>Standard</b>	4. Discuss the Actualization stage of entrepreneurship
<b>SCANS</b>	Information 5, 7; Systems 15; Basic Skills 1, 6, 7, 12
<b>Show-Me Standards</b>	2.4; 4.5; SS4
<b>Objectives</b>	<p>C401 Explain the need for business systems and procedures</p> <p>C402 Explain methods/processes for organizing work flow</p> <p>C403 Explain the impact of resource productivity on venture success</p> <p>C404 Create processes for ongoing opportunity recognition</p> <p>C405 Adapt to changes in business environment</p>
<b>Sample Activities</b>	<p>Prepare a written plan for conducting a fund raising activity. Show various tasks that need to be accomplished, timelines, and procedures. Develop an organization chart with job duties for the fund raising activity.</p> <p>Identify three products, services, or businesses you are familiar with. How have those changed over the last three years? What caused the need for change? Has the change been successful? Share your answers with the class.</p>

# Curriculum Standards and Indicators

## Entrepreneurship and Business Economics – EBE C5

<b>Topic</b>	Entrepreneurship Concepts
<b>Performance Indicator</b>	C. Understands concepts and processes associated with successful entrepreneurial performance
<b>Standard</b>	5. Discuss the Harvesting stage of entrepreneurship
<b>SCANS</b>	Information 5, 7; Systems 15; Basic Skills 6, 8
<b>Show-Me Standards</b>	1.2; 1.7; 4.5; SS4
<b>Objectives</b>	C501 Explain the need for continuation planning C502 Describe methods of venture harvesting C503 Evaluate options for continued venture involvement C504 Develop exit strategies
<b>Sample Activities</b>	Form two teams to debate the statement, “Entrepreneurs are born and not made.” Summarize key points made by both sides at the conclusion of the debate.  Is there a business in your community that has “Been in the same family for generations”? Interview the owner about how and why that was able to happen, and other options that may have been considered for continuing the business. Present your findings to the class.



# Curriculum Standards and Indicators

## Entrepreneurship and Business Economics – EBE D1

<b>Topic</b>	Entrepreneurial Traits/Behaviors
<b>Performance Indicator</b>	D. Understand the personal traits/behaviors associated with successful entrepreneurial performance
<b>Standard</b>	1. Conduct Personal Assessment
<b>SCANS</b>	Information 6; Interpersonal 14; Thinking Skills 12, 16
<b>Show-Me Standards</b>	1.2; 4.6; CA6; SS6
<b>Objectives</b>	<p>D101 Describe desirable entrepreneurial personality traits</p> <p>D102 Determine personal biases and stereotypes</p> <p>D103 Evaluate personal capabilities</p> <p>D104 Conduct self-assessment to determine entrepreneurial potential</p>
<b>Sample Activities</b>	<p>Complete one of the many entrepreneurial trait assessments found in books or on the Web. Assess how you compare to the common entrepreneurial traits.</p> <p>Locate case studies on four or five entrepreneurs. Is there a set of common characteristics? Share your opinion with the class.</p> <p>List any entrepreneurial type activity you may have been involved in, such as fund raising, yard sales, etc. and three things you learned from these activities. List three entrepreneurial activities available to you in your school or community and the risks and rewards for each.</p>

# Curriculum Standards and Indicators

## Entrepreneurship and Business Economics – EBE D2

<b>Topic</b>	Entrepreneurial Traits/Behaviors
<b>Performance Indicator</b>	D. Understand the personal traits/behaviors associated with successful entrepreneurial performance
<b>Standard</b>	2. Manage Personal Traits
<b>SCANS</b>	Interpersonal 9, 12, 13, 14; Thinking Skills 7; Personal Qualities 15
<b>Show-Me Standards</b>	1,10; 3.3; 4.5; 4.6; CA6; SS6
<b>Objectives</b>	D201 Maintain positive attitude D202 Demonstrate interest and enthusiasm D203 Develop an orientation to change D204 Demonstrate problem-solving skills D205 Assume personal responsibility for decisions D206 Use time-management principles D207 Develop tolerance for ambiguity D208 Use feedback for personal growth D209 Demonstrate creativity D210 Set personal goals
<b>Sample Activities</b>	<p>Write a description of a situation which demonstrates how a personal trait, or lack thereof, can be a problem for starting a new business. Ask class members to suggest possible solutions to the problem.</p> <p>Make a list of all the things you have to do over the next three days. In one column give each item a priority rank based on its importance to you. In a second column rank the items based on importance to others. Any differences? What causes the difference? How will you deal with the differences, and what are the possible results of that decision?</p>

# Curriculum Standards and Indicators

## ENTREPRENEURSHIP AND BUSINESS ECONOMICS RESOURCES

American Marketing Association  
<http://www.MarketingPower.com>

[AskERIC Lesson Plans](#) (Educational Resources Information Center)  
A variety of economics-based lesson plans and activities for students in grades 4 through 12.

Burrow, J.L. (2003). *Business 2000*:. Cincinnati: South-Western.

Business Resource Center  
<http://www.morebusiness.com/>

[CELCEE](#) Center for Entrepreneurial Leadership Clearinghouse on Entrepreneurship Education)  
Database containing abstracts of materials on entrepreneurship education at all levels, and a collection of links to the Web pages of organizations dealing with entrepreneurship and entrepreneurship education.

Center for Women's Business Research  
<http://www.nfwbo.org>

DECA  
[www.deca.org](http://www.deca.org)

Econ Ed Link  
[www.econedlink.org](http://www.econedlink.org)  
<http://www.econedlink.org/lessons/index.cfm>

Economics Education Homepage  
<http://ecedweb.unomaha.edu/>

Entrepreneur Magazine  
<http://www.entrepreneur.com/>

Entrepreneur Magazine  
Published monthly in Irvine, CA, Phone: 714-261-2325,  
[www.entrepreneurmag.com](http://www.entrepreneurmag.com)

Entrepreneurship: What business am I in? (Lesson Plan on goals and mission statements)  
[http://slincs.coe.utk.edu/gtelab/learning\\_activities/54rolg.html](http://slincs.coe.utk.edu/gtelab/learning_activities/54rolg.html)

Entrepreneurship and Small Business Management 2000  
Glencoe/McGraw-Hill  
936 Eastwind Drive  
Westerville, OH 43081

Entrepreneurs in History—Success vs. Failure: Role Models of Entrepreneurship Emerson Klees  
paperback, 320 pages, ISBN: 0-9635990-1-1  
LCCN: 95-61071. Publication date: April 1999

# Curriculum Standards and Indicators

EntreWorld  
<http://www.entreworld.com>

Ewing Marion Kauffman Foundation  
4801 Rockhill Rd.  
Kansas City, MO 64110  
Web site: [www.entreworld.org](http://www.entreworld.org)

Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (2002). *Marketing essentials* (3<sup>rd</sup> ed.) Woodland Hills, CA: Glencoe/McGraw-Hill.

Fast Company Magazine  
<http://www.fastcompany.com>

Forbes Business Magazine  
<http://www.forbes.com/>

Generation E: The Do-It-Yourself Business Guide for Twentysomethings and Other Non-Corporate Types  
Ten Speed Press  
999 Harrison Street  
Berkeley, CA 94710  
510-559-1600, ext. 3029  
Fax: 510-524-4588  
Email: [sd@tenspeed.com](mailto:sd@tenspeed.com)

GoVenture  
Career and Life Skills Contact: Media Spark Inc. P O Box 975 Sydney, NS Canada B1P 6J4 800-331-2282 902-562-0042 For more information, and to access free educational activities, visit <http://www.goventure.net>

Inc. Magazine  
<http://www.inc.com>

Internet Commerce Magazine  
<http://www.wilsonweb.com/>

Junior Achievement  
[www.ja.org](http://www.ja.org)

Making Cent\$ International  
<http://www.makingcents.com>

MarkEd/Career Paths Resource Center  
P.O. Box 12279  
Columbus, OH 43212-0279  
800-448-0398  
Fax: 614-486-1819  
Email: [service@mark-ed.com](mailto:service@mark-ed.com)  
Web site: [www.mark-ed.com](http://www.mark-ed.com)

Microsoft Corporation  
<http://www.microsoft.com/education/>

MoneyHunter-Entrepreneurship Information  
<http://www.moneyhunter.com>

# Curriculum Standards and Indicators

## [Money and the Economy Modular Series](#)

(Federal Reserve Bank of San Francisco)

Short, computer-animated videos that illustrate standard concepts in high school economics.

National Content Standards for Entrepreneurship Education, Consortium for Entrepreneurship Education, Columbus, Ohio, 2004.

PACE curriculum, developed by the Consortium for Entrepreneurship Education, contact the Center of Education and Training for Employment at the Ohio State University, Publications Office, 1900 Kenny Rd., Columbus, OH 43210 (phone: 614-292-4277),

## Problem-Based Economics

<http://www.bie.org/pbss/pbe/unitoverview.php>

## PSI Research/Oasis Press

P.O. Box 3727

Central Point, Oregon 97502-0032

541-479-9464

Fax: 541-476-1479

Email: [info@psi-research.com](mailto:info@psi-research.com)

Web site: <http://www.psi-research.com/oasis.htm>

## Small Business Administration Answer Desk

<http://www.sba.gov/answerdesk.html>

## Small Business Advancement National Center

<http://www.sbaer.uca.edu>

## South-Western Publishing Co.

<http://www.swlearning.com/swhome.html>

## Success Magazine

Published 10/year in New York, NY, Phone 914-937-9600,

[www.successmagazine.com](http://www.successmagazine.com)

## The One Page Business Plan

[http://www.onepagebusinessplan.com/opbp/eight\\_week.pdf](http://www.onepagebusinessplan.com/opbp/eight_week.pdf) (Curriculum)

[http://www.onepagebusinessplan.com/sample\\_plans.html](http://www.onepagebusinessplan.com/sample_plans.html) (Sample plans)

## Wall Street Journal Classroom Edition

<http://info.wsj.com/classroom/>

## Y&E: The Magazine for Teen Entrepreneurs

<http://ye.entreworld.org>

## Young Money

[www.youngmoney.com/entrepreneur](http://www.youngmoney.com/entrepreneur)

# Curriculum Standards and Indicators

## ETHICS AND SOCIAL RESPONSIBILITY

### Ethical Behavior

#### **A. Understand and apply ethical behavior in the workplace**

1. Explain the importance of workplace ethics.
  - A101 Define workplace ethics
  - A102 Analyze reasons employees behave in an unethical manner.
  - A103 Describe the consequences of unethical behavior.
  - A104 Discuss business issues from an ethical perspective.
  
2. Apply ethical factors when making decisions.
  - A201 Develop a personal code of ethics.
  - A202 Distinguish between ethical and unethical actions in the workplace.
  - A203 Make ethical decisions in the workplace

### Laws and Regulations

#### **B. Understand laws and regulations that apply to employment.**

1. Explain legal issues affecting business.
  - B101 Describe the advantages and disadvantages of various forms of business ownership.
  - B102 Define employee rights and responsibilities
  - B103 Explain how discrimination, affirmative action and reverse discrimination affect the workplace.
  - B104 Define whistle blowing and its potential results
  - B105 Describe actions to prevent and address sexual harassment
  - B106 Describe the importance of protecting intellectual property.
  
2. Explain local, state and federal laws and regulations affecting the workplace.
  - B201 Describe local laws which pertain to business.
  - B202 Describe state laws which pertain to business.
  - B203 Describe federal laws which pertain to business.
  - B204 Explain workplace regulations such as OSHA, ADA.
  - B205 Describe business' reporting requirements.

# ==== Curriculum Standards and Indicators

## Social Responsibility

### **C. Understand the responsibility business has to society.**

1. Describe social demands that affect business.
  - C101 Define social responsibility
  - C102 Cite examples of social responsibility
  - C103 Explain the concept of business stakeholders.
  
2. Describe environmental concerns that affect business.
  - C201 Describe the environmental risks of business operation.
  - C202 Explain environmental laws and regulations related to business operation.
  - C203 Identify strategies to address environmental concerns

# Curriculum Standards and Indicators

## Ethics and Social Responsibility – ESR A1

<b>Topic</b>	Ethical Behavior
<b>Performance Indicator</b>	A. Understand and apply ethical behavior in the workplace.
<b>Standard</b>	1. Explain the importance of workplace ethics.
<b>SCANS</b>	Information 5; Thinking Skills 8; Personal Qualities 17
<b>Show-Me Standards</b>	1.10; 3.6; 4.4; SS6
<b>Objectives</b>	<p>A101 Define workplace ethics.</p> <p>A102 Analyze reasons employees behave in an unethical manner.</p> <p>A103 Describe the consequences of unethical behavior.</p> <p>A104 Discuss business issues from an ethical perspective.</p>
<b>Sample Activities</b>	<p>Form teams to present and defend a business pro or con perspective on an ethical matter in the news. Conduct a classroom discussion which presents both perspectives.</p> <p>Research two events in the past year which have brought business ethics to national attention. Present the facts of situation, possible causes, potential or real results, and the lessons to be learned from that situation in a paper submitted to your teacher.</p> <p>Locate the workplace ethics statement for your work place, or for another company if your workplace does not have such a statement. Discuss in the class the reasons for the statement, penalties for violation of the ethics statement, and suggest possible improvements to the statement.</p>



# Curriculum Standards and Indicators

## Ethics and Social Responsibility – ESR A2

<b>Topic</b>	Ethical Behavior
<b>Performance Indicator</b>	A. Understand and apply ethical behavior in the workplace.
<b>Standard</b>	2. Apply ethical factors when making decisions.
<b>SCANS</b>	Information 7; Thinking Skills 8; Personal Qualities 14, 17
<b>Show-Me Standards</b>	1.2; 3.8; 4.4
<b>Objectives</b>	<p>A201 Develop a personal code of ethics.</p> <p>A202 Distinguish between ethical and unethical actions in the workplace.</p> <p>A203 Make ethical decisions in the workplace.</p>
<b>Sample Activities</b>	<p>Write your own code of personal ethics based your research and examples of other personal codes of ethics. Submit your written code to your teacher for review.</p> <p>Use the Internet to locate case studies involving ethical decision making in business. Present the case studies to class teams for discussion.</p> <p>Identify a situation in which you or another person at your workplace had to make an ethical decision. In writing describe the situation, the decision to be made, how that decision was made, and how the decision could be improved. Share your work in a class discussion.</p>

# Curriculum Standards and Indicators

## Ethics and Social Responsibility – ESR B1

<b>Topic</b>	Laws and Regulations
<b>Performance Indicator</b>	B. Understand laws and regulations that apply to employment.
<b>Standard</b>	1. Explain legal issues affecting business.
<b>SCANS</b>	Information 7; Thinking Skills 12
<b>Show-Me Standards</b>	1.2; 1.10; 4.2; CA6; SS6
<b>Objectives</b>	<p>B101 Describe the advantages and disadvantages of various forms of business ownership.</p> <p>B102 Define employee rights and responsibilities.</p> <p>B103 Explain how discrimination, affirmative action and reverse discrimination affect the workplace.</p> <p>B104 Define whistle blowing and its potential results.</p> <p>B105 Describe actions to prevent and address sexual harassment.</p> <p>B106 Describe the importance of protecting intellectual property.</p>
<b>Sample Activities</b>	<p>Prepare a presentation which explains the different types of business ownership, advantages and disadvantages of each, and examples of the different type of ownership in your community.</p> <p>Interview a local business owner to discuss how they organized to start their business, what type of ownership they have of the business, and what the owner sees as the advantages and disadvantages of that type ownership. Present your findings in a class discussion.</p> <p>Research two recent examples of whistle blowing in business or government. In a written paper identify the problem which led to whistle blowing, the results, and the protections afforded the person who blew the whistle.</p> <p>Ask your school librarian to make a brief presentation to the class on protecting intellectual property rights, including electronic and print media.</p>

# Curriculum Standards and Indicators

## Ethics and Social Responsibility – ESR B2

<b>Topic</b>	Laws and Regulations
<b>Performance Indicator</b>	B. Understand laws and regulations that apply to employment.
<b>Standard</b>	2. Explain local, state and federal laws and regulations affecting the workplace.
<b>SCANS</b>	Information 7; Systems 15; Thinking Skills 10
<b>Show-Me Standards</b>	1.10; 2.6; 3.6; 4.7; SS1
<b>Objectives</b>	<p>B201 Describe local laws which pertain to business.</p> <p>B202 Describe state laws which pertain to business.</p> <p>B203 Describe federal laws which pertain to business.</p> <p>B204 Explain workplace regulations such as OSHA, ADA.</p> <p>B205 Describe business' reporting requirements.</p>
<b>Sample Activities</b>	<p>Contact your local chamber of commerce and government offices for information on local laws and regulations affecting business, such as taxes, business permits, etc. Make a list of laws and regulations with which a business must comply. Make a poster which lists the laws and regulations, and the local entity charge with enforcement.</p> <p>Research OSHA regulations and prepare a class presentation on the most relevant OSHA requirements for business. Include how OSHA is enforced and how businesses comply with OSHA.</p> <p>Interview your workplace supervisor to discuss state and federal laws which affect the business. Make a list of those mentioned and present the list and reasons mentioned by your supervisor to the class.</p>

# Curriculum Standards and Indicators

## Ethics and Social Responsibility – ESR C1

<b>Topic</b>	Social Responsibility
<b>Performance Indicator</b>	C. Understand the responsibility business has to society.
<b>Standard</b>	1. Describe social demand that affect business.
<b>SCANS</b>	Information 7; Personal Qualities 13
<b>Show-Me Standards</b>	1.10; 4.3; 4.7; CA3; SS6
<b>Objectives</b>	C101 Define social responsibility. C102 Cite examples of social responsibility. C103 Explain the concept of business stakeholders.
<b>Sample Activities</b>	<p>Prepare a list of the community and charitable contributions made by your company over the last year. Share your list in a class discussion.</p> <p>Make a list of the stakeholders in your company. Ask your supervisor to review the list and make suggestions. Include a statement of the involvement each stakeholder has with the company.</p> <p>Read one of the following three works and write a report including the ethical questions the title characters were involved with and how they resolved them.  <u>The Great Gatsby</u> by F. Scott Fitzgerald; <u>Babbitt</u> by Sinclair Lewis; <u>Death of A Salesman</u> by Arthur Miller.</p>

# Curriculum Standards and Indicators

## Ethics and Social Responsibility – ESR C2

<b>Topic</b>	Social Responsibility
<b>Performance Indicator</b>	C. Understand the responsibility business has to society.
<b>Standard</b>	2. Describe environmental concerns that affect business.
<b>SCANS</b>	Information 7; Systems 15; Personal Qualities 17
<b>Show-Me Standards</b>	1.2; 3.2; 4.5; SS6
<b>Objectives</b>	<p>C201 Describe the environmental risks of business operation.</p> <p>C202 Explain environmental laws and regulations related to business operation.</p> <p>C203 Identify strategies to address environmental concerns.</p>
<b>Sample Activities</b>	<p>Attend an environmental quality committee meeting in your community. Report to the class the issues discussed, decisions made, and how those decisions could affect business in your community.</p> <p>Volunteer for a “Stream Team” in your area. Write a paper based on your experiences which describes how businesses could better contribute to environmental quality.</p> <p>Prepare a list of any specific environmental laws and regulations with which your company must comply. Include steps taken to insure compliance.</p>

# Curriculum Standards and Indicators

## ETHICS AND SOCIAL RESPONSIBILITIES

### RESOURCES

Applied Ethics Resources on the Web

<http://www.ethicsweb.ca/resources/business>

As You Sow Foundation Environmental and Social Responsibility

<http://www.asyousow.org>

Better Business Bureau

<http://www.bbb.org>

Business Ethics Links Library

[http://libnet.colorado.edu/Bell/b\\_topics.html](http://libnet.colorado.edu/Bell/b_topics.html)

Business Ethics Magazine

<http://www.business-ethics.com>

Business Ethics: Managing Ethics in the Workplace and Social Responsibility.

<http://www.mapnp.org/library/ethics/ethics.htm>

Business for Social Responsibility

<http://www.bsr.org>

Commission for Ethical and Responsible Student Behavior. *Taking Responsibility: Standards for Ethical and Responsible Behavior in Maine Schools and Communities*. Augusta, ME: Maine Department of Education, 2002. 6/25/02

[http://www.state.me.us/education/cep/cep\\_reports.htm](http://www.state.me.us/education/cep/cep_reports.htm)

Creating a Code of Ethics For Your Organization

<http://www.ethicsweb.ca/codes>

Eldis Corporate Social Responsibility Resource Guide

<http://www.eldis.org/csr>

Ethics Resource Center

<http://www.ethics.org>

Goodcharacter.com School to Work: Character in the Workplace

<http://www.Character Education - Workplace Ethics - School to Work - Workplace Readiness.htm>

Government Accountability Project

<http://www.whistleblower.org>

Illinois Business Education Association Resources

<http://www.ibea.org/ibeapubs/conferencpublications/2000publication.pdf>

Junior Achievement Business Ethics Center

<http://www.ja.org/ethics>

South-Western Publishing Business News

<http://www.Intro to Business News Topic Business Ethics & Social Responsibility.htm>

# ==== Curriculum Standards and Indicators

US Department of Justice  
<http://www.usdoj.gov>

US Office of government ethics  
<http://www.usoge.gov>

Utah Valley State College – case studies in business ethics  
<http://www.uvsc.edu/ethics/curriculum/business>

# Curriculum Standards and Indicators

## Leadership and Teamwork

### Developing Knowledge of Self and Others

#### **A. Understand that knowledge of self and others is the foundation of leadership.**

1. Evaluate personal self-image.
  - A101 Compare one's own interests, values, and skills with those of selected effective leaders.
  - A102 Evaluate one's own desire for leadership roles in the local, state, national, and world communities.
  - A103 Define ways to capitalize on individual strengths and improve areas of personal weakness.
2. Evaluate personal behaviors.
  - A201 Recognize the ongoing benefits of self-analysis.
  - A202 Evaluate one's decisions and actions in terms of short- and long-term consequences.
  - A203 Evaluate one's behaviors in terms of their positive or negative effects on others.
  - A204 Apply self-management techniques.
3. Use knowledge of others to improve one's leadership skills.
  - A301 Create strategies to utilize the strengths and diminish the limitations of group members.
  - A302 Demonstrate ways to organize and delegate responsibilities.
  - A303 Encourage ideas, perspectives, and contributions of all group members.
  - A304 Use leadership skills to encourage cooperation and collaboration among groups with different needs and concerns.

### Defining Leadership

#### **B. Understand how characteristics, relationships and context interact in leadership roles.**

1. Analyze the characteristics of leaders.
  - B101 Identify and discuss effective leadership qualities, such as integrity and wisdom (in addition to setting of limits, tolerance, self-reliance, initiative, charisma, competence, honesty, care for others, civility, fairness, responsibility, courage, and reliability).



# Curriculum Standards and Indicators

- B102 Explain how leadership traits apply to many aspects of life, such as economic and political systems, scientific discoveries, mathematical reasoning, and artistic endeavors.
  - B103 Examine leadership theories that explore different styles/types of leadership.
2. Analyze the complex relationship between the leader and the follower.
    - B201 Critically analyze situations in which followers become leaders.
    - B203 Analyze and understand the dynamic relationship between the leader and the follower.
  3. Evaluate the role of context in the process of leadership.
    - B301 Analyze the influence of different contexts on leadership, such as gender, ethnicity, political affiliation, religion, and socio-economics.
    - B302 Understand that as contexts change, leaders may become followers, and followers may become leaders.
    - B303 Evaluate the effects of changing situations upon leadership roles in the family, classroom, school, community, state, nation, and world.

## **Developing Leadership Skills and Practices**

### **C. Understand the functions of effective leadership.**

1. Communicate effectively in pairs, small groups, teams, and large groups.
  - C101 Suspend judgment until all ideas are expressed.
  - C102 Interpret and synthesize ideas.
  - C103 Present personal ideas as well as those of others in a clear, concise, and effective manner.
  - C104 Balance personal expression with others' contributions.
  - C105 Distinguish between fact and opinion.
  - C106 Work toward consensus in heterogeneous groups.
  - C107 Facilitate the mediation of conflict.
  - C108 Motivate team members individually and collectively to collaborate to achieve a common purpose.
2. Analyze and refine decision-making skills.
  - C201 Implement, monitor progress toward, and evaluate solutions.
  - C202 Support group decisions.
  - C203 Adjust group decisions according to changes within or outside the group.

# Curriculum Standards and Indicators

C204 Refine skills in parliamentary procedure to facilitate meetings or discussions.

3. Evaluate the relationship between personal vision and the group vision.

C301 Present one's personal vision to a group, using persuasive techniques.

C302 Compare one's personal vision with that of a group.

C303 Recognize the necessity for compromise in various leadership situations.

C304 Motivate others to act according to the group's vision.

## **Practicing Leadership**

D. Understand how leadership can be demonstrated at the workplace.

1. Analyze leadership at the workplace

D101 Identify leadership positions and opportunities at the workplace.

D102 Assess the leadership qualities of various leaders at the workplace

D103 Identify experience and educational preparation necessary for assuming leadership positions at the workplace

2. Practice leadership through CTSO activities.

D201 Evaluate needs within the school, local community, state and nation.

D202 Set goals for a CTSO activity.

D203 Develop a plan to achieve the established goals for the CTSO activity.

D204 Build teamwork among CTSO activity participants.

D205 Demonstrate effective decision making.

D206 Manage conflict within the CTSO activity.

Adapted from "Linking Leadership and Instruction: A Leadership Development Curriculum for Virginia Public Schools." Virginia Board of Education, August, 2003.

# Curriculum Standards and Indicators

## Leadership and Teamwork – LT A1

<b>Topic</b>	Developing Knowledge of Self and Others
<b>Performance Indicator</b>	A. Understand that knowledge of self and others is the foundation of leadership.
<b>Standard</b>	1. Evaluate personal self-image.
<b>SCANS</b>	Thinking Skills 7, 12; Personal Qualities 14, 16, 17
<b>Show-Me Standards</b>	1.6; 1.10; 4.3; SS6
<b>Objectives</b>	<p>A101 Compare one's own interests, values, and skills with those of selected effective leaders.</p> <p>A102 Evaluate one's own desire for leadership roles in the local, state, national, and world communities.</p> <p>A103 Define ways to capitalize on individual strengths and improve areas of personal weakness.</p>
<b>Sample Activities</b>	<p>Write a paragraph describing how you think a certain leader was as a student your age. 1. What do you suppose were their strengths and weaknesses? 2. How do those compare with how you see yourself as a potential leader? Share your paragraph and answer to question 1 with the class. Keep your response to question 2 for your future reference.</p> <p>List three leadership positions at the local, state or national levels. What are the benefits and disadvantages of each? Discuss your answers with the class.</p> <p>Read a biography of a leader of your choice. Write a book report to share with the class. Include the characteristics which you think contributed to their leadership success.</p>

# Curriculum Standards and Indicators

## Leadership and Teamwork – LT A2

<b>Topic</b>	Developing Knowledge of Self and Others
<b>Performance Indicator</b>	A. Understand that knowledge of self and others is the foundation of leadership.
<b>Standard</b>	2. Evaluate personal behaviors.
<b>SCANS</b>	Resources 4; Interpersonal 9; Personal Qualities 14, 16
<b>Show-Me Standards</b>	1.2; 3.5; 4.3; SS6
<b>Objectives</b>	<p>A201 Recognize the ongoing benefits of self-analysis.</p> <p>A202 Evaluate one’s decisions and actions in terms of short- and long-term consequences.</p> <p>A203 Evaluate one’s behaviors in terms of their positive or negative effects on others.</p> <p>A204 Apply self-management techniques.</p>
<b>Sample Activities</b>	<p>Write a brief case problem where the actions of one employee at work had a negative impact on another. Describe the reason for the action and how the situation could have been handled differently. Share the case study with the class.</p> <p>Identify a decision you made three or four years ago that affects your life today. Were you aware of the potential long term effect at the time you made the decision? Would you make the same decision again? What could have caused you to make a different decision, and how would your life be different now if you had? Write your responses in a personal journal for your own reference.</p> <p>Create a time or financial budget. Identify where you want to make improvements to meet your goals. Record your time or money expenditures for a month and report on how your expenditures matched your budget.</p>

# Curriculum Standards and Indicators

## Leadership and Teamwork – LT A3

<b>Topic</b>	Developing Knowledge of Self and Others
<b>Performance Indicator</b>	A. Understand that knowledge of self and others is the foundation of leadership.
<b>Standard</b>	3. Use knowledge of others to improve one's leadership skills.
<b>SCANS</b>	Resources 4; Interpersonal 9, 13, 14
<b>Show-Me Standards</b>	1.10; 2.3; 3.3; 4.1; 4.6; CA6; SS6
<b>Objectives</b>	<p>A301 Create strategies to utilize the strengths and diminish the limitations of group members.</p> <p>A302 Demonstrate ways to organize and delegate responsibilities.</p> <p>A303 Encourage ideas, perspectives, and contributions of all group members.</p> <p>A304 Use leadership skills to encourage cooperation and collaboration among groups with different needs and concerns.</p>
<b>Sample Activities</b>	<p>Lead a brainstorming session on ideas for a community service project. After the session have the group members critique the process in a discussion format.</p> <p>Create an organizational chart for a fund raising project. Assign class members to the various positions. Provide a brief explanation of your rationale for the assignments. Submit your chart to the teacher.</p> <p>Conduct a role play exercise where you are the city mayor and two groups having different opinions about the building of a new fire house. Lead the meeting so that both groups provide their side, identify common ideas, and areas of conflict.</p>

# Curriculum Standards and Indicators

## Leadership and Teamwork – LT B1

<b>Topic</b>	Defining Leadership
<b>Performance Indicator</b>	B. Understand how characteristics, relationships and context interact in leadership roles.
<b>Standard</b>	1. Analyze the characteristics of leaders.
<b>SCANS</b>	Information 7; Interpersonal 10, 12; Basic Skills 6
<b>Show-Me Standards</b>	1.8; 1.10; 4.1; SS6
<b>Objectives</b>	<p>B101 Identify and discuss effective leadership qualities, such as integrity, wisdom, initiative, charisma, responsibility, and courage.</p> <p>B102 Explain how leadership traits apply to many aspects of life, such as economic and political systems, scientific discoveries, mathematical reasoning, and artistic endeavors.</p> <p>B103 Examine leadership theories that explore different styles/types of leadership.</p>
<b>Sample Activities</b>	<p>Select someone you consider to be a leader, and identify what qualities there are about that person which you believe make them an effective leader. Share your ideas in a class discussion.</p> <p>Identify three situations which might require different leadership styles. Describe the style you think would be most effective in that situation and why.</p> <p>Create a list of local and state leadership positions. Describe the leadership qualities which you think are particularly important for each position. Share your list in a class discussion.</p>

# Curriculum Standards and Indicators

## Leadership and Teamwork – LT B2

<b>Topic</b>	Defining Leadership
<b>Performance Indicator</b>	B. Understand how characteristics, relationships and context interact in leadership roles.
<b>Standard</b>	2. Analyze the complex relationship between the leader and the follower.
<b>SCANS</b>	Resources 4; Information 5; Interpersonal 12; Systems 15; Thinking Skills 12
<b>Show-Me Standards</b>	1.10; 3.5; 4.3; SS6
<b>Objectives</b>	<p>B201 Critically analyze situations in which followers become leaders.</p> <p>B202 Analyze and understand the dynamic relationship between the leader and the follower.</p>
<b>Sample Activities</b>	<p>Read a biography of a national leader. In a report describe the situation that led that person to assume a leadership role and what characteristics made them successful in that role. Present your information to the class.</p> <p>Identify someone at school you consider a leader. Keep a journal for one week in which you enter your observations about positive and negative leadership actions taken by that person. At the end of the week summarize your observations in a short paper submitted to your teacher.</p> <p>Prepare a skit with members of your class which demonstrates the role the leader plays in building or destroying morale among the group. When you perform the skit ask the audience to summarize the main points of the skit.</p>

# Curriculum Standards and Indicators

## Leadership and Teamwork – LT B3

<b>Topic</b>	Defining Leadership
<b>Performance Indicator</b>	B. Understand how characteristics, relationships and context interact in leadership roles.
<b>Standard</b>	3. Evaluate the role of context in the process of leadership.
<b>SCANS</b>	Information 7; Interpersonal 14; Systems 16; Thinking Skills 8
<b>Show-Me Standards</b>	1.1; 1.9; 1.10; 4.3; SS2, SS6
<b>Objectives</b>	<p>B301 Analyze the influence of different contexts on leadership, such as gender, ethnicity, political affiliation, religion, and socio-economics.</p> <p>B302 Understand that as contexts change, leaders may become followers, and followers may become leaders.</p> <p>B303 Evaluate the effects of changing situations upon leadership roles in the family, classroom, school, community, state, nation, and world.</p>
<b>Sample Activities</b>	<p>Prepare a poster of famous leadership quotes. Explain the quote and your reason for selecting it in a class presentation.</p> <p>Form teams to conduct a simple leadership exercise. Take turns being the team leader. How did each leader perform differently? How did the leadership change as people learned from the previous leader? Share your ideas in a class discussion.</p> <p>Identify a national issue. In a class discussion describe how that issue is changing the leadership requirements of those who deal with that issue.</p>



# Curriculum Standards and Indicators

## Leadership and Teamwork – LT C1

<b>Topic</b>	Developing Leadership Skills and Practices
<b>Performance Indicator</b>	C. Understand the functions of effective leadership.
<b>Standard</b>	1. Communicate effectively in pairs, small groups, teams, and large groups.
<b>SCANS</b>	Resources 4; Interpersonal 9, 12, 13, 14; Basic Skills 9; Personal Qualities 15
<b>Show-Me Standards</b>	2.1; 2.3; 3.5; 3.7; 3.8; 4.6
<b>Objectives</b>	<p>C101 Suspend judgment until all ideas are expressed.</p> <p>C102 Interpret and synthesize ideas.</p> <p>C103 Present personal ideas as well as those of others in a clear, concise, and effective manner.</p> <p>C104 Balance personal expression with others' contributions.</p> <p>C105 Distinguish between fact and opinion.</p> <p>C106 Work toward consensus in heterogeneous groups.</p> <p>C107 Facilitate the mediation of conflict.</p> <p>C108 Motivate team members individually and collectively to collaborate to achieve a common purpose.</p>
<b>Sample Activities</b>	<p>Conduct a panel discussion on an issue of importance in your school. Ask the audience and panel members to critique your skill in leading the discussion.</p> <p>Attend a school board or city council meeting. In a brief report to the class note the role of leadership in conducting the business of the meeting, how members conducted themselves in discussing the issues, and how conflicts were resolved.</p> <p>Describe the difference between a boss and a leader in a written report. Cite examples of both from the workplace and your personal life. How are they the same? How are they different?</p>

# Curriculum Standards and Indicators

## Leadership and Teamwork – LT C2

<b>Topic</b>	Developing Leadership Skills and Practices
<b>Performance Indicator</b>	C. Understand the functions of effective leadership.
<b>Standard</b>	2. Analyze and refine decision-making skills.
<b>SCANS</b>	Interpersonal 9, 12, 13; Systems 16, Thinking Skills 9
<b>Show-Me Standards</b>	3.2; 3.3; 3.7; 3.8; 4.5; SS3
<b>Objectives</b>	<p>C201 Implement, monitor progress toward, and evaluate solutions.</p> <p>C202 Support group decisions.</p> <p>C203 Adjust group decisions according to changes within or outside the group.</p> <p>C204 Refine skills in parliamentary procedure to facilitate meetings or discussions.</p>
<b>Sample Activities</b>	<p>Prepare an agenda and conduct a meeting using basic principles of parliamentary procedure.</p> <p>Create an activity chart for a specific school or work activity. Include activity goal, time lines, person(s) responsible, budget, and how the success of that activity will be evaluated. Share your chart with the class for critique and review. After revisions submit the chart to your teacher.</p> <p>Identify a decision made by your school board which affects you. What factors might change which would cause the school board to reconsider its decision? Share your ideas in a class discussion.</p>

# Curriculum Standards and Indicators

## Leadership and Teamwork – LT C3

<b>Topic</b>	Developing Leadership Skills and Practices
<b>Performance Indicator</b>	C. Understand the functions of effective leadership.
<b>Standard</b>	3. Analyze and refine decision-making skills.
<b>SCANS</b>	Interpersonal 9, 12, 13; Systems 16, Thinking Skills 9
<b>Show-Me Standards</b>	3.2; 3.3; 3.7; 3.8; 4.5; SS3
<b>Objectives</b>	<p>C201 Implement, monitor progress toward, and evaluate solutions.</p> <p>C202 Support group decisions.</p> <p>C203 Adjust group decisions according to changes within or outside the group.</p> <p>C204 Refine skills in parliamentary procedure to facilitate meetings or discussions.</p>
<b>Sample Activities</b>	<p>Prepare an agenda and conduct a meeting using basic principles of parliamentary procedure.</p> <p>Create an activity chart for a specific school or work activity. Include activity goal, time lines, person(s) responsible, budget, and how the success of that activity will be evaluated. Share your chart with the class for critique and review. After revisions submit the chart to your teacher.</p> <p>Identify a decision made by your school board which affects you. What factors might change which would cause the school board to reconsider its decision? Share your ideas in a class discussion.</p>

# Curriculum Standards and Indicators

## Leadership and Teamwork – LT D1

<b>Topic</b>	Practicing Leadership
<b>Performance Indicator</b>	D. Understand how leadership can be demonstrated at the workplace.
<b>Standard</b>	1. Analyze leadership at the workplace
<b>SCANS</b>	Information 5; Thinking Skills 12
<b>Show-Me Standards</b>	1.2; 1.6; 3.5; 4.3; SS6
<b>Objectives</b>	<p>D101 Identify leadership positions and opportunities at the workplace.</p> <p>D102 Assess the leadership qualities of various leaders at the workplace</p> <p>D103 Identify experience and educational preparation necessary for assuming leadership positions at the workplace</p>
<b>Sample Activities</b>	<p>Prepare an organizational chart for your workplace up to the highest level. Include the name of the person in each position on the chart.</p> <p>Describe the career path for promotion at your workplace. What education and experience is required for each step? Share your information with the class.</p> <p>Create a list of leadership characteristics important for leadership positions at your workplace. Complete the checklist for two formal or informal leaders at your workplace. Describe what they could do to become better leaders in a short report. Submit your checklists and report to your teacher.</p>

# Curriculum Standards and Indicators

## Leadership and Teamwork – LT D2

<b>Topic</b>	Practicing Leadership
<b>Performance Indicator</b>	D. Understand how leadership can be demonstrated at the workplace.
<b>Standard</b>	2. Practice leadership through CTSO activities.
<b>SCANS</b>	Resources 1, 2, 3, 4; Interpersonal 12; Personal Qualities 13, 17
<b>Show-Me Standards</b>	1.3; 2.3; 3.6; 3.7; 3.8; SS3
<b>Objectives</b>	<p>D201 Evaluate needs within the school, local community, state and nation.</p> <p>D202 Set goals for a CTSO activity.</p> <p>D203 Develop a plan to achieve the established goals for the CTSO activity.</p> <p>D204 Build teamwork among CTSO activity participants.</p> <p>D205 Demonstrate effective decision making.</p> <p>D206 Manage conflict within the CTSO activity.</p>
<b>Sample Activities</b>	<p>Lead a group of younger students in a school or community activity (church group, scouts, mentoring program, etc.) Describe your experiences to the class.</p> <p>Assume leadership for all or part of a CTSO activity. Plan, organize, conduct and evaluate the activity. Describe your leadership successes and areas needing improvement in a brief written report.</p> <p>Analyze a business decision making case study. Prepare your response to include description of the situation, possible solutions, your recommended solution, and the rationale for your recommendation. Present your response to the class.</p>

# Curriculum Standards and Indicators

## Leadership and Teamwork

### Resources

American Experience - Citizen King

<http://www.pbs.org/wgbh/amex/mlk>

American Experience - Fidel Castro

<http://www.pbs.org/wgbh/amex/castro/index.html>

American Experience - The Presidents

<http://www.pbs.org/wgbh/amex/presidents>

American Experience - Woodrow Wilson

<http://www.pbs.org/wgbh/amex/wilson>

American Masters

<http://www.pbs.org/wnet/americanmasters>

American Leaders Speak

<http://memory.loc.gov/ammem/nfhtml/nfhome.html>

This Library of Congress collection houses over fifty sound recordings of speeches by American leaders from 1918-1920.

Ask Eric Education Information

<http://www.askeric.org>

This is a personalized Internet-based service providing information (including lesson plans) to teachers, librarians, counselors, administrators, parents, and anyone interested in education.

CivicQuest. Learning Leadership: A Curriculum Guide for a New Generation, Grades K-12.

College Park, MD: Center for Political Leadership and Participation, 1996.

This work includes a practical classroom guide to the presentation of leadership, including a model high school course "Foundations in Leadership," as well as lessons and activities for teaching leadership in all grades.

Covey, Sean. The 7 Habits of Highly Effective Teens. New York: Simon and Schuster, 1998.

Covey provides a "step-by-step guide to help teens improve self-image, build friendships, resist peer pressure, achieve their goals, get along with parents, and much more."

DECA

[www.deca.org](http://www.deca.org)

Fiscus, L. Leadership Curriculum Guide: National Leadership Camp. Reston, VA: National Association of Secondary School Principals, 1995.

This guide covers all aspects of developing qualities of leadership in students, with chapters on self-awareness, leadership styles and characteristics, goal-setting, organization, communication, effective meetings, decision-making, group process, conflict resolution, promoting pluralism, evaluation, leadership workshops, and icebreakers.

Hickman, G. R., and A. Creighton-Zollar. Teaching Leadership for a Diverse Society. Richmond, VA: University of Richmond, 1996.

A support for including diversity in an introductory leadership course, this publication presents relevant classroom resources such as readings, videos, exercises, activities, and handouts.

# Curriculum Standards and Indicators

Hugh O'Brien Youth Leadership

<http://www.hoby.org>

HOBY's mission is to seek out, recognize, and develop leadership potential commencing with high school sophomores.

Independent Lens - A Touch of Greatness

<http://www.pbs.org/independentlens/touchofgreatness>

Kinlaw, D. Handbook of Leadership Training Activities: 50 One-Hour Designs. New York: McGraw-Hill, 1998

This handbook provides training activities addressing the following ten leadership functions: leading by visioning, leading through commitment, satisfying the customer, coaching, developing human resources, leading teams, managing work processes, managing change, managing projects, and measuring performance.

Linking Leadership to Instruction

A Leadership Development Curriculum for Virginia Public Schools Virginia Board of Education

<http://www.pen.k12.va.us/VDOE/Instruction/leadership/>

MarkEd/Career Paths Resource Center P.O. Box 12279 Columbus, OH 43212-0279800-448-0398

[www.mark-ed.com](http://www.mark-ed.com)

SkillsUSA VICA. Leadership Handbook. Leesburg, VA: SkillsUSA VICA, 1999. A national handbook for SkillsUSA VICA student organization, this resource includes sections on membership; local chapters and ceremonies; professional development; and constitutions, bylaws, and policies.

Student Leadership Practices Inventory, Student Workbook James M. Kouzes, Barry Z. Posner ISBN: 0-7879-4425-4 Paperback, 32 pages, July 1998, Jossey-Bass

The Student Leadership Institute

<http://www.slinstitute.org>

SLI is a non-profit corporation whose mission is "to nurture a deep understanding of leadership and its responsible application with a commitment to business and community development."

Unforgivable Blackness - The Rise and Fall of Jack Johnson:

<http://www.pbs.org/unforgivableblackness>

What Makes a Good Leader?

<http://www.alumni.hbs.edu/bulletin/2001/february/leader.html>

The Harvard Business School Bulletin published a short article in the February 2001 issue about the qualities of a good leader: integrity, creativity, vision, judgment, communication, knowledge, honesty, passion, and charisma.

# Curriculum Standards and Indicators

## SAFETY AND HEALTH

### Safety

#### **A. Understand the importance of safety in the workplace.**

1. Recognize the role of hazards in the workplace.
  - A101 Define the term workplace hazard.
  - A102 Give examples of workplace injuries and illnesses
  - A103 Identify hazards in the workplace.
  - A104 Describe how workplace injury and illnesses can affect workers and employers.
  
2. Implement a plan for workplace safety.
  - A201 Identify strategies to prevent workplace illnesses or injuries.
  - A202 Describe the advantages and disadvantages of taking risks in the workplace.
  - A203 Describe attitudes that support workplace safety.
  - A204 Develop and evaluate a plan to implement strategies for workplace safety.
  - A205 Communicate safety information effectively.
  - A206 Demonstrate basic first aid techniques, including CPR.
  
3. Examine the role of laws and regulations for workplace safety.
  - A301 Describe current worker safety laws and regulations.
  - A302 Define the need for worker safety laws and regulations.
  - A303 Analyze how worker safety laws affect workers and employers.
  - A304 Discuss the advantages and disadvantages of worker safety laws and regulations.
  
4. Apply safety procedures in the workplace.
  - A401 Identify procedures for correcting workplace safety issues.
  - A402 Describe the importance of reporting job related hazards, accidents and injuries to the appropriate person.
  - A403 Identify safety signs found at the workplace and public buildings.
  - A404 Wear safe work attire.
  - A405 Identify safe work procedures.



# Curriculum Standards and Indicators

## Health

### **B. Understand the importance of healthy living for career success.**

1. Define factors leading to a healthy and active life
  - B101 Describe healthy eating patterns
  - B102 Explain the benefits of being physically active.
  - B103 Evaluate factors that affect family health and personal health, including heredity, lifestyles, economics and access to health care.
  - B104 Discuss the effect of emotional and physical health on career decisions.
  - B105 Describe how developmental changes affect physical and mental health B106 Develop a plan for lifelong wellness
  
2. Utilize health maintenance strategies.
  - B201 Identify community resources for physical, mental and emotional health.
  - B202 Assess risks and consider consequences when making health related decisions.
  - B203 Evaluate the effect of substance abuse policies at the workplace.
  - B204 Identify health care services available in the community and through the workplace.
  - B205 Demonstrate assertive/refusal skills and identify situations in which they should be used.
  - B206 Identify ways to reduce or avoid threatening situations, include assault, robbery, abuse and sexual harassment.
  - B207 Use negotiation and conflict resolution skills.
  - B208 Demonstrate acceptable employee health habits.

# Curriculum Standards and Indicators

## Safety and Health – SH A1

<b>Topic</b>	Safety
<b>Performance Indicator</b>	A. Understand the importance of safety in the workplace.
<b>Standard</b>	1. Recognize the role of hazards in the workplace.
<b>SCANS</b>	Resources 3; Information 7; Thinking Skills 12
<b>Show-Me Standards</b>	1.8; 2.1; CA3; CA4; HP6
<b>Objectives</b>	A101 Define the term workplace hazard. A102 Give examples of workplace injuries and illnesses A103 Identify hazards in the workplace. A104 Describe how workplace injury and illnesses can affect workers and employers
<b>Sample Activities</b>	Research and prepare a written report on accident and illness rates for 3 different occupational areas.  Develop a checklist to be used for safety walkthroughs at your workplace. Share the checklist with your supervisor before submitting to your teachers.  Read at least two articles on reducing workplace hazards. Summarize the articles in a short report to the class.

# Curriculum Standards and Indicators

## Safety and Health – SH A2

<b>Topic</b>	Safety
<b>Performance Indicator</b>	A. Understand the importance of safety in the workplace.
<b>Standard</b>	2. Implement a plan for workplace safety.
<b>SCANS</b>	Resources 1; Systems 17; Basic Skills 6; Thinking Skills 9
<b>Show-Me Standards</b>	1.4; 1.8; 2.1; 3.7; 4.7; HP 5, 7
<b>Objectives</b>	<p>A201 Identify strategies to prevent workplace illnesses or injuries.</p> <p>A202 Describe the advantages and disadvantages of taking risks in the workplace.</p> <p>A203 Describe attitudes that support workplace safety.</p> <p>A204 Develop and evaluate a plan to implement strategies for workplace safety.</p> <p>A205 Communicate safety information effectively.</p> <p>A206 Demonstrate basic first aid techniques, including CPR.</p>
<b>Sample Activities</b>	<p>Draw a hazards map using a diagram of your workplace. Indicate areas with hazards and safety lanes in those areas.</p> <p>Outline a safety presentation you would make to new employees at your workplace. Submit your outline to your supervisor for review. Share your outline in an oral presentation to your class.</p> <p>Arrange for a medical professional to make a presentation to the class on basic first aid procedures typical for workplace situations.</p> <p>Demonstrate appropriate first aid on a simulated workplace injury.</p> <p>Enroll and complete a certified CPR training course.</p>

# Curriculum Standards and Indicators

## Safety and Health – SH A3

<b>Topic</b>	Safety
<b>Performance Indicator</b>	A. Understand the importance of safety in the workplace.
<b>Standard</b>	3. Examine the role of laws and regulations for workplace safety.
<b>SCANS</b>	Information 7; Thinking Skills 11
<b>Show-Me Standards</b>	1.10; 2.6; 3.1; 4.3; HP6
<b>Objectives</b>	<p>A301 Describe current worker safety laws and regulations.</p> <p>A302 Define the need for worker safety laws and regulations.</p> <p>A303 Analyze how worker safety laws affect workers and employers.</p> <p>A304 Discuss the advantages and disadvantages of worker safety laws and regulations.</p>
<b>Sample Activities</b>	<p>Identify three OSHA regulations which are of most concern for your workplace. Write a brief report of what actions are being taken at your workplace to address these regulations. Submit your report to your teacher.</p> <p>Forms teams to debate the pros and cons of worker safety laws and regulations. Ask class members to summarize the main points made by each team and to pick the winning team.</p> <p>Prepare a list of current worker safety laws and regulations. Indicate the intent of each item, industries affected, and agency which administers the law or regulation.</p>

# Curriculum Standards and Indicators

## Safety and Health – SH A4

<b>Topic</b>	Safety
<b>Performance Indicator</b>	A. Understand the importance of safety in the workplace.
<b>Standard</b>	4. Apply safety procedures in the workplace.
<b>SCANS</b>	Information 7; Interpersonal 10; Systems 16; Personal Qualities 13
<b>Show-Me Standards</b>	1.2; 1.8; 2.6; 4.3; HP 2, 7
<b>Objectives</b>	<p>A401 Identify procedures for correcting workplace safety issues.</p> <p>A402 Describe the importance of reporting job related hazards, accidents and injuries to the appropriate person.</p> <p>A403 Identify safety signs found at the workplace and public buildings.</p> <p>A404 Wear safe work attire.</p> <p>A405 Identify safe work procedures.</p>
<b>Sample Activities</b>	<p>Prepare a presentation on safety requirement at your workplace, including attire and safety procedures. Submit the outline of your presentation to your teacher. Present your information to the class.</p> <p>Create a poster explaining the most commonly used workplace safety signs.</p> <p>Interview your supervisor to determine the procedures for reporting safety issues at your workplace. Share those procedures during a class discussion on safety issues.</p>

# Curriculum Standards and Indicators

## Safety and Health – SH B1

<b>Topic</b>	Health
<b>Performance Indicator</b>	B. Understand the importance of healthy living for career success.
<b>Standard</b>	1. Define factors leading to a healthy and active life
<b>SCANS</b>	Information 5; Basic Skills 6; Thinking Skills 9
<b>Show-Me Standards</b>	1.2; 1.6; 1.10; 2.6; 3.2; HP 2, 5, 6
<b>Objectives</b>	<p>B101 Describe healthy eating patterns</p> <p>B102 Explain the benefits of being physically active.</p> <p>B103 Evaluate factors that affect family health and personal health, including heredity, lifestyles, economics and access to health care.</p> <p>B104 Discuss the effect of emotional and physical health on career decisions.</p> <p>B105 Describe how developmental changes affect physical and mental health</p> <p>B106 Develop a plan for lifelong wellness</p>
<b>Sample Activities</b>	<p>Describe how a healthy diet for a construction worker could be different than a healthy diet for a computer technician. Discuss your ideas in class.</p> <p>Review the information on your employer's health plan. Prepare a short written report on the availability, costs, and benefits of the plan.</p> <p>Research the workplace costs of illness and accidents. Prepare a report which includes this information and actions which could be taken by the employer and by employees to reduce those costs.</p>

# Curriculum Standards and Indicators

## Safety and Health – SH B2

<b>Topic</b>	Health
<b>Performance Indicator</b>	B. Understand the importance of healthy living for career success.
<b>Standard</b>	2. Utilize health maintenance strategies.
<b>SCANS</b>	Information 7; Interpersonal 13; Personal Qualities 13; 16; 17
<b>Show-Me Standards</b>	1.6; 1.10; 2.5; 3.7; 4.3; HP 2, 5, 6, 7
<b>Objectives</b>	<p>B201 Identify community resources for physical, mental and emotional health.</p> <p>B202 Assess risks and consider consequences when making health related decisions.</p> <p>B203 Evaluate the effect of substance abuse policies at the workplace.</p> <p>B204 Identify health care services available in the community and through the workplace.</p> <p>B205 Demonstrate assertive/refusal skills and identify situations in which they should be used.</p> <p>B206 Identify ways to reduce or avoid threatening situations, include assault, robbery, abuse and sexual harassment.</p> <p>B207 Use negotiation and conflict resolution skills.</p> <p>B208 Demonstrate acceptable employee health habits.</p>
<b>Sample Activities</b>	<p>Describe the substance abuse policies at your workplace. Why are they important for the business? Compare your answers with others in a class discussion.</p> <p>Form a team and create a handbook of community health care resources to share with other students in your school.</p> <p>Review workplace policies on threatening situations, including abuse and sexual harassment. Are there potential threatening situations not covered by the policies? What are the penalties for violating the policies? What procedures are in place to report policy violation? Submit your answers in writing and share the information during a class discussion.</p>

# Curriculum Standards and Indicators

## Safety and Health Resources

Checklist on workplace hazards

<http://www.sasked.gov.sk.ca/docs/paa/career/forms/frm14.html>

Fair Labor Standards Act (FLSA)

<http://www.dol.gov/elaws/esa/flsa/cl/default.htm>

Health & Safety Awareness for Working Teens

<http://depts.washington.edu/worksafe>

The Health and Safety Awareness for Working Teens program strives to reduce workplace injuries and illnesses and their consequences by educating students about workplace health and safety and by promoting an attitude of occupational injury and illness prevention.

Help for Teen Workers: Info for Minors, Parents, Employers and Educators

<http://www.lni.wa.gov/scs/workstandards/teenworker.htm>

Making Sure Your Teen's Job is Safe

[http://kidshealth.org/parent/firstaid\\_safe/travel/job.html](http://kidshealth.org/parent/firstaid_safe/travel/job.html)

Missouri Department of Labor and Industrial Relations

Division of Labor Standards

<http://www.dolir.mo.gov/lis/index.asp>

NIOSH Safety and Health Topic: Youth Worker Safety and Health

<http://www.cdc.gov/niosh/topics/youth>

Includes info on: Information for Young Workers, w/Young Workers Are Getting Hurt, Programs, Reports, and Research, related Web Sites

Oregon OSHA Audiovisual Library and Resource Center

<http://www.cbs.state.or.us/external/osha/educate/youngworker/curriculum.html>

OSHA's Teen Worker Safety and Health Website

<http://www.osha.gov/SLTC/teenworkers>

Protecting Young Workers: Prohibition Against Young Workers Operating Forklifts

<http://www.osha.gov/dts/shib/shib093003.html>

Safe Work for Youth in Construction - Information for Employers

<http://www.cdc.gov/niosh/docs/2004-113/>

This NIOSH brochure provides recommendations to employers for maintaining a safe work environment for youth on construction sites. The brochure also highlights important laws and regulations and lists prohibited jobs for youth.

Safe Work for Youth in Construction

<http://www.cdc.gov/niosh/docs/2004-113/pdfs/2004-113.pdf>

Starting Safely: Teaching Youth about Workplace Safety and Health

Maine Department of Labor

The course also seeks to raise teens' awareness about their rights and available resources and encourage young workers to be active participants in creating and maintaining safe and healthy work environments. The course includes a curriculum binder, a 10-minute video created by high



# Curriculum Standards and Indicators

school students (with follow-up questions included), learning activities with overheads and handouts, and additional resources for program enrichment.

[www.state.me.us/labor/bls/StartingSafely.htm](http://www.state.me.us/labor/bls/StartingSafely.htm)

Teen Summer Jobs: Safety Pays

The premier site for teen worker safety and health information provided by the Occupational Safety and Health Administration (OSHA). Our mission is to help you stay healthy and safe while on the job.

<http://www.osha.gov/SLTC/youth/summerjobs/index.html>

Teens, Work, and Safety

Labor Occupational Health Program, University of California  
2223 Fulton Street, 4th Floor, Berkeley CA 94720.

The 350 page curriculum covers basic health and safety information that can be used in either an academic or vocational setting. Three teaching units, each 3-5 hours in length, are designed for use in high school English, Science, and U.S. Government classes. There is also a General Unit for use in any class. Each unit contains learning objectives, lesson plans, detailed teacher's instructions, overheads, and student handouts. Units cover both specific job hazards and labor laws. Interactive activities encourage student participation. The course also includes a 12-minute video, "Your Work-Keepin' It Safe" (from UCLA's Labor Occupational Safety and Health Program) 3-5 hour curriculum designed to educate youth about workplace hazards and strategies for preventing work-related illnesses and injuries.

<http://ist-socrates.berkeley.edu/~safejobs/links>

U.S. Department of Labor  
Bureau of Labor Statistics

<http://www.bls.gov>

U.S. Department of Labor  
Industry Injury and Illness Data

<http://www.bls.gov/iif/oshsum.htm>

U.S. Department of Labor  
Occupational Safety & Health Administration

<http://www.osha.gov/as/opa/worker>

Wage and Hour On-Line Publications Order Site, US Dept of Labor

<http://www.osha.gov/pls/epub/wageindex.list>

Young Workers: WorkSafe Centre

<http://youngworker.healthandsafetycentre.org/s/Home>

Youngworkers.org

<http://ist-socrates.berkeley.edu/%7Esafejobs>

You'll find information on workplace rights and responsibilities, work hours and job restrictions, hazards on the job, ways to prevent job injuries and more.

Youth Rules Posters, Stickers, and Bookmarks. US Dept. of Labor.

<http://www.youthrules.dol.gov/posters.htm#Sticker>

Youth Rules!

<http://www.youthrules.dol.gov>

Topics: What Hours Can Youth Work? What Jobs Can Youth Do? Youths in Agriculture, Youth Employment, Safety & Health, State Rules, International, and much more.

# Curriculum Standards and Indicators

## TECHNICAL KNOWLEDGE AND SKILLS

### Career Competency

#### **A. Understand the skills required for success in a specific career.**

1. Demonstrate job skills as listed on the training plan or Instructional Management Plan.
  - A101 Perform job skills at a high level of industry standard.
  - A102 Explain requirements for top level rankings on employee evaluations.
  - A103 Exhibit workplace safety practices.
  - A104 Identify problems and develop solutions.
  - A105 Apply relevant math and communications arts skills at the workplace.
  - A106 Identify opportunities to continue learning and advance at the workplace.
  
2. Demonstrate an understanding of the company's mission and goals.
  - A201 Explain the company's vision and its mission statement.
  - A202 Describe the specific goals and objectives for the company
  - A203 Describe the products and services offered by the company.
  - A204 Identify the authority, rights and responsibilities of both employees and employers at the company.
  
3. Demonstrate behavior which meets the ethical, legal, and cultural expectations of a specific career.
  - A301 Follow established policies for the workplace.
  - A302 Exhibit behavior which supports workplace diversity.
  - A303 Demonstrate acceptable work habits and conduct at the workplace.
  - A304 Demonstrate appropriate dress and grooming for the workplace.
  - A305 Demonstrate teamwork.
  - A306 Recognize and report signs of substance abuse.
  - A307 Accept and act upon direction and criticisms.
  - A308 Displays loyalty to the company and the workplace.
  - A309 Work professionally and respectfully with co-workers, supervisors, and customers

# ==== Curriculum Standards and Indicators

4. Maintain records related to employment.
  - A401 Prepare a list of specific job tasks to be performed at your workplace.
  - A402 Maintain a record of employment hours and wages earned.
  - A403 Complete required employment records such as W4, contact information, and other forms required at the workplace.
  - A404 Explain pay procedures, deductions, net pay, and electronic funds transfer.
  - A405 Complete training agreements and other forms required for participation in cooperative education.

# Curriculum Standards and Indicators

## Technical Knowledge and Skills – TKS A1

<b>Topic</b>	Career Competency
<b>Performance Indicator</b>	A. Understand the skills required for success in a specific career.
<b>Standard</b>	1. Demonstrate job skills as listed on the training plan or Instructional Management Plan.
<b>SCANS</b>	Systems 16, 19; Basic Skills 1-6; Thinking Skills 8,9; Personal Qualities 16
<b>Show-Me Standards</b>	1.10; 2.6; 3.5; 4.5; CA3; MA1
<b>Objectives</b>	<p>A101 Perform job skills at a high level of industry standard.</p> <p>A102 Explain requirements for top level rankings on employee evaluations.</p> <p>A103 Exhibit workplace safety practices.</p> <p>A104 Identify problems and develop solutions.</p> <p>A105 Apply relevant math and communications arts skills at the workplace.</p> <p>A106 Identify opportunities to continue learning and advance at the workplace.</p>
<b>Sample Activities</b>	<p>Prepare a list of specific job duties at your workplace. Submit the list to your supervisor for review and then to your teacher.</p> <p>Conduct an interview with your supervisor about the employee evaluation system. Ask about entry level expectations, how to advance on the rating scale, and how feedback and assistance for your improvement will be provided. Submit a brief paragraph to your teacher describing what you found out.</p> <p>Prepare a sample of mathematical calculations performed at your workplace. Have the class complete and calculations and review them for accuracy.</p> <p>Make a list of required and voluntary training available through your workplace. Describe how this training prepares better workers and the link of training and advancement. Share this information with the class and submit the written report to your teacher.</p>

# Curriculum Standards and Indicators

## Safety and Health – SH A2

<b>Topic</b>	Career Competency
<b>Performance Indicator</b>	A. Understand the skills required for success in a specific career.
<b>Standard</b>	2. Demonstrate an understanding of the company's mission and goals.
<b>SCANS</b>	Information 7; Systems 15; Thinking Skills 11
<b>Show-Me Standards</b>	1,8I 2,5I 4,8; SS6
<b>Objectives</b>	<p>A201 Explain the company's vision and its mission statement.</p> <p>A202 Describe the specific goals and objectives for the company</p> <p>A203 Describe the products and services offered by the company.</p> <p>A204 Identify the authority, rights and responsibilities of both employees and employers at the company.</p>
<b>Sample Activities</b>	<p>Compare your company's published mission statement with those of two other companies in the same field. How are they the same and how are they different? What advantage does your company have over the others? Write a paragraph describing the comparison.</p> <p>Prepare a presentation outline on the products and/or services your company offers. Include the features and benefits, target market, and sample promotion efforts.</p> <p>Review the annual report for your company. Summarize the report in a class presentation.</p> <p>Prepare an organizational chart for your company. Indicate the specific job responsibilities for each position on the chart. Post the chart in the classroom. Compare charts and responsibilities in a class discussion.</p>

# Curriculum Standards and Indicators

## Safety and Health – SH A3

<b>Topic</b>	Career Competency
<b>Performance Indicator</b>	A. Understand the skills required for success in a specific career.
<b>Standard</b>	3. Demonstrate behavior which meets the ethical, legal, and cultural expectations of a specific career.
<b>SCANS</b>	Interpersonal 9, 11, 14; Thinking Skills 8, 12; Personal Qualities 13-17
<b>Show-Me Standards</b>	1.5; 2.3; 2.6; 3.6; 4.4; CA6; SS6
<b>Objectives</b>	<p>A301 Follow established policies for the workplace.</p> <p>A302 Exhibit behavior which supports workplace diversity. Demonstrate acceptable work habits and conduct at the workplace.</p> <p>A303 Demonstrate appropriate dress and grooming for the workplace.</p> <p>A304 Demonstrate teamwork.</p> <p>A305 Recognize and report signs of substance abuse.</p> <p>A306 Accept and act upon direction and criticisms.</p> <p>A307 Displays loyalty to the company and the workplace.</p> <p>A308 Work professionally and respectfully with co-workers, supervisors, and customers</p> <p>A309</p>
<b>Sample Activities</b>	<p>Complete an employee evaluation form for yourself. Keep the form in your materials to compare with the actual evaluation you receive from your supervisor. Use both evaluations to improve your job performance.</p> <p>Prepare a role play situation which demonstrates the right way and wrong way to offer criticism to employees. Conduct the role play in class.</p> <p>Read the company policy on workplace diversity. Interview your supervisor about expectations, desired behaviors, and specific areas that have been problems in the past or potential problems. Summarize your findings in a brief written report to your teacher.</p>

# Curriculum Standards and Indicators

## Safety and Health – SH A4

<b>Topic</b>	Career Competency
<b>Performance Indicator</b>	A. Understand the skills required for success in a specific career.
<b>Standard</b>	4. Maintain records related to employment.
<b>SCANS</b>	Thinking Skills 3, 4, 9; Personal Qualities 13
<b>Show-Me Standards</b>	1.4; 1.8; 2.5
<b>Objectives</b>	<p>A401 Prepare a list of specific job tasks to be performed at your workplace.</p> <p>A402 Maintain a record of employment hours and wages earned.</p> <p>A403 Complete required employment records such as W4, contact information, and other forms required at the workplace.</p> <p>A404 Explain pay procedures, deductions, net pay, and electronic funds transfer.</p> <p>A405 Complete training agreements and other forms required for participation in cooperative education.</p>
<b>Sample Activities</b>	<p>Develop a spreadsheet to keep track of your hours worked and wages earned. Submit your spreadsheet report to your teacher on request.</p> <p>Maintain a file with copies of your training agreement and training plan or instructional management plan, and other documents important for your participation in cooperative education.</p> <p>Prepare a list of your specific job tasks, task you anticipate learning over the year, and tasks you would like to learn at your workplace. Submit your list to your teacher. Update your list periodically with new information.</p> <p>Present the pay procedures at your workplace to the class. In a discussion compare the different procedures, the reasons for the procedures, and benefits/disadvantages of each.</p>

# ==== **Curriculum Standards and Indicators**

## **TECHNICAL KNOWLEDGE AND SKILLS RESOURCES**

The resources to support this unit will come primarily from the student's workplace. Company policy manuals, reports, human relations department information, interviews, and employee handbooks will provide much of the needed information. Other company resources available on-line may be of value. Each student's materials will be different. Sharing them in a class setting will be beneficial to all students.