

Career & Technical Education
Curriculum Alignment with
Common Core ELA & Math Standards

Career Work
Experience

Course Title **Career Work Experience**

Grade Levels 11 or 12

Credit Value Up to 3

Description This course will prepare students for every aspect of entering the world of work. The primary focus includes a cooperative work experience component in business and technology for students at the 11th and/or 12th grade level. Career Work Experience requires students to complete accompanying curricular coursework. Students are expected to exhibit exemplary workplace ethic and behavior. The curriculum focuses on employability skills needed for success in the workplace and has an impact on post school outcomes for college/career readiness.

Unit Title **Orientation to Career Work Experience**

Section I: General Information and Overview

Suggested Number of Lessons: 20 sixty-minute lessons

Section I: General Information and Overview

Unit Overview: This unit focuses on how cooperative work experience in CTE is organized and implemented.

Section II: Learning Targets:

justify the benefits for participating in Cooperative Education.

communicate what my school and employer expect from me as a co-op student.

build good working relationships with co-workers and supervisors.

Section III: Kentucky Academic Standards: PL/VS: Big Ideas:

PL-CS-HS-4.1.1 Students will analyze and evaluate why people need to work and how a person's career choice impacts lifelong earning potential, career opportunities and job satisfaction.

PL-CS-HS-4.1.5 Students will analyze and evaluate a variety of resources (e.g. Internet, print materials, guest speakers, mentors) that could be used to determine advantages and disadvantages (e.g., preparation, salary benefits, demands of job, location, work environment) of various occupations.

PL-CS-HS-4.2.1 Students will identify individual work habits/ethics (e.g., individual/team responsibilities, willingness to learn, integrity, respect, confidentiality, self-discipline, problem-solving, punctuality, communication skills) and explain their importance in the workplace.

PL-CS-HS-4.2.2 Students will describe team skills (e.g., settling goals, listening, following directions, questioning, communicating, problem-solving, dividing work, conflict resolution, mediation) and evaluate the role of team skills in today's workplace.

Section IV: Major Focus

Technical Content CTE Program of Studies:

Identify program expectations for Career Work Experience.

Learning Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnerships for 21st Century Skills
<p>Listen to a presentation by the teacher on how cooperative work-based learning is organized.</p> <p>Based on information provided, discuss the benefits of cooperative education in the Pathway to Careers program for students and employers.</p> <p>Explore ways this class will help you to achieve these benefits.</p> <p>Create a PowerPoint presentation on the benefits of cooperative education.</p> <p>Describe the expectation the school and teacher/coordinator expect of you as a cooperative education student.</p>	<p>CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.11-12.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>CC-11-12.SL-5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence to add interest.</p>	<p>Communication Information Literacy</p> <p>Communication Collaboration</p> <p>Critical Thinking and Problem Solving ICT Literacy Initiative and Self-Direction</p> <p>Communication Leadership and Responsibility</p>

Technical Content CTE Program of Studies:

Develop a training plan for on-the-job training.

Learning Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnerships for 21st Century Skills
<p>Describe the purposes of a training plan agreement in the work-based learning cooperative education program.</p> <p>Define the responsibilities of everyone involved, including:</p> <ul style="list-style-type: none"> • You (student) • Your parent(s) or guardian • The teacher/coordinator • Employer <p>Examine a Training Plan Agreement and identify its components.</p> <p>List components on the board describing what each includes.</p> <p>Record results in chart, poster, or report form. Consider creating flash cards to reinforce learning the responsibilities of each person.</p>	<p>CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.11-12.L.2.b Conventions of Standard English: Spell correctly.</p> <p>CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.11-12.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p>Communication</p> <p>Communication Collaboration</p> <p>Information Literacy</p> <p>Communication Information Literacy</p> <p>Communication Information Literacy Flexibility and Adaptability Initiative and Self-Direction</p>

Technical Content CTE Program of Studies:

Identify skills areas needed for the specific job.

Learning Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnerships for 21st Century Skills
<p>Divide into groups according to career clusters.</p> <p>Discuss and list jobs available in the community and skills that may be required within the various clusters.</p> <p>Share information with class using one of the following methods:</p> <ul style="list-style-type: none"> • Bulletin Board • Posters • Other media presentations <p>Using various job leads and your ILP to select an approved worksite where you would like to work. Working with your teacher/coordinator, set up an interview at the site. If possible, visit the site before the interview.</p> <p>When you have found a job, consult with the teacher coordinator and develop the training plan agreement and all other related forms. Include a plan for transportation to the worksite. The plan is to comply with federal, state, and local laws, as well as district/school policies regarding driving, riding with others, and using public transportation.</p> <p>Participate in cooperative work experience with an employee.</p> <p>Develop/File all work records (e.g., time sheet, financial records, evaluations, training plan) in your specified cooperative education file.</p>	<p>CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.11-12.L.2.b Conventions of Standard English: Spell correctly.</p> <p>CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.11-12.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>CC.11-12.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Leadership and Responsibility</p> <p>Communication</p> <p>Communication Creativity and Innovation Information Literacy</p> <p>Communication Initiative and Self-Direction</p> <p>Communication Critical Thinking and Problem Solving Information Literacy</p> <p>Initiative and Self-Direction</p>

Technical Content CTE Program of Studies:

Exhibit competencies/skills necessary for the chosen job.

Learning Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnerships for 21st Century Skills
<p>Cooperative education students sometimes say, "I want to work, not study." Explain why it is important to do both to be successful in your cooperative education worksite experience and future career.</p> <p>Discuss your ideas with classmates</p> <p>Journal why work and study are important.</p> <p>Research job evaluations for your chosen career major. Make a list of competencies/skills needed for use in developing a Training Plan Agreement.</p>	<p>CC.11-12.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.11-12.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p>Communication</p> <p>Critical Thinking and Problem Solving</p> <p>Information Literacy</p> <p>ICT Literacy</p> <p>Initiative and Self-Direction</p>

Technical Content CTE Program of Studies:

Exhibit appropriate on-the-job behavior.

Accept constructive criticism.

Demonstrate regular and punctual attendance.

Select ways to maintain health and fitness for the job.

Learning Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnerships for 21st Century Skills
<p>Explore what your employer expects of a student worker in career/technical education work-based learning.</p> <p>Create guidelines to demonstrate these expectations.</p> <p>Research using the Internet and classroom resources for information and examples on how to achieve the following qualities.</p> <ul style="list-style-type: none"> • Positive attitude • Attend work regularly • Be on time for work • Perform well on the job • Honesty • Courtesy • Accepting criticism • Show initiative • Being a team member • Personal appearance • Be cooperative • Good health & fitness <p>Record results in a written or video report.</p> <p>Develop a rubric for evaluation of these qualities on the job.</p>	<p>CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.11-12.L.2.c Conventions of Standard English: Spell correctly.</p> <p>CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>CC.11-12.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CC.11-12.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>CC.11-12.SL.1 Comprehension and Collaboration:</p>	<p>Communication Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Critical Thinking and Problem Solving Creativity and Innovation</p> <p>ICT Literacy Collaboration Social and Cross-Cultural Skills Financial, Economic, Business and Entrepreneurial Literacy</p> <p>Communication</p> <p>ICT Literacy Collaboration Social and Cross-Cultural Skills Financial, Economic, Business and Entrepreneurial Literacy</p>

<p>(Note: Other activities may include: creating a PowerPoint presentation, poster, or study guides, regarding expectations.)</p> <p>Describe the two types of attitudes (positive & negative) that people show on the job.</p> <p>Record characteristics of both on board.</p> <p>Give an example of an attitude you have observed at your place of work. Explain whether the attitude shown was positive or negative.</p> <p>Describe persons you know who have positive attitudes. Compare with someone with a negative attitude.</p> <p>Pair and share with a class member the type of individual with whom you would prefer as a working partner in school and at a worksite.</p> <p>Record comments on the board.</p> <p>Make a selection of one (1) from the list of eleven (11) desirable traits listed below.</p> <p>Choose from these desired traits:</p> <ol style="list-style-type: none"> 1. Good Attendance – Discuss absenteeism at the students’ school. List some of what could be considered acceptable reasons for being absent on the job and unacceptable reasons for being absent. 2. Punctuality – Discuss problems caused by an employee coming in late of leaving early. 3. Performance – Discuss how good job performance is necessary for job success. 4. Cooperation – Discuss the importance of willingness to cooperate with other 	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.11-12.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Communication</p> <p>Communication</p> <p>Social and Cross-Cultural Skills Global Awareness</p> <p>Communication Social and Cross-Cultural Skills</p> <p>Communication</p> <p>Communication</p> <p>Critical Thinking and Problem Solving Skills Communication Collaboration</p> <p>Communication Creating and Innovation Social and Cross-Cultural Skills</p>
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workers. Also discuss how to get along with supervisors.

5. Accepting Criticism – Define constructive criticism. Explain the advantages of this type of criticism.
6. Honesty – How can you show trustworthiness on the job?
7. Initiative – List 5 ways to show initiative at one's training station.
8. Loyalty – Explain how loyalty contributes to positive attitude.
9. Courtesy – Ask about when you have observed courtesy in a local business. List 5 ways you can be courteous on your jobs.
10. Personal Appearance – Clip magazine photos of people who represent the principles of good grooming. Explain in class. Discuss the importance of well-groomed employees for a company's image.
11. Good Fitness and Health – Create posters illustrating basic guidelines to staying healthy and physically fit. Also show ways poor health can interfere with job performance.

Work in groups of three to four to **research/brainstorm** about your chosen trait. Assume you are the employer; **describe** desirable traits you would expect an employee to possess.

Develop an oral presentation on the selected trait. Presentation is to include visuals to support findings (role-playing, posters, PowerPoint presentation, and/or brochure).

<p>Develop a rubric to evaluate the group presentation.</p> <p>Participate in a class discussion to identify ways you can promote good working relationships with your supervisor and co-workers.</p> <p>Role Play with other students. What would you do if you were an employer and caught one of your employees loafing on the job? Stealing company supplies?</p> <p>Discuss results with class.</p> <p>Research magazines and/or Internet to collect pictures of good working relationships. Using the pictures, make a poster with appropriate title and display in classroom or hallway.</p> <p>As a student in work-based learning, you will be adjusting to new school and work hours. To assist in planning your time, develop a log including daily time schedule for each day of the week, starting with when you get up and ending with when you go to bed. Include the time you spend going to school, going to work, eating, doing recreation, studying and relaxing. Use the Internet to review different daily log forms or use a 24-hour time log.</p> <p>Evaluate your schedule. Consider areas as: are you allowing yourself enough time to study? Getting enough rest?</p> <p>Chart your results. What changes, if any, would you make in your weekly schedule?</p>		<p>ICT Literacy Collaboration Social and Cross-Cultural Skills Financial, Economic, Business and Entrepreneurial Literacy</p> <p>Communication</p> <p>Communication Collaboration Critical Thinking and Problem Solving</p> <p>Communication</p> <p>ICT Literacy Initiative and Self-Direction</p> <p>Flexibility and Adaptability Initiative and Self-Direction</p> <p>Initiative and Self-Direction</p> <p>Communication</p>
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Section V: Culminating Project with Scoring Guide

What Employers Expect Report

Students will develop a PowerPoint report of What Employers Expect of Me on the Job. Describe expectations, duties, and plans for working toward meeting the expectations.

Scoring Guide: What Employers Expect Report

CATEGORY	4	3	2	1
<i>Content</i>	All content is in the student's own words where appropriate and relevant to the topic. It expresses realistic expectations and view of the work experience.	Almost all content is in the student's own words and is relevant to the topic. Fairly realistic expectations and view of the work experience.	At least half of the content is in the student's own words and is relevant to the topic. Limited awareness of work expectations.	Less than half of the content is in the student's own words and/or is relevant. Limited awareness of work expectations and/or unrelated details.
Clarity and Neatness	Logical thought is evident; all elements are clearly written, well phrased, and labeled.	Most elements are clearly written and/or labeled.	Hard to read elements.	Hard to follow and confusing arrangement. Logical thought not at all evident.
Spelling and Grammar	No spelling or grammatical mistakes.	Few spelling or grammatical mistakes.	Some spelling or grammatical mistakes.	Many spelling and/or grammatical mistakes.
Use of Technology	Creative; used appropriate visuals, animation, backgrounds, fonts. Attractive and appealing.	Appropriate use of visuals, animation, backgrounds, fonts. Satisfactory presentation but not outstanding.	Some use of effective visuals, animation, backgrounds, fonts.	Poor choices of font, color, animation; no creativity evident; no eye appeal. Little or no use of illustrations.

Section VI: Assessment and Enabling Skills and Processes

A. Assessment

Daily Work

Quizzes

- List 5 benefits of Cooperative Education.
- Why is a positive attitude important to have on the job site?
- Identify 3 ways an employee can promote a good working relationship with coworkers.

Compile information from assessment activities in career portfolio notebook.

Other assessment possibilities include:

- Multiple choice questions
- Fill-in-the-blank questions
- Open response questions

B. Enabling Skills/Processes (21st Century Skills)

Critical Thinking and Problem Solving

Communication

Collaboration

Creativity and Innovation

Global Awareness

Financial, Economic, Business and Entrepreneurial
Literacy

Flexibility and Adaptability

Initiative and Self-Direction

Civic Literacy

Health Literacy

Environmental Literacy

Media Literacy

Information Literacy

Social and Cross-Cultural Skills

Productivity and Accountability

Leadership and Responsibility

ICT (Information, Communications, and Technology)

Section VII: Support Materials (i.e., Resources, Technology, and Equipment)

A. Resource Tools

- **Individual Learning Plan**, www.Careercruising.com.
- **Career Cruising Resources for Career Advisors and Teachers Individual Classroom Activities**, www.Careercruising.com/ILPschool.
- **Work-Based Learning Manual 2008**, Kentucky Department of Education, Division of Career and Technical Education, Office of Career and Technical Education, 21st Floor, Capital Plaza Tower, 500 Mero Street, Frankfort, KY 40601 Phone: 502-564-4286.
- **Kentucky Labor Cabinet**, <http://www.labor.ky.gov/ows/employmentstandards>.

B. Resource Text

- Kimbrell, G & Vineyard, B. (2006). **Entering the World of Work**. Columbus, OH: Glencoe/McGraw-Hill ISBN : 9780078614583
- Kimbrell, G & Vineyard, B. (2008) **Succeeding in the World of Work**. Columbus, OH: Glencoe/McGraw-Hill ISBN: ISBN : 9780078748288
- Wanat, J. A., Pfeiffer, E. W., & Van Guilik, R. (2004 or latest edition). **Learning for Earning**. Tinley Park, IL: Goodheart-Wilcox. ISBN-978-1-59070-946-7

C. Technology

- Computer with Internet access and word processing and presentation software.
- Digital camera
- Video camera
- Printer (local printer if you want to print your posters)
<http://www.media-convert.com> can be used to convert different video formats to mp4 for I-pod. (Many samples are available)

D. Materials

Paper
Pencils
Markers for posters and book marks
Large paper for posters (or see technology)

E. Equipment

Items to use in practicing correct lifting and carrying
Projector
Safety equipment

Course Title **Career Work Experience**

Grade Levels 11 or 12

Credit Value Up to 3

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Unit Title **Using Employment Skills**

Section I: General Information and Overview

Suggested Number of Lessons: 20 sixty-minute lessons

Unit Overview: This unit will prepare students with skills needed to enter the world of work. Students will learn how to network and use other resources for identifying potential jobs and expand on skills needed to apply for a job.

Section II: Learning Targets:

- interpret basic documents required by employers.
- identify the information needed to fill out job application forms correctly.
- demonstrate appropriate interview behavior.
- illustrate how to dress for a job interview.
- justify the skills learned in this unit to help me in the working world.

Section III: Kentucky Academic Standards:

PL-CS-HS-4.1.1 Students will analyze and evaluate why people need to work and how a person's career choice impacts lifelong earning potential, career opportunities and job satisfaction.

PL-CS-HS-4.1.5 Students will analyze and evaluate a variety of resources (e.g. Internet, print materials, guest speakers, mentors) that could be used to determine advantages and disadvantages (e.g., preparation, salary benefits, demands of job, location, work environment) of various occupations.

PL –CS- HS -4.2.1 Students will identify individual work habits/ethics (e.g., individual/team responsibilities, willingness to learn, integrity, respect, confidentiality, self-discipline, problem-solving, punctuality, communication skills) and explain their importance in the workplace.

PL-CS-HS-4.2.2 Students will describe team skills (e.g., settling goals, listening, following directions, questioning, communicating, problem-solving, dividing work, conflict resolution, mediation) and evaluate the role of team skills in today’s workplace.

PL-CS-HS-4.3.3 Students will explain and apply skills that are used to seek, obtain, and change jobs/careers and postsecondary opportunities: conduct a job search, writing letters, networking, completing an application, securing a letter of reference, preparing a resume, applying interview techniques, and using proper procedures when changing jobs.

Section IV: Major Focus

Technical Content CTE Program of Studies: Apply for employment, using application form, resume, letter of application, interviews, and other employment forms.		
Learning Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnerships for 21st Century Skills
Brainstorm reasons why gaining job-seeking skills now will help you to be employed in the future.	CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Communication
Discuss findings with classmates and keep a list in your folder	CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Communication
Investigate effective methods for finding and getting jobs.	CC.11-12.L.2.c Conventions of Standard English: Spell correctly.	ICT Literacy
List sources of job leads using the Internet, media, personal/phone interviews, newspapers, and local employment agencies, etc.	CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Information Literacy Communication
Collaborate with a partner to create a poster representing findings of job leads and share with classmates.	CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and	Creativity and Innovation Productivity and Accountability Information Literacy
Search information from a variety of print, nonprint, online sources to identify guidelines to		

<p>use when filling out a job application relating to-</p> <ul style="list-style-type: none"> • Personal information • Employment desired • Employment history • Education/skills • References • School activities • Volunteer experience <p>Create a database of findings and place in the career folder you created for this class.</p> <p>Prepare a PowerPoint presentation on suggestions for filling out a job application.</p> <p>Working in teams of four (4), examine and compare local application forms provided by teacher.</p> <p>Share findings with classmates.</p> <p>Collect two job application forms from local businesses. Practice completing the job application forms.</p> <p>Working in team of four (4), critique each team member's application forms using the guidelines from your folder.</p> <p>Share common mistakes with classmates.</p> <p>Research by using the Internet or selected text what are legal and illegal questions on job applications.</p> <p>Chart the results on the topic "Know Your Legal Rights".</p> <p>Research from selected text or Internet what you should and should not include in a resume and explain the reasons.</p>	<p>multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>CC.11-12.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CC.11-12.R.1.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.11-12.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>Communication</p> <p>Communication Creativity and Innovation Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Collaboration</p> <p>Communication</p> <p>Initiative and Self-Direction</p> <p>Collaboration Communication Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Communication</p> <p>Critical Thinking and Problem Solving Information Literacy</p> <p>Communication</p> <p>ICT Literacy</p>
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<p>Share findings with classmates and file notes in your folder.</p> <p>Collect samples of different types of resumes. Analyze sample for style, format and information relating to the various types. Choose a style that best fits your own experience and job goals.</p> <p>Listen to a guest speaker or watch a video about employability skills and how they can be reflected in the resume.</p> <p>Word Process a rough draft of a resume.</p> <p>Working in teams of four (four), critique each team member's resume using guidelines from your notes.</p> <p>Revise and print final copy of resume.</p> <p>Record resume information in folder and ILP.</p> <p>Develop a reflections online journal detailing new understanding.</p> <p>Research the following:</p> <ul style="list-style-type: none"> • What is a cover letter? • Purpose of a cover letter • Procedures used in writing a cover letter. <p>Share findings with classmates and file notes in folder.</p> <p>Examine the parts to a cover letter and indicate how the writer included all elements.</p> <p>Word Process a cover letter for the job for which you are applying or for a sample job as described by the teacher.</p> <p>Critique each team member's cover letter using</p>		<p>Communication</p> <p>Initiative and Self-Direction</p> <p>Communication</p> <p>ICT Literacy</p> <p>Collaboration</p> <p>ICT Literacy Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Communication</p> <p>Critical Thinking and Problem Solving</p> <p>Initiative and Self-Direction</p>
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<p>the guidelines from your notes.</p> <p>Revise from peer review and print final copy of cover letter.</p> <p>File in folder and upload in ILP.</p> <p>Research from selected text or Internet the various types of jobs interviews.</p> <p>Listen to a guest speaker or watch a video about “interviewing skills”.</p> <p>Share findings with classmates and file notes in folder.</p> <p>Research from selected text or Internet 20 common interview questions.</p> <p>Create a list of common interview questions and how you would answer each question.</p> <p>List questions that cannot be legally asked in an interview.</p> <p>Share findings with classmates and file notes in folder.</p> <p>Working in student teams, create a multimedia presentation on “How to Interview for a Job.” Include information on proper attitude, good communication skills, body language, and personal appearance.</p> <p>Present to class.</p> <p>Participate in a role-playing activity using various scenarios provided by the teacher.</p> <p>Critique each presentation using a score sheet.</p>		<p>Critical Thinking and Problem Solving</p> <p>ICT Literacy</p> <p>Communication</p> <p>Communication</p> <p>ICT Literacy Information Literacy</p> <p>Information Literacy</p> <p>Information Literacy</p> <p>Communication</p> <p>Creativity and Innovation Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Communication</p> <p>Communication Collaboration</p> <p>Critical Thinking and Problem</p>
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<p>Discuss why being prepared for job interviews will increase your chances of getting the job.</p> <p>Create pocket guide of interview rules.</p>		<p>Solving</p> <p>Communication</p> <p>Creativity and Innovation</p> <p>ICT Literacy.</p>
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Technical Content CTE Program of Studies: Exhibit proper appearance and dress for the job.		
Learning Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnerships for 21st Century Skills
<p>Listen to a guest speaker on “proper attire for the interview” and/or “dressing for the job.”</p> <p>Discuss what kind of impressions you think each type of dress would have on making good impressions.</p> <p>Share the impressions given by appearance, facial expression, posture, grooming, and clothing.</p> <p>Discuss appropriate attire for job interviews; (e.g., case studies provided by teacher).</p> <p>Participate in a simulation activity and dress for the day to show proper attire for an interview for a job you want (e.g. hospital, food service establishment, bank, store, office).</p> <p>Videotape simulation activity or take pictures and use in culminating project or bulletin board.</p>	<p>CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.11-12.L.2.b Conventions of Standard English: Spell correctly.</p> <p>CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.11-12.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p>Communication</p> <p>Communication</p> <p>Collaboration</p> <p>Communication</p> <p>Social and Cross-Cultural Skills</p> <p>Civic Literacy</p> <p>Global Awareness</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Communication</p> <p>Collaboration</p> <p>Social and Cross-Cultural Skills</p> <p>Global Awareness</p> <p>Civic Literacy</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Creativity and Innovation</p> <p>Communication</p> <p>Collaboration</p> <p>Social and Cross-Cultural Skills</p>

		Global Awareness Civic Literacy Financial, Economic, Business, and Entrepreneurial Literacy
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Section V: Culminating Project and Scoring Guide

How to Dress for Success

Prepare a written or visual presentation on “How to Dress for Job Success”. Include pictures, important information, and guidelines.

Scoring Guide: Job Shadowing/Service Learning Report

CATEGORY	4	3	2	1
Content	All content is the student's own words (where appropriate) and is accurate.	Almost all content is the student's own words and is accurate.	At least half of the content is the student's own words and is accurate.	Less than half of the content is in the student's own words and/or is accurate.
Required Elements	Includes all required elements: <ol style="list-style-type: none"> 1. description of your experience at the site 2. evaluation 3. reports and graphics 4. thank you letter 5. answers to questions asked 6. labor law and safety information 7. reflections on what you learned from the experience 	Includes all but two of the required elements.	Missing three-four of the required elements.	Missing more than four of the required elements.
Clarity and Neatness, Spelling and Grammar	Neat and easy to read; all elements are clearly written and labeled. No spelling or grammatical mistakes.	Neat and easy to read; most elements are clearly written and/or labeled. No more than two spelling or grammatical mistakes.	Hard to read or confusing elements. Three or four spelling or grammatical mistakes.	Hard to read and one cannot tell what goes where. More than four spelling and/or grammatical mistakes.
Reflections	Reflections on experience show thoughtfulness and insight.	Comments and reflections show some thoughtfulness and awareness of the experience.	Showed occasional insight about the experience.	Little or no reflective thinking evident.
Use of Time	Used time well during each class period (as observed by teacher and documentation of progress) with no adult reminders.	Used time well during most class periods (as observed by teacher and documentation of progress) with no adult reminders.	Used time well (as observed by teacher and documentation of progress) but required adult reminders on one or more occasions to do so.	Used time poorly (as observed by teacher and/or documentation of progress) in spite of constant adult reminders to do so.
21st Century Skills	Demonstrated complete understanding of 21 st Century Skills.	Demonstrated a partial understanding of 21 st Century Skills.	Demonstrated an awareness of 21 st Century Skills.	Complete lack of 21 st Century Skills.

Section VI: Assessment and Enabling Skills and Processes

A. Assessment

1. Summative/End of Unit Assessment

“How to Dress for Job Success” can be completed as a standard report, a presentation, or a video which can then be uploaded to an I-pod.

2. Formative Assessment

Reflections

Job leads questions / posters

Job application quiz

Resume

Cover Letter

Job Interview quiz

Interview rules

Follow-up Letter

Daily Work

B. Enabling Skills/Processes (21st Century Skills)

Critical Thinking and Problem Solving

Communication

Collaboration

Creativity and Innovation

Global Awareness

Financial, Economic, Business and Entrepreneurial
Literacy

Flexibility and Adaptability

Initiative and Self-Direction

Civic Literacy

Health Literacy

Environmental Literacy

Media Literacy

Information Literacy

Social and Cross-Cultural Skills

Productivity and Accountability

Leadership and Responsibility

ICT (Information, Communications, and Technology)

C. Vocabulary

Job Leads

Personal Information

References

Volunteer

Cover Letter

Personal Appearance

Job Application

Employment History

School Activities

Resume

Interviewing

Section VII: Support Materials (i.e., Resources, Technology, and Equipment)

A. Resource Tools

- **Individual Learning Plan**, www.Careercruising.com.
- **Career Cruising Resources for Career Advisors and Teachers Individual Classroom Activities**, www.Careercruising.com/ILPschool.
- **Work-Based Learning Manual 2008**, Kentucky Department of Education, Division of Career and Technical Education, Office of Career and Technical Education, 20th Floor, Capital Plaza Tower, 500 Mero Street, Frankfort, KY 40601 Phone: 502-564-4286.
- **Kentucky Labor Cabinet**, <http://www.labor.ky.gov/ows/employmentstandards>.
- National labor law charts:
 - U.S. Department of Labor, Wage, & Hour Division
 - Gene Snyder U.S. Courthouse and Customhouse
 - Room 31
 - 6001 W. Broadway
 - Louisville, KY 40202
 - 502-582-5226
 - <http://www.dol.gov>
- State labor law charts:
 - Division of Employment Standards, Apprenticeship, and Training
 - 1047 U.S. 127 South
 - Suite 4
 - Frankfort, KY 40601
 - 502-564-2784
 - <http://www.kylabor.net> and click on "Employment standards"
- United States Department of Labor Occupational Safety and Health Administration <http://www.osha.gov/comp-links.html>
- Kentucky Labor Cabinet <http://www.labor.ky.gov/ows/employmentstandards/> click on Child Labor Laws and on Forms
- <http://www.dol.gov> National labor information.

B. Resource Text

- Kimbrell, G. & Vineyard, B. (2008). **Succeeding in the World of Work**. Columbus, OH: Glencoe/McGraw-Hill. ISBN : 9780078748288
- Getting a Job Process Kit. Includes resume generator, interview questions, (2005). Cincinnati, OH: Thomson South-Western.

Other Resources

- Guest speakers from local businesses, technical institutes, or colleges
- Local newspapers

C. Technology

- Computer with Internet access and word processing and presentation software.
- Digital camera
- Video camera
- Printer (local printer if you want to print your posters)
<http://www.media-convert.com> can be used to convert different video formats to mp4 for I-pod. (Many samples are available)

D. Materials

Paper
Pencils
Markers for posters and book marks
90 lb. paper for book marks
Large paper for posters (or see technology)

E. Equipment

Items to use in practicing correct lifting and carrying
Projector
Safety equipment

Description This course will prepare students for every aspect of entering the world of work. The primary focus includes a cooperative work experience component in business and technology for students at the 11th and/or 12th grade level. Career Work Experience requires students to complete accompanying curricular coursework. Students are expected to exhibit exemplary workplace ethic and behavior. The curriculum focuses on employability skills needed for success in the workplace and has an impact on post school outcomes for college/career readiness.

Unit Title Stayin' Alive

Section I: General Information and Overview

Suggested Number of Lessons: 10 Sixty Minute Lessons

Unit Overview

In this unit, students will investigate safety procedures and ways to maintain health and fitness for their chosen career.

Section II: Learning Targets -- I Can:

- Identify types of accidents that may occur in the workplace and in the home.
- Prevent some types of accidents.
- Eat nutritiously to positively impact job performance.
- Classify medicines versus drugs.

Section III: Kentucky Academic Standards

Safety and Ethical/Social Issues

PL-HS-1.3.2

Students will explain how proper first-aid procedures (e.g., CPR/rescue breathing) for responding to emergency situations (falls, drowning, choking, bleeding, shock, poisons, burns, temperature-related emergencies, allergic reactions, broken bones, overdose, heart attacks, seizures) can help reduce the severity of injuries and save lives.

DOK 2

Nutrition (Health Education)

PL-HS-1.2.2

Students will explain key recommendations made in the Dietary Guidelines for Americans, including recommendations for specific population groups and how these recommendations contribute to good health.

DOK 2

Lifetime Physical Wellness (Physical Education)

PL-HS-2.2.1

Students will explain how physical, emotional/mental and social benefits result from regular participation in leisure/recreational or competitive physical activities:

- physical benefits (e.g., disease prevention, weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance, control of body movements, stress reduction, increased metabolism, reduction of body fat, decrease in cholesterol, decrease in heart rate)
- social benefits (e.g., opportunity for interaction with others, cooperation, friendship, teamwork, respect for others and tolerance)
- mental/emotional benefits (e.g., reduces anxiety/stress, depression, provides better body image, improves self-discipline and self-respect)

Section IV: Major Focus

Technical Content CTE Program of Studies:

Demonstrate safety procedures on the job.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Listen to a paramedic or work safety specialist discuss types and frequency of injuries in the workplace and at home.</p> <p>Create a database of information provided by the guest speaker.</p>	<p>CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>CC.9-10.SL.3 Comprehension and Collaboration: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>Communication</p> <p>Critical Thinking and Problem Solving</p> <p>Financial, Economic, Business and Entrepreneurial Literacy</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Summarize in writing what the lesson was about and include at least one thing you feel everyone should know.</p>	<p>CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	<p>Communication</p> <p>Critical Thinking and Problem Solving</p> <p>Financial, Economic, Business and Entrepreneurial Literacy</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Investigate the Occupational Safety and Health Administration Statistics and Data pertaining to safety procedures on the job. http://www.osha.gov/oshstats/index.html</p>	<p>CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Communication</p> <p>Critical Thinking and Problem Solving</p>

Technical Content CTE Program of Studies:

Demonstrate safety procedures on the job.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Create a brief summary of research. The format could be, but not limited to, a video, multimedia presentation, or an editorial.</p> <p>Include statistics and data to support findings.</p>	<p>CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.9-10.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p>Communication</p> <p>Critical Thinking and Problem Solving</p> <p>Health Literacy</p> <p>Financial, Economic, Business and Entrepreneurial Literacy</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>In small groups, discuss the variety job safety procedures experienced by the group, (e.g. I.D. badges, metal detectors, safety glasses, special footwear, and logging in and out). Identify how these types of procedures are used on specific job sites. Are they effective? What happens if employees forget to follow them?</p> <p>Watch demonstration on safety procedures:</p> <ul style="list-style-type: none">-Use of electrical equipment-Lifting properly-Cleaning spills-Piled supplies and equipment-Other <p>Work in teams, practice safety procedures.</p>	<p>CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>Communication</p> <p>Critical Thinking and Problem Solving</p> <p>Health Literacy</p>

Technical Content CTE Program of Studies:

Demonstrate safety procedures on the job.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Document findings from discussion on large sheets of paper or wall charts. Arrange wall charts around the room for future use and reminders as you prepare for work. (Suggestion: be creative and frame the findings as slogans or reminder phrases.)</p>	<p>CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic. CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>Communication Collaboration Critical Thinking and Problem Solving Creativity and Innovation</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Research with a partner, the safety record of companies in a chosen career cluster by Internet, interviews, and telephone inquiries. Accurately cite sources.</p>	<p>CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research. CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CC.9-10.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. CC.9-10.SL.1.b Comprehension and Collaboration: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>	<p>Collaboration Communication Creativity and Innovation Flexibility and Adaptability</p>

Technical Content CTE Program of Studies:

Demonstrate safety procedures on the job.

**Learner Activities
(Enabling Knowledge and Skills/Processes)**

Create a brochure or multimedia presentation of findings relating to safety records.

**Common Core Standards
English/Language Arts/Mathematics**

CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CC.9-10.W.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.9-10.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Partnership for 21st Century Skills

Collaboration
Communication
Creativity and Innovation
Critical Thinking and Problem Solving
Financial, Economic, Business and Entrepreneurial Literacy
Productivity and Accountability

Technical Content CTE Program of Studies:

Demonstrate safety procedures on the job.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>In designated groups, develop information needed to participate in a debate on one or more of the following topics: "Accidents in the Home," "Accidents at School," "Accidents on the Job," "Accidents in Recreation," "Accidents on the Road"</p> <p>Participate in a debate on a chosen topic.</p>	<p>CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.9-10.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>CC.7.SL.3 Comprehension and Collaboration: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>Collaboration Communication Critical Thinking and Problem Solving Health Literacy Leadership and Responsibility Financial, Economic, Business and Entrepreneurial Literacy</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Working in student teams, discuss outcomes of debate for pros and cons of each topic.</p> <p>Identify in writing the pros and cons of the debate. Include statistics and vocabulary.</p>	<p>CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	<p>Communication Critical Thinking and Problem Solving Health Literacy</p>

Technical Content CTE Program of Studies:

Select ways to maintain health and fitness for the job.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Investigate, using research, to identify how nutrition plays a vital role in your life now and in the future.</p> <p>Develop a reflection journal detailing new understandings and connections of how to maintain health and fitness for the job.</p>	<p>CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>Communication</p> <p>Critical Thinking and Problem Solving</p> <p>Health Literacy</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Participate in a tour of a fitness center to observe ways to maintain a healthy lifestyle.</p>	<p>CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>Communication</p> <p>Health Literacy</p> <p>Leadership and Responsibility</p>

Technical Content CTE Program of Studies:

Select ways to maintain health and fitness for the job.

Learner Activities (Enabling Knowledge and Skills/Processes)

Alternative Activity: **Listen** to a personal trainer, therapist, health department representative, dietician, or other health professional to discuss services offered and the need for physical fitness, nutrition and health.

Common Core Standards English/Language Arts/Mathematics

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Partnership for 21st Century Skills

Communication
Critical Thinking and Problem Solving
Health Literacy

Learner Activities (Enabling Knowledge and Skills/Processes)

Brainstorm and **list** jobs that have a great deal of stress and how they can affect a worker.

Common Core Standards English/Language Arts/Mathematics

CC.9-10.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Partnership for 21st Century Skills

Collaboration
Communication
Social and Cross-Cultural Skills

Technical Content CTE Program of Studies:

Select ways to maintain health and fitness for the job.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Research with a partner, positive methods to handle stress on the job using the Internet and other resources. Some helpful websites: www.working.swep.com www.niddk.nih.gov www.healthnet.com</p>	<p>CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	<p>Collaboration Communication Health Literacy Initiative and Self-Direction</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Develop a Frequently Asked Questions List with Answers with a partner methods to handle stress on the job.</p>	<p>CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>Collaboration Communication Creativity and Innovation Health Literacy Critical Thinking and Problem Solving</p>

Section V: Culminating Project and Scoring Guide

Each student will create a personal fitness and nutrition plan to improve safety and productivity at work which includes goals and deadlines to be added to their Individual Learning Plan.

Scoring Guide
Category

4

3

2

1

Content	All content is in the student's own words and is accurate. Sources cited accurately.	Almost all content is in the student's own words and is accurate.	At least half of the content is in the student's own words and is accurate.	Less than half of the content is in the student's own words and/or is accurate.
Use of Time	Used time well during class period shown by observation by teacher and documentation in ILP with no adult reminders.	Used time well during most of the class period shown by observation by teacher and documentation in ILP with no adult reminders.	Used time well during class period shown by observation by teacher and documentation in ILP, but required adult reminders on one or more occasions to do so	Used time poorly during each class period shown by observation by teacher and documentation in ILP in spite of several adult reminders to do so.
Spelling and Grammar	No spelling or grammatical mistakes.	One spelling or grammatical mistake	Two spelling or grammatical mistakes	Several spelling and/or grammatical mistakes.
Required Elements	Contains all required elements.	Contains more than half of the required elements.	Contains half of the required elements.	Contains less than half of the required elements.
Clarity and Neatness	Easy to read and all elements are clearly written and/or labeled.	Easy to read and most elements are clearly written and/or labeled.	Hard to read elements.	Confusing. Complete lack of organization.
21st Century Skills	Demonstrated complete understanding of 21st Century Skills.	Demonstrated partial understanding of 21st Century Skills.	Demonstrated an awareness of 21st Century Skills.	Complete lack of 21st Century Skills.

Section VI: Assessment and Enabling Skills and Processes

A. Assessment

Daily work

Student projects and activities

B. Enabling Skills/Processes

Decision making

Reading

Writing

Research

Technology (computer usage, Internet usage)

Listening

Speaking

Following directions

Problem solving

Section VII: Support Materials (i.e., Resources, Technology, and Equipment

Resource Text

Kimbrell, G. & Vineyard, B. (2008) or latest date. Succeeding in the World of Work. Columbus, OH: Glencoe/McGraw-Hill.

Kimbrell, G. & Vineyard, B. (2006 or latest edition). Entering the World of Work. Columbus, OH: Glencoe/McGraw-Hill.

Wanat, J.A., Pfeiffer, E.W., & Van Gulik, R. (2009) or latest date. Learning for Earning. Tinley Park, IL: Goodheart-Willcox.

Other Resources

The Yellow Pages

Guest speakers

Bureau of Labor Statistics (2011-2012) or latest edition. Occupational Outlook Handbook.

Better Business Bureau and Chamber of Commerce. Both are excellent places to gain first-hand knowledge from people who already have the career in which you are interested.

Technology

Digitized texts when available

Computer (with appropriate software and Internet access)

Microsoft PowerPoint

Microsoft Word

Microsoft Publisher

Web Sites -- Samples of Many Available

www.acinet.org/acinet/skills_home.asp Career One Stop, Skills Profiler

www.acteonline.org/content.aspx?id=224 A variety of career resource sites on the Internet. Simulations.

www.afscme.org American Federation of State, County, Municipal Employees—Women in Labor Force

www.bls.gov/k12/ Exploring Career Information from the Bureau of Labor Statistics

www.MyCoolCareer.com Teen-oriented website with self-assessment tests, information on hot jobs, volunteer opportunities, and much more.

www.osha.gov/SLTC/youth/winterjobs/ Agencies working to prevent work-related injuries and illness among people ages 14-24.

Equipment

Overhead Projector

Course Title **Career Work Experience**

Grade Levels 11 or 12

Credit Value Up to 3

Description This course will prepare students for every aspect of entering the world of work. The primary focus includes a cooperative work experience component in business and technology for students at the 11th and/or 12th grade level. Career Work Experience requires students to complete accompanying curricular coursework. Students are expected to exhibit exemplary workplace ethic and behavior. The curriculum focuses on employability skills needed for success in the workplace and has an impact on post school outcomes for college/career readiness.

Unit Title **Workplace Issues**

Section I: General Information and Overview

Suggested Number of Lessons: 35 sixty-minute lessons

Unit Overview: This unit will prepare students with skills needed to recognize and deal with issues arising in the world of work. Students will learn to identify and acquire effective communication skills and ethical behaviors as well as become familiar with laws about the workplace.

Section II: Learning Targets:

- justify how getting along with others foster my success on the job.
- identify reasons why employees get fired.
- recognize and determine ways to handle stress.
- explain laws that affect adolescents at work.
- summarize the pros and cons of membership in a professional organization.

Section III: Kentucky Academic Standards:

PL-CS-HS-4.1.1 Students will analyze and evaluate why people need to work and how a person's career choice impacts lifelong earning potential, career opportunities and job satisfaction.

PL-CS-HS-4.1.5 Students will analyze and evaluate a variety of resources (e.g. Internet, print materials, guest speakers, mentors) that could be used to determine advantages and disadvantages (e.g., preparation, salary benefits, demands of job, location, work environment) of various occupations.

PL –CS- HS -4.2.1 Students will identify individual work habits/ethics (e.g., individual/team responsibilities, willingness to learn, integrity, respect, confidentiality, self-discipline, problem-solving, punctuality, communication skills) and explain their importance in the workplace.

PL-CS-HS-4.2.2 Students will describe team skills (e.g., settling goals, listening, following directions, questioning, communicating, problem-solving, dividing work, conflict resolution, mediation) and evaluate the role of team skills in today’s workplace.

PL-CS-HS-4.3.3 Students will explain and apply skills that are used to seek, obtain, and change jobs/careers and postsecondary opportunities: conduct a job search, writing letters, networking, completing an application, securing a letter of reference, preparing a resume, applying interview techniques, and using proper procedures when changing jobs.

Section IV: Major Focus

Technical Content CTE Program of Studies: Exhibit effective communication skills on the job.		
Learning Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnerships for 21st Century Skills
<p>Research the term ‘success’ in the dictionary or on the Internet.</p> <p>List the results on the board.</p> <p>Answer the following question ‘What does success mean to me?’ Record answer to the question in your journal/notebook.</p> <p>Discuss answers in class. How does it compare with the definition of success?</p> <p>Write a new definition of success that incorporates your personality.</p>	<p>CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.11-12.L.2.c Conventions of Standard English: Spell correctly.</p> <p>CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p>	<p>ICT Literacy Information Literacy</p> <p>Communication</p> <p>Information Literacy Critical Thinking and Problem Solving</p> <p>Communication</p> <p>Information Literacy Media Literacy</p>

CC.11-12.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CC.11-12.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.11-12.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Technical Content CTE Program of Studies: Exhibit appropriate on-the-job behavior. Demonstrate effective teamwork on-the-job.		
Learning Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnerships for 21st Century Skills
<p>Answer questions on the previous quiz for the KET EncycloMedia Video ‘The World of Work Getting a Good Start.’ Found under the Related Materials tab: http://store.discoveryeducation.com/product/show/53306#video</p> <p>Watch KET EncycloMedia 3 Part Video Series:</p> <p>-‘The World of Work: Getting a Good Start’. 13:29</p> <p>-‘The World of Work: Getting Along with your Coworkers’. 13:54</p> <p>-‘The World of Work: Getting Along with your Supervisor’. 13:02</p> <p>Review and Revise your previewing answers.</p> <p>Answer and Discuss the post questions found on the black line masters.</p> <p>Reflect on strategies attained in the videos. Journal/notebook for future reference.</p> <p>Answer questions on the previous quiz for the KET EncycloMedia Video ‘The World of Work Getting a Good Start. Related Materials tab: http://store.discoveryeducation.com/product/show/53306#video</p>	<p>CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.11-12.L.2.c Conventions of Standard English: Spell correctly.</p> <p>CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>CC.11-12.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CC.11-12.R.1.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and</p>	<p>Information Literacy Media Literacy</p> <p>Communication Information Literacy</p> <p>Critical Thinking and Problem Solving Information Literacy</p> <p>Initiative and Self Direction</p> <p>Critical Thinking and Problem Solving Skills</p>

<p>Write a list of twenty (20) questions and concerns you might have on your first day on the job in your journal/notebook.</p> <p>In small groups, discuss the questions and prioritize by major and minor concerns pertaining to first day on a job.</p> <p>Create a chart showing ‘Anxieties and Fears’ on the first day of the job.</p> <p>Create ten (10) flash cards that represent different emotions experienced during the first day on the job. Identify possible positive responses.</p> <p>Display the flash cards.</p> <p>Create a short video or handbook on ways to be as prepared as possible for your first day of work. Topics to research may include:</p> <ul style="list-style-type: none"> • Appropriate dress • Arriving early • Maintaining a positive attitude • Co-work introductions • Paying close attention to instructions • Asking questions for additional understanding • Proper handshake etiquette 	<p>tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.11-12.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>Information Literacy Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Collaboration</p> <p>Information Literacy ICT Literacy</p> <p>Information Literacy</p> <p>Critical Thinking and Problem Solving Creativity and Innovation ICT Literacy Media Literacy</p>
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Technical Content CTE Program of Studies: Identify reasons for job dismissal.		
Learning Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnerships for 21st Century Skills
<p>In small groups, brainstorm reasons for job dismissal.</p> <p>Read the following article ‘Top 10 Reasons Why People Get Fired Among Surveyed Companies, 2008 – 2012’ by Patty English.</p>	<p>CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard</p>	<p>Collaboration</p> <p>Information Literacy Financial, Economic, Business, and Entrepreneurial Literacy</p>

<p>http://pattyinglishms.hubpages.com/hub/Fired</p> <p>Alternate Activity: If you have access to a computer with Internet Access, search for the 'Top 10 Reasons Employees are Fired.' Answer the following questions.</p> <ol style="list-style-type: none"> 1. Approximately how many articles did you find in your search? 2. Why do you think this is such a popular topic? 3. Read and compare several of the articles. What do they have in common? <p>Compare what you found in the articles with the list you created in your groups.</p> <p>Journal a short list of tips to prevent being fired on the job based on what you have learned.</p> <p>Search information from a variety of print, nonprint, and online sources for definition of stress.</p> <p>On Supplement 1 – Stress T-Chart, list times when you experience stress and how you handle the situation.</p> <p>Discuss the following:</p> <p>--What is the difference between positive motivation and negative stress?</p> <p>--Is there a relationship between losing a job and negative stress?</p> <p>--How can you turn negative stress into a positive?</p> <p>Analyze your chart to determine if each entry is positive or negative stress.</p> <p>Collaborate with classmates to determine if each entry meets the standard of being positive</p>	<p>English capitalization, punctuation, and spelling when writing.</p> <p>CC.11-12.L.2.c Conventions of Standard English: Spell correctly.</p> <p>CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>CC.11-12.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CC.11-12.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.11-12.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p>Social and Cross-Cultural Skills</p> <p>Media Literacy Information Literacy Critical Thinking and Problem Solving Social and Cross-Cultural Skills</p> <p>Collaboration</p> <p>Initiative and Self-Direction</p> <p>ICT Literacy Media Literacy Information Literacy</p> <p>Communication</p> <p>Critical Thinking and Problem Solving</p> <p>Communication Initiative and Self-Direction</p>
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<p>or negative. Reflect in journal/notebook, develop a plan on how you can turn negative stress into positives.</p>	<p>CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	
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<p>Technical Content CTE Program of Studies: Apply the decision-making process to problems that arise on the job.</p>		
<p>Learning Activities (Enabling Knowledge and Skills/Processes)</p>	<p>Common Core Standards English/Language Arts/Mathematics</p>	<p>Partnerships for 21st Century Skills</p>
<p>Use research to investigate the following possible causes of stress at work:</p> <ul style="list-style-type: none"> • Sexual Harassment • Workers' different reactions • Frustrations • Anger • Lower productivity • Health problem such as ulcers, headaches, difficulty concentrating, and high blood pressure • Major life changes <p>Summarize by developing a frequently asked questions (FAQ) and type a research paper on causes of stress at work.</p> <p>Design bookmarks or pocket guides showing ways to alleviate stress based on your research.</p> <p>Note to teacher: Article available from the Center for Disease Control National Institute for Occupational Safety and Health Website 'Stress....at Work' http://www.cdc.gov/niosh/topics/stress/ May 6, 2010.</p>	<p>CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.11-12.L.2.c Conventions of Standard English: Spell correctly.</p> <p>CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>CC.11-12.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or</p>	<p>Creativity and Innovation Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy Information Literacy</p> <p>Creativity and Innovation Health Literacy Financial, Economic, Business, and Entrepreneurial Literacy</p>

	<p>text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
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Technical Content CTE Program of Studies: Exhibit appropriate on-the-job behavior		
Learning Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnerships for 21st Century Skills
<p>Identify and list different forms of workplace harassment.</p> <p>Watch the PBS Documentary 'Is Your Daughter Safe at Work?' http://www.pbs.org/now/shows/508/index.html</p> <p>Read and analyze the article from Purdue University's <u>Leading Edition</u> 'Dealing with Workplace Bullies' E-Newsletter for Purdue University Supervisors. http://www.purdue.edu/hr/LeadingEdition/LEdi_705_workplace_bullies.html</p> <p>Develop a list of guidelines employees can follow for a healthy business environment.</p> <p>Create posters sharing this information with peers.</p> <p>Alternate Activity: Create a public service announcement for peers on</p>	<p>CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.11-12.L.2.c Conventions of Standard English: Spell correctly.</p> <p>CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>Information Literacy Communication</p> <p>Communication</p> <p>Information Literacy Critical Thinking and Problem Solving Health Literacy</p> <p>Communication</p>

<p>“Ways to react to harassment on the job.”</p>	<p>CC.11-12.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CC.11-12.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Information Literacy</p> <p>Creativity and Innovation</p> <p>Information Literacy</p>
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<p>Technical Content CTE Program of Studies: Accept constructive criticism.</p>		
<p>Learning Activities (Enabling Knowledge and Skills/Processes)</p>	<p>Common Core Standards English/Language Arts/Mathematics</p>	<p>Partnerships for 21st Century Skills</p>
<p>Research positive ways to handle criticism.</p>	<p>CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard</p>	<p>ICT Literacy</p>

<p>Choose one of the following articles and present an oral report to the class.</p> <p>-‘How to Handle Criticism at Work’ Jason Finnerty. Work Awesome. March 18th. http://workawesome.com/your-job/how-to-handle-criticism-at-work/ February 7, 2012.</p> <p>-‘Handle Criticism at Work’ Michael Bucci. March 7th. http://www.askmen.com/money/successful/45_success.html February 7, 2012.</p> <p>-‘How Successful People Handle Criticism’ Edward Chalmers. May 12th. http://m.askmen.com/money/successful_100/111_success.html February 7, 2012</p> <p>-So You’re Not Perfect and You’ve Been Told So.’ Associated Press, MSNBC. November 9th. http://www.msnbc.msn.com/id/33805098/ns/business-careers/t/so-youre-not-perfect-youve-been-told-so/ February 7, 2012.</p> <p>Complete Supplement 2, ‘Handle Criticism at Work’</p> <p>Reflect findings in your journal/notebook.</p>	<p>English capitalization, punctuation, and spelling when writing.</p> <p>CC.11-12.L.2.c Conventions of Standard English: Spell correctly.</p> <p>CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CC.11-12.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CC.11-12.R.1.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Information Literacy Media Literacy ICT Literacy Flexibility and Adaptability Creativity and Innovation Health Literacy</p> <p>Information Literacy</p> <p>Initiative and Self-Direction</p>
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<p>Technical Content CTE Program of Studies: Summarize information concerning local, state, and federal labor laws affecting work experiences.</p>		
<p>Learning Activities (Enabling Knowledge and Skills/Processes)</p>	<p>Common Core Standards English/Language Arts/Mathematics</p>	<p>Partnerships for 21st Century Skills</p>

Learning Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnerships for 21st Century Skills
<p>Listen to a presentation on the role of unions and professional members in today’s workplace.</p> <p>Define the terms: Collective Bargaining Grievances</p> <p>Participate in a class discussion on how these two terms can impact people on the job.</p> <p>In small groups, research labor unions using Supplement 4 – Researching Labor Unions.</p> <p>Summarize the most important points by creating a poster of your data.</p> <p>Reflect in your journal/notebook on the difference between a union shop agreement and an open shop agreement. Explain how these could affect your future employment.</p> <p>Research and list professional organizations related to your future career. What benefits do they offer?</p> <p>Chart the pros and cons of union membership and/or membership in other professional organizations.</p> <p>Alternative Activity: Invite guest speakers to discuss labor union and/or other professional organizations.</p>	<p>CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.11-12.L.2.c Conventions of Standard English: Spell correctly.</p> <p>CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CC.11-12.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CC.11-12.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Communication</p> <p>Information Literacy</p> <p>Communication</p> <p>Collaboration</p> <p>Media Literacy</p> <p>ICT Literacy</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Initiative and Self-Direction</p> <p>Critical Thinking and Problem Solving</p> <p>Media Literacy</p> <p>ICT Literacy</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p>

Section V: Culminating Project and Scoring Guide

Prepare a PowerPoint presentation illustrating all of the positive strategies you have developed for getting off on the right foot with management and co-workers on a new job. Include researched facts, graphics, and other pertinent information. Upload your finished presentation to your Individual Learning Plan (ILP).

Scoring Guide: Your Ready to Work PowerPoint

CATEGORY	4	3	2	1
Content	All content is the student's own words (where appropriate) and is accurate.	Almost all content is the student's own words and is accurate.	At least half of the content is the student's own words and is accurate.	Less than half of the content is in the student's own words and/or is accurate.
Required Elements	Includes all required elements: <ol style="list-style-type: none"> 1. description of your experience at the site 2. evaluation 3. reports and graphics 4. thank you letter 5. answers to questions asked 6. labor law and safety information 7. reflections on what you learned from the experience 	Includes all but two of the required elements.	Missing three-four of the required elements.	Missing more than four of the required elements.
Clarity and Neatness, Spelling and Grammar	Neat and easy to read; all elements are clearly written and labeled. No spelling or grammatical mistakes.	Neat and easy to read; most elements are clearly written and/or labeled. No more than two spelling or grammatical mistakes.	Hard to read or confusing elements. Three or four spelling or grammatical mistakes.	Hard to read and one cannot tell what goes where. More than four spelling and/or grammatical mistakes.
Reflections	Reflections on experience show thoughtfulness and insight.	Comments and reflections show some thoughtfulness and awareness of the experience.	Showed occasional insight about the experience.	Little or no reflective thinking evident.
Use of Time	Used time well during each class period (as observed by teacher and documentation of progress) with no adult reminders.	Used time well during most class periods (as observed by teacher and documentation of progress) with no adult reminders.	Used time well (as observed by teacher and documentation of progress) but required adult reminders on one or more occasions to do so.	Used time poorly (as observed by teacher and/or documentation of progress) in spite of constant adult reminders to do so.
21st Century Skills	Demonstrated complete understanding of 21 st Century Skills.	Demonstrated a partial understanding of 21 st Century Skills.	Demonstrated an awareness of 21 st Century Skills.	Complete lack of 21 st Century Skills.

Section VI: Assessment and Enabling Skills and Processes

A. Assessment

1. Summative/End of Unit Assessment

“You’re Ready to Work PowerPoint”

2. Formative Assessment

Journal/notebook entries

Pre-video quiz ‘The World of Work, Getting Started’

Post-video quiz ‘ The World of Work, Getting Started’

20 Questions / Concerns for the first day on the job

Positive emotional responses at work flash cards

Video/Handbook for preparing for the first day of work both physically and emotionally

Stress T-Chart differentiating positive and negative stress

Bookmark / Pock Guidelines for alleviating stress

Guidelines for preventing harassment at work

Supplement 1: Handle Criticism at Work

Supplement 2: Research Tool

PowerPoint Presentation about laws that could affect you

Union Poster

Pros and cons of union/professional membership

B. Enabling Skills/Processes (21st Century Skills)

Critical Thinking and Problem Solving

Communication

Collaboration

Creativity and Innovation

Global Awareness

Financial, Economic, Business and Entrepreneurial
Literacy

Flexibility and Adaptability

Initiative and Self-Direction

Civic Literacy

Health Literacy

Environmental Literacy

Media Literacy

Information Literacy

Social and Cross-Cultural Skills

Productivity and Accountability

Leadership and Responsibility

ICT (Information, Communications, and Technology)

C. Vocabulary

Appropriate dress
Attitude
Bullies
Closed shop
Criticism
Grievances
Harassment

Negative stress
Open shop
Positive stress
Sexual Harassment
Stress
Success
Ulcers

Section VII: Support Materials (i.e., Resources, Technology, and Equipment)

A. Resource Tools

- **Individual Learning Plan**, www.Careercruising.com.
- **Career Cruising Resources for Career Advisors and Teachers Individual Classroom Activities**, www.Careercruising.com/ILPSchool.
- **Work-Based Learning Manual 2008**, Kentucky Department of Education, Division of Career and Technical Education, Office of Career and Technical Education, 20th Floor, Capital Plaza Tower, 500 Mero Street, Frankfort, KY 40601 Phone: 502-564-4286.
- **Linking Learning and Serving: Teaching Learning and Serving**, High School Version (2000). Kentucky Department of Education
- Local telephone book and local newspaper
- National labor law charts:
 - U.S. Department of Labor, Wage, & Hour Division
Gene Snyder U.S. Courthouse and Customhouse
Room 31
6001 W. Broadway
Louisville, KY 40202
502-582-5226
<http://www.dol.gov>
- State labor law charts:
 - Division of Employment Standards, Apprenticeship, and Training
1047 U.S. 127 South
Suite 4
Frankfort, KY 40601
502-564-2784
<http://www.kylabor.net> and click on "Employment standards"
- KETencyclomedia <http://www.ket.org/education/encyclomedia.htm> if you do not have a free username and password, contact your school's media specialist. KETencyclomedia has a wealth of videos related to different careers.
- United States Department of Labor Occupational Safety and Health Administration <http://www.osha.gov/comp-links.html>

- Kentucky Labor Cabinet <http://www.labor.ky.gov/ows/employmentstandards/> click on Child Labor Laws and on Forms
- “The World of Work, Getting a Good Start” KET EncycloMedia. <http://store.discoveryeducation.com/product/show/53306#video>, February 10, 2012
- English, Patty, “Top 10 Reasons Why People Get Fired.” <http://pattyinglishms.hubpages.com/hub/Fired>, February 10, 2012
- Center for Disease Control National Institute of Occupational Safety and Health Website “Stress.....at Work” <http://www.cdc.gov/niosh/topics/stress/> February 10, 2012
- ‘Is Your Daughter Safe at Work?’ PBS Documentary <http://www.pbs.org/now/shows/508/index.html>, February 10, 2012
- ‘Dealing with Workplace Bullies’ E-Newsletter for Purdue University Supervisors. Purdue University’s Leading Edition http://www.purdue.edu/hr/LeadingEdition/LEdi_705_workplace_bullies.html February 10, 2012
- ‘How to Handle Criticism at Work’ Jason Finnerty. Work Awesome. March 18th. <http://workawesome.com/your-job/how-to-handle-criticism-at-work/> February 7, 2012.
- ‘Handle Criticism at Work’ Michael Bucci. March 7th. http://www.askmen.com/money/successful/45_success.html February 7, 2012.
- ‘How Successful People Handle Criticism’ Edward Chalmers. February 10, 2012 http://m.askmen.com/money/successful_100/111_success.html February 7, 2012
- ‘So You’re Not Perfect and You’ve Been Told So.’ Associated Press, MSNBC. November 9th. February 7, 2012. <http://www.msnbc.msn.com/id/33805098/ns/business-careers/t/so-youre-not-perfect-youve-been-told-so/>
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B. Resource Text

- Jordan, A.K., Whaley, L. T. (2004 or latest edition). **Investigating Your Career**. Mason, OH: Thomson South-Western ISBN-10:0538444762, ISBN-13:9780538444767
- Wanat, J. A., Pfeiffer, E. W., & Van Guilik, R. (2004 or latest edition). **Learning for Earning**. Tinley Park, IL: Goodheart-Wilcox. ISBN-978-1-59070-946-7

C. Technology

- Computer with Internet access and word processing and presentation software.
- Digital camera
- Video camera
- Printer (local printer if you want to print your posters)
<http://www.media-convert.com> can be used to convert different video formats to mp4 for I-pod. (Many samples are available)

D. Materials

Paper
Pencils
Markers for posters and book marks
90 lb. paper for book marks
Large paper for posters (or see technology)

E. Equipment

Items to use in practicing correct lifting and carrying

Projector
Safety equipment

F. Supplements

- Supplement 1 – Stress T-Chart
- Supplement 2 – Handling Criticism at Work
- Supplement 3 – Research Tool
- Supplement 4 – Researching Labor Unions

Description This course will prepare students for every aspect of entering the world of work. The primary focus includes a cooperative work experience component in business and technology for students at the 11th and/or 12th grade level. Career Work Experience requires students to complete accompanying curricular coursework. Students are expected to exhibit exemplary workplace ethic and behavior. The curriculum focuses on employability skills needed for success in the workplace and has an impact on post school outcomes for college/career readiness.

Unit Title Career Survival

Section I: General Information and Overview

Suggested Number of Lessons: 30 sixty-minute lessons

Unit Overview

This unit will prepare students for the transition from school to the world of work, as well as how to continue in their careers in a successful and satisfying manner.

Section II: Learning Targets -- I Can:

Determine what I need to know that will assist me in beginning a new job.

Identify personal qualities I will need in order to be successful in the workplace.

Develop human relation skills I need to be successful on a job.

Determine methods of advancement at work and procedures I need to follow when changing jobs.

Explain employee protection laws provided at the state and federal levels.

Section III: Kentucky Academic Standards

Career Awareness, Exploration, Planning

PL-HS-4.1.1

Students will analyze and evaluate why people need to work and how a person's career choice impacts life long earning potential, career opportunities and job satisfaction.

PL-HS-4.1.3

Students will describe academic and non-academic benefits (e.g., communication skills, computer/technical skills, mathematical skills, scientific observation and inquiry skills, teamwork skills, work experience, professional references, insight into tasks and work environments) acquired from a range of education and training options (e.g., college, apprenticeships, internships, on-the-job training military) and interpret ways education and training can impact life-long earning potential and future career opportunities.

PL-HS-4.1.7

Students will compare post-secondary options (e.g., community technical colleges, 4-year colleges, military service) that would be the most appropriate preparation for a specific career path.

Employability Skills

PL-HS-4.2.1

Students will identify individual work habits/ethics (e.g., individual/team responsibilities, willingness to learn, integrity, respect, confidentiality, self-discipline, problem-solving, punctuality, communication skills) and explain their importance in the workplace.

PL-HS-4.2.2

Students will describe team skills (e.g., setting goals, listening, following directions, questioning, communicating, problem-solving, dividing work, conflict resolution, mediation) and evaluate the role of team skills in today's workplace.

Communication/Technology

PL-HS-4.3.2

Students will explain the purposes of technology tools (e.g., satellite, automated phone systems, on-line courses, computer aided drafting (CAD), graphing calculators, spreadsheets, data bases, Internet, on-line-banking) and analyze how these impact productivity in homes, schools, and jobs

Section IV: Major Focus

Technical Content CTE Program of Studies:

Apply decision-making process to problems that arise on the job. Exhibit appropriate on-the-job behavior.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Working with a group of four students, create a PowerPoint on "Ways to Get Along with Co-Workers". Include items relating to courtesy, attitude, interest in job, loyalty to business, respect for territorial rights, and work ethics. Provide suggestions regarding ways to improve areas identified as limitations. Present PowerPoint to class.</p>	<p>CC.11-12.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>CC.9-10.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)</p> <p>CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.</p> <p>CC.11-12.SL.1.b Comprehension and Collaboration: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>CC.11-12.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	<p>Social and Cross-Cultural Skills</p> <p>Media Literacy</p> <p>Flexibility and Adaptability</p>

Technical Content CTE Program of Studies:

Apply decision-making process to problems that arise on the job. Exhibit appropriate on-the-job behavior.

**Learner Activities
(Enabling Knowledge and Skills/Processes)**

Listen to an employer discuss personal qualities employers expect of employees. **Take** notes on the presentation and **reflect** on your own workplace experiences to identify human relational skills needed to meet employer expectations. **Develop** a brochure on "Personal Qualities Needed for Job Success".

**Common Core Standards
English/Language Arts/Mathematics**

CC.11-12.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CC.11-12.SL.3 Comprehension and Collaboration: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CC.11-12.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.5.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

CC.11-12.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Partnership for 21st Century Skills

Social and Cross-Cultural Skills
ICT (Information, Communications, and Technology) Literacy
Creativity and Innovation

Technical Content CTE Program of Studies:

Exhibit effective communication skills and how they contribute to effective teamwork on the job..

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>View film, video, or pictures on body language. Identify possible meanings of (1) Smile (2) Handshake (3) Tears (4) Slouching (5) Arms folded across the chest (6) Frown (7) Fist. Participate in a role playing exercise with a team of students depicting each type of body language. Interact with classmates to analyze and discuss first impression of each of the actions.</p>	<p>CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.</p> <p>CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.11-12.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	<p>Social and Cross-Cultural Skills Communication</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Write and perform a skit for class on positive and negative communication impacting work habits. (Areas to consider are listening, speaking, telephone usage, business letters, e-mail, and verbal communication).</p>	<p>CC.6.SL.4 Presentation of Knowledge and Ideas: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>CC.11-12.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>CC.6.W.3.d Text Types and Purposes: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	

Technical Content CTE Program of Studies:

Identify ways to advance at work and Identify reasons employee dismissal. Describe procedures to follow when changing jobs.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Complete columns 1 and 2 of KWL Chart (Supplement 1) to identify information for career survival.</p> <p>Search information on ways to advance on the job.</p> <p>Analyze in detail the following terms: -laid off -reassigned -fired</p> <p>Interact with class and identify why a person might be dismissed from a job.</p> <p>Develop a plan of action to assist a worker advance on the job.</p>	<p>CC.11-12.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.</p> <p>CC.9-10.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>CC.11-12.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.</p>	<p>Financial, Economic, Business and Entrepreneurial Literacy Initiative and Self-Direction Communication</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Obtain resource texts or utilize reputable online sites to evaluate:</p> <ul style="list-style-type: none">-Organizational structures of businesses-Differences between authority and responsibility-Written and oral rules and policies-Working with supervisors	<p>CC.11-12.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.11-12.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source</p> <p>CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>ICT (Information, Communications, and Technology) Literacy</p> <p>Critical Thinking and Problem Solving</p>

Technical Content CTE Program of Studies:

Identify ways to advance at work and Identify reasons employee dismissal. Describe procedures to follow when changing jobs.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Working in student teams, brainstorm information you would anticipate finding in a company handbook. Create a list of this potential handbook information to share with the class. Discuss reasons as to why your team believes these are appropriate pieces of information to include in a company handbook.	CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. CC.11-12.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Financial, Economic, Business and Entrepreneurial Literacy Collaboration Critical Thinking and Problem Solving Social and Cross-Cultural Skills

Technical Content CTE Program of Studies:

Identify ways to advance at work.

Learner Activities (Enabling Knowledge and Skills/Processes)

Research the meaning of career ladder using classroom materials, previous assignments, Internet, and other resources. **Share** findings with class and agree on a definition. **Describe** opportunities provided for advancement at work through career ladder.

Common Core Standards English/Language Arts/Mathematics

CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.9-10.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Partnership for 21st Century Skills

Financial, Economic, Business and Entrepreneurial Literacy
Flexibility and Adaptability
Collaboration
Communication

Learner Activities (Enabling Knowledge and Skills/Processes)

Create a job or career ladder for your chosen career goal. **Prepare** a graphic depicting the career ladder.

Common Core Standards English/Language Arts/Mathematics

CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Partnership for 21st Century Skills

Learner Activities (Enabling Knowledge and Skills/Processes)

Evaluate your career ladder in relation to (1) Educational needs (2) Potential earnings. Journal your thoughts regarding your evaluation.

Common Core Standards English/Language Arts/Mathematics

CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Partnership for 21st Century Skills

Financial, Economic, Business and Entrepreneurial Literacy
Critical Thinking and Problem Solving

Complete section 3 of KWL Chart (Supplement 1) to summarize what has been learned regarding concepts of career survival.

Technical Content CTE Program of Studies:

Locate and use local, state and national labor market information.

**Learner Activities
(Enabling Knowledge and Skills/Processes)**

**Common Core Standards
English/Language Arts/Mathematics**

Partnership for 21st Century Skills

Use technology to **research** high growth occupations through the year 2020 in your chosen career.

Compare and chart information relating to: (1) median salaries (2) benefits (3) education/training needed.

Analyze information in relation to one career cluster identified in your ILP.

CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Technical Content CTE Program of Studies:

Summarize information concerning local, state, and federal labor laws affecting work experiences

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Access Kentucky Labor web site www.state.ky.us/agencies/labor and click on “Employment Standards”. Explore labor laws including (1) Kentucky Child Labor Law (2) Kentucky Wage and Hour Law (3) Wage Discrimination Because of Sex (gender). Download copies of the three documents. Read and analyze these documents for use in additional projects.</p>	<p>CC.11-12.L.4.c Vocabulary Acquisition and Use: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>CC.11-12.L.4.d Vocabulary Acquisition and Use: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>CC.11-12.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CC.11-12.W.9 Research to Build and Present Knowledge: Draw evidence form literary or informational texts to support analysis, reflection, and research.</p>	<p>Civic Literacy</p> <p>ICT (Information, Communications, and Technology) Literacy</p> <p>Information Literacy</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Research the reasons as to why child labor laws were enacted. Review Kentucky Child Labor Law and identify the following information for a minor 16 or 17 years old. Determine hours they may work when school is in session, when school is not in session, occupations in which they may be employed and occupations in which they may not be employed. Summarize this information using one of the following: Microsoft Word, PowerPoint, Publisher or video camera.</p> <p>Journal information.</p>	<p>CC.11-12.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>CC.11-12.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.</p>	<p>Civic Literacy</p> <p>ICT (Information, Communications, and Technology) Literacy</p> <p>Financial, Economic, Business and Entrepreneurial Literacy</p>

Technical Content CTE Program of Studies:

Summarize information concerning local, state, and federal labor laws affecting work experiences

**Learner Activities
(Enabling Knowledge and Skills/Processes)**

**Common Core Standards
English/Language Arts/Mathematics**

Partnership for 21st Century Skills

Summarize information about local, state, and federal labor laws regarding child labor, wages, and discrimination that affects your work experience in business/industry. Submit to your teacher as a term paper.

CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
CC.11-12.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Communication
Information Literacy

Technical Content CTE Program of Studies:

Update transition plans

**Learner Activities
(Enabling Knowledge and Skills/Processes)**

**Common Core Standards
English/Language Arts/Mathematics**

Partnership for 21st Century Skills

Update Section E "Career Goals and Level Education Needed" on ILP.

CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Technical Content CTE Program of Studies:

Use decision-making process in career planning.

**Learner Activities
(Enabling Knowledge and Skills/Processes)**

Use the Internet to locate community/technical colleges in Kentucky.
Select a school of choice and research the following (1) How to apply (2) Admission policies for high school students (3) Cost, tuition, and fees needed (4) How career major can be aligned with degrees, diplomas and certificates (5) Programs/ courses and related information (6) Program offerings for certificates, diplomas, Associate Degrees.

**Common Core Standards
English/Language Arts/Mathematics**

CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Partnership for 21st Century Skills

ICT (Information, Communications, and Technology) Literacy
Critical Thinking and Problem Solving

**Learner Activities
(Enabling Knowledge and Skills/Processes)**

Create one of the following to convey the information gathered from research activity using a: brochure, PowerPoint presentation with visuals, or a research paper.

**Common Core Standards
English/Language Arts/Mathematics**

CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CC.9-10.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Partnership for 21st Century Skills

Technical Content CTE Program of Studies:

Use decision-making process in career planning.

**Learner Activities
(Enabling Knowledge and Skills/Processes)**

Conduct research on your career major at two of Kentucky's state universities, including (1) Admission policies (2) Cost, including tuition (3) How a career major can be aligned with a post-secondary degree or training program. **Create** a graph to illustrate your findings.

Compare/ contrast the information and **draw** a conclusion as to which university you would choose. Write a summary paragraph to discuss your choice. **Upload** information in the ILP.

**Common Core Standards
English/Language Arts/Mathematics**

CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CC.9-12.S.IC.6 Evaluate reports based on data.*

Partnership for 21st Century Skills

ICT (Information, Communications, and Technology) Literacy

Financial, Economic, Business and Entrepreneurial Literacy

Initiative and Self-Direction

**Learner Activities
(Enabling Knowledge and Skills/Processes)**

Identify the five armed services.

Collaborate with classmates and **brainstorm** the anticipated criteria for entering a branch of the armed services.

Visit websites to secure information relating to a specific service (e.g. Army, Air Force).

**Common Core Standards
English/Language Arts/Mathematics**

CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Partnership for 21st Century Skills

Collaboration

Civic Literacy

ICT (Information, Communications, and Technology) Literacy

Technical Content CTE Program of Studies:

Use decision-making process in career planning.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Listen to a recruiter from one of the services or JROTC instructor explain the general enlistment qualifications relating to (1) education (2) age (3) scores on ASVAB, ACT/SAT, etc. (4) medical exam (5) jobs available following basic training (6) how these jobs can be useful in civilian life. Take notes on recruiter presentation.</p>	<p>CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>CC.9-10.SL.3 Comprehension and Collaboration: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CC.9-10.W.3.d Text Types and Purposes: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Compare the pros and cons in relation to each of the following options (1) working (2) attending a postsecondary school (3) Joining the military. Choose a plan for yourself that meets your needs and compose a narrative essay on "Why I chose this plan." Edit your essay and submit to teacher.</p>	<p>CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>CC.9-10.W.3.e Text Types and Purposes: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.9-10.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)</p>	<p>Information Literacy Critical Thinking and Problem Solving ICT (Information, Communications, and Technology) Literacy</p>

Section V: Culminating Project and Scoring Guide

Option #1: Career Advancement

You have been hired for a job with XYZ Food/Grocery Chain with Corporate Headquarters in Chicago. Using materials developed in the Career Survival unit, such as the "Guide For New Employees, Personal Qualities for Job Success, Rating Sheet on Getting Along with Co-Workers and Career Ladder, create a "Career Survival Plan" for your future in the workplace. Prepare a handout of information needed when you begin the job, as you progress on the job, and if you were to leave the job. Identify state and federal laws that would impact you as an employee.

Option #2: Transition Planning

Develop a proposed transition plan incorporating information from Sections D and E of the Individual Learning Plan (ILP) for oneself. Include two of the following options: * Immediate employment after high school * Attend two-year community/technical college * Attend four-year college/university * Military. The Plan is to include the route selected, time frame for achieving goals, how costs will be covered, and personal satisfactions to be gained from these choices. Graphics are to be used in this plan.

Scoring Guide
Category

4

3

2

1

Contains Key Elements of Plan	Includes all required elements: reports and graphics, letter, and other information as requested by the teacher.	Includes all but one of the required elements.	Missing two of the required elements.	Missing more than two of the required elements.
Organization of Information	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well constructed.	The information appears to be disorganized.
Spelling and Grammar	No spelling or grammatical mistakes.	No more than two spelling or grammatical mistakes.	Three or four spelling or grammatical mistakes.	More than four spelling and/or grammatical mistakes.
Visuals	Visuals are neat, accurate, and add to the reader's understanding of the career planning process	Visuals are accurate and add to the reader's understanding of the career planning process.	Visuals are neat and accurate and sometimes add to the reader's understanding of the career planning process.	Visuals are not accurate OR do not add to the reader's understanding of the career planning process.
Internet Use	Successfully uses suggested Internet links to find information and navigates sites easily without assistance.	Usually able to use suggested Internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested Internet links to find information and navigates within these sites easily without assistance.	Needs assistance or supervision to use suggested Internet links and/or to navigate within these sites.

Section VI: Assessment and Enabling Skills and Processes

A. Assessment

Daily work

Group work brochures

Complete rating sheet “Getting Along With Co-Workers”

Career Ladder

Letter of Resignation

Quizzes

Updated ILP

Open-response scenarios

Transition Planning Project

B. Enabling Skills/Processes

Decision making

Reading

Writing

Research

Technology usage

Organizing and maintaining information

Understanding systems

Listening

Following Directions

Section VII: Support Materials (i.e., Resources, Technology, and Equipment)

Support Materials (i.e., Resources, Technology, and Equipment)

A. Resources

Bailey, L. (2003) or latest date. Working: Career Success for the 21st Century. Cincinnati, OH: Thompson South-Western.

Kimbrell, G. & Vineyard, B. (2003) or latest date. Succeeding in the World of Work. Columbus, OH: Glencoe/McGraw-Hill.

Littrell J.J., Lorenz, J.H. & Smith, H.T. (2004) or latest date. From School to Work. Tinley Park, IL: Goodheart-Willcox.

Wanat, J.A., Pfeiffer, E.W., & Van Gulik, R. (2004) or latest date. Learning for Earning. Tinley Park, IL: Goodheart-Willcox.

College catalogs

Dorsey, J.R. (n.d.) Graduate to Your Perfect Job. Austin, TX: Golden Ladder Productions. www.jasondorsey.com (Written by an 18-year-old man in terms high school students understand.)

Newspaper

Other Resources

School library

Local library

Internet

“You’re the Boss” game. Franklin Learning Systems, Westport, CT 06880

Employment Center

Course Title **Career Work Experience**

Grade Levels 11 or 12

Credit Value Up to 3

Description This course will prepare students for every aspect of entering the world of work. The primary focus includes a cooperative work experience component in business and technology for students at the 11th and/or 12th grade level. Career Work Experience requires students to complete accompanying curricular coursework. Students are expected to exhibit exemplary workplace ethic and behavior. The curriculum focuses on employability skills needed for success in the workplace and has an impact on post school outcomes for college/career readiness.

Unit Title Technology in the Workplace

Section I: General Information and Overview

Suggested Number of Lessons: 35 Sixty Minute Lessons

Unit Overview

Students will develop competency with various computer software programs and skills during the semester. Web 2.0 and other technology employability skills are utilized. Computer/Internet access is required for most of these lessons. You may also need accessibility to install software such as Openoffice.org and Primo PDF. Students may also need to have district technology acceptable user policies on file.

Section II: Learning Targets -- I Can:

- explain how technology makes life both easier and more complicated.
- identify technology skills that will make me more successful.
- identify open source software.
- understand how activity on social networking sites affects me in the workplace.
- utilize technology as a life long learner.

Section III: Kentucky Academic Standards

Communication/Technology

T-H-ICP-S-14

Students will explore and analyze the impact of current and emerging technology

Communication/Technology

VS-H-CT-S-1

Students will describe how job market changes have resulted from scientific advancements and the increase use of technology in the global economy.

Communication/Technology

PL-HS-4.3.2

Students will explain the purposes of technology tools (e.g., satellite, automated phone systems, on-line courses, computer aided drafting (CAD), graphing calculators, spreadsheets, data bases, Internet, on-line-banking) and analyze how these impact productivity in homes, schools, and jobs.

Section IV: Major Focus

Technical Content CTE Program of Studies:

Exhibit competencies/skills necessary for the chosen job.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Complete columns 1 and 2 of the KWL Chart on "Digital Ethics." Research definitions of term, digital ethics.</p> <p>Participate in class discussion on the role and importance of digital ethics in today's society.</p>	<p>CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>Communication</p> <p>Creativity and Innovation</p> <p>ICT (Information, Communications, and Technology) Literacy</p> <p>Leadership and Responsibility</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Reflect and answer in writing the following questions:</p> <ul style="list-style-type: none">-What is intellectual property?-Is it all right to right click and save a picture as a desktop background or use in your power point or on your website?-What is software piracy?-Is it all right to download a popular song to use as a background on your PowerPoint presentation?-Is there any harm in posting opinions or false information as a joke with friends on a blog or website?-Is there any harm to using someone else's document if it is shared as your own work?	<p>CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CC.9-10.W.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>Communication</p> <p>Critical Thinking and Problem Solving</p> <p>ICT (Information, Communications, and Technology) Literacy</p> <p>Initiative and Self-Direction</p> <p>Leadership and Responsibility</p>

Technical Content CTE Program of Studies:

Exhibit competencies/skills necessary for the chosen job.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Explore LearnIt, TeachIt website http://edu.learnit-teachit.org/ March 3, 2010</p> <p>Access resrouces as: "Easy Guide to Using Today's Technology." Click on the Video Tutorial tab and analyze information pertaining to Digital Ethics and Online Safety.</p>	<p>CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>CC.9-10.SL.3 Comprehension and Collaboration: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>Communication</p> <p>Critical Thinking and Problem Solving</p> <p>ICT (Information, Communications, and Technology) Literacy</p>
<p>Summarize in writing 3 ideas you think everyone should know regarding digital ethics and online safety.</p>	<p>CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CC.9-10.W.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>Communication</p> <p>Critical Thinking and Problem Solving</p> <p>ICT (Information, Communications, and Technology) Literacy</p> <p>Leadership and Responsibility</p>
<p>Continue your research by accessing NetSmartz Internet Safety Website: http://www.netsmartz.org/netteens.htm</p> <p>View video pertaining relating to safer online choices.</p>	<p>CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>Critical Thinking and Problem Solving</p> <p>ICT (Information, Communications, and Technology) Literacy</p> <p>Initiative and Self-Direction</p> <p>Leadership and Responsibility</p>

Technical Content CTE Program of Studies:

Exhibit competencies/skills necessary for the chosen job.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Reflect or Tweet on how to change what you do in the digital world based on what you have just researched online. Have you had any bad experiences using the Internet? (If your class chose to post, be sure to comment on at least two other student posts.)</p>	<p>CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CC.9-10.W.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>Communication</p> <p>Critical Thinking and Problem Solving</p> <p>ICT (Information, Communications, and Technology) Literacy</p> <p>Leadership and Responsibility</p> <p>Social and Cross-Cultural Skills</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Participate in brainstorming with class, can activity on social networking sites affect individuals on the job? Identify the pros and cons of social networking on the job.</p>	<p>CC.9-10.SL.1.b Comprehension and Collaboration: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>Collaboration</p> <p>Communication</p> <p>Creativity and Innovation</p> <p>ICT (Information, Communications, and Technology) Literacy</p>

Technical Content CTE Program of Studies:

Exhibit competencies/skills necessary for the chosen job.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Write one tip to share with peers on your individual control over information posted on the Internet or sent via other digital media.</p> <p>Create a tip sheet on ways to safely put information on the Internet or other digital media.</p>	<p>CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CC.9-10.W.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>Communication</p> <p>Critical Thinking and Problem Solving</p> <p>ICT (Information, Communications, and Technology) Literacy</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Work in teams and compile a class list of tips to share on a bookmark, a button or a Twitter posting.</p>	<p>CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.9-10.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>CC.9-10.SL.1.b Comprehension and Collaboration: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>	<p>Collaboration</p> <p>Communication</p> <p>Critical Thinking and Problem Solving</p> <p>ICT (Information, Communications, and Technology) Literacy</p>

Technical Content CTE Program of Studies:

Exhibit competencies/skills necessary for the chosen job.

**Learner Activities
(Enabling Knowledge and Skills/Processes)****Common Core Standards
English/Language Arts/Mathematics****Partnership for 21st Century Skills**

Read the following articles:
 -"How Social Networking Sites Can Derail Your Job Search" Employment Digest Net <http://www.employmentdigest.net/2007/10/how-social-networking-sites-can-derail-your-job-search/> March 1, 2010
 -"Fact Sheet 16: Employment Background Checks: A Job Seekers Guide." Privacy Rights Clearinghouse <http://www.privacyrights.org/fs/fs16-bck.htm> March 1, 2010
 -"10 Ways to Ruin Your Employment Through Social Networking Sites" HubPages <http://hubpages.com/hub/Why-Social-Networking-Sites-Can-Damage-Your-Chances-of-Employment> March 1, 2010

CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
 CC.9-10.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
 CC.9-10.R.L.3 Key Ideas and Details: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Communication
 Critical Thinking and Problem Solving
 ICT (Information, Communications, and Technology) Literacy

Technical Content CTE Program of Studies:

Exhibit competencies/skills necessary for the chosen job.

**Learner Activities
(Enabling Knowledge and Skills/Processes)**

Create a PowerPoint summarizing important information or tips for your peers related to participating in social networking.

(Note to teacher: Cybersmart 21st Century Skills for Education, <http://www.cybersmart.org>, is a free website with resources, activities, and lesson plans to assist in preparing students for the digital age.)

(Note to teacher: YouTube has many videos about cybersafety/cyberetiquette. This topic is very broad. Two very good videos are: <http://www.youtube.com/watch?v=fNumIY9D7uY> and <http://www.youtube.com/watch?v=E1LG9NymhTE>)

**Common Core Standards
English/Language Arts/Mathematics**

CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
CC.9-10.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Partnership for 21st Century Skills

Communication
Critical Thinking and Problem Solving
ICT (Information, Communications, and Technology) Literacy

Technical Content CTE Program of Studies:

Identify skill areas needed for the speciific job.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Explore Web 2.0 applications for terms such as:</p> <ul style="list-style-type: none"> -Podcasting -Blogging -Tagging -Social Networking 	<p>CC.9-10.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p>Media Literacy</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Review article from the <i>Wall Street Journal online</i> “The Secrets of Marketing in a Web 2.0 World.” by Salvatore Parise, Patricia J. Guinan, and Bruce D. Weinberg, http://online.wsj.com/article/SB122884677205091919.html (2-10-12, Dec 15, 2008.)</p>	<p>CC.9-10.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.9-10.R.I.3 Key Ideas and Details: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>CC.9-10.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p>Communication Critical Thinking and Problem Solving ICT (Information, Communications, and Technology) Literacy</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>List skills employees need to have to be competitive in the job market based on the article.</p>	<p>CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CC.9-10.W.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>Communication Critical Thinking and Problem Solving ICT (Information, Communications, and Technology) Literacy</p>

Technical Content CTE Program of Studies:

Identify skill areas needed for the specific job.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Identify and define Web 2.0 skills as: -Podcasting -Blogging -Tagging -Social Networking</p>	<p>CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic. CC.9-10.W.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>Communication Critical Thinking and Problem Solving ICT (Information, Communications, and Technology) Literacy</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Reflect on your Web 2.0 skills and how you will acquire and perfect these skills. Develop an online journal detailing new understandings regarding Web 2.0 skills, new skills needed and ways to perfect the skills for future jobs.</p>	<p>CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic. CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>Communication Critical Thinking and Problem Solving ICT (Information, Communications, and Technology) Literacy</p>

Technical Content CTE Program of Studies:

Identify skill areas needed for the specific job.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Using Google, define terms: -Blogs -Wikis -RSS feeds Note: Go to Google and type definition and the word for a quick definition.</p>	<p>CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CC.9-10.W.1.c Text Types and Purposes: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>Communication Critical Thinking and Problem Solving ICT (Information, Communications, and Technology) Literacy</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Working in student teams, create a class T-chart outlining the major differences between blogs and wikis.</p>	<p>CC.9-10.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	

Technical Content CTE Program of Studies:

Identify skill areas needed for the specific job.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Participate in a class discussion on the validity of the information contained in a blog or wiki .</p>	<p>CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>Communication</p> <p>Critical Thinking and Problem Solving</p> <p>ICT (Information, Communications, and Technology) Literacy</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Brainstorm uses of blogs and wikis in the working world.</p>	<p>CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>Communication</p> <p>Collaboration</p> <p>Critical Thinking and Problem Solving</p> <p>ICT (Information, Communications, and Technology) Literacy</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Google 5 Reasons a Blog is a must for job hunters (March 1, 2010) http://applicant.com/5-reasons-a-blog-is-a-must-for-job-hunters/</p> <p>In a jigsaw activity, report the 5 reasons for using a Blog when job hunting.</p>	<p>CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.9-10.R.I.2 Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>Communication</p> <p>Critical Thinking and Problem Solving</p> <p>ICT (Information, Communications, and Technology) Literacy</p>

Technical Content CTE Program of Studies:

Identify skill areas needed for the specific job.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Read an article on what others are writing about this topic.	CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CC.9-10.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Communication Critical Thinking and Problem Solving ICT (Information, Communications, and Technology) Literacy

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Reflect in writing on whether you agree or disagree with the writer of the article. Give reasons why you agree or disagree.	CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic. CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Communication Critical Thinking and Problem Solving ICT (Information, Communications, and Technology) Literacy

Technical Content CTE Program of Studies:

Identify skill areas needed for the specific job.

**Learner Activities
(Enabling Knowledge and Skills/Processes)**

Participate in a class activity to develop a consensus on blogging and its role when job hunting.

**Common Core Standards
English/Language Arts/Mathematics**

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Partnership for 21st Century Skills

Collaboration
Communication
Critical Thinking and Problem Solving
ICT (Information, Communications, and Technology) Literacy

**Learner Activities
(Enabling Knowledge and Skills/Processes)**

Note to teacher: **Create** a Google Reader account for the class. Use this account to bookmark web articles for students to access and read on any computer. Students can also add articles to the class reading/research list.

**Common Core Standards
English/Language Arts/Mathematics**

Partnership for 21st Century Skills

Technical Content CTE Program of Studies:

Identify skill areas needed for the speciific job.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Familiarize yourself with proper blogging technique using Google reader http://www.google.com/reader. Type “Web 2.0 and Job Skills” in the add subscription box. A list of feeds on this topic should appear in the main box to the right.</p>	<p>CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.9-10.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>Communication</p> <p>Critical Thinking and Problem Solving</p> <p>ICT (Information, Communications, and Technology) Literacy</p>
<p>Review several feeds and summarize what is being said about this subject (i.e., “Using Web 2.0 to Attract Job Applicants”).</p>	<p>CC.9-10.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>Communication</p> <p>Critical Thinking and Problem Solving</p> <p>ICT (Information, Communications, and Technology) Literacy</p>
<p>Conduct an additional search for subscriptions related to blogging and your career cluster interests identified in your Individual Learning Plan (e.g., agriculture, manufacturing, education, health industry, and transportation industry). Subscribe to feeds you feel are most useful in relation to your career plan.</p>	<p>CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.9-10.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>Communication</p> <p>Critical Thinking and Problem Solving</p> <p>ICT (Information, Communications, and Technology) Literacy</p>

Technical Content CTE Program of Studies:

Identify skill areas needed for the specific job.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Identify class guidelines for determining if postings are legitimate, (e.g., knowing the publisher, knowing the author, and the ability to verify the information). Discuss if the postings in the findings are all legitimate. Click the subscribe box to monitor future postings on a topic.</p>	<p>CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.9-10.SL.1.b Comprehension and Collaboration: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p>Collaboration Communication Critical Thinking and Problem Solving ICT (Information, Communications, and Technology) Literacy</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Reflect in writing class findings regarding legitimate postings.</p>	<p>CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>Communication Critical Thinking and Problem Solving ICT (Information, Communications, and Technology) Literacy</p>

Technical Content CTE Program of Studies:

Identify skill areas needed for the specific job.

**Learner Activities
(Enabling Knowledge and Skills/Processes)**

**Common Core Standards
English/Language Arts/Mathematics**

Partnership for 21st Century Skills

Create a class Twitter posting summarizing the discussion.

CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CC.9-10.W.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Collaboration
Communication
Creativity and Innovation
ICT (Information, Communications, and Technology) Literacy

Technical Content CTE Program of Studies:

Utilize technology on the job.

**Learner Activities
(Enabling Knowledge and Skills/Processes)**

Participate in a discussion on how many times you used technology since getting out of bed this morning.

**Common Core Standards
English/Language Arts/Mathematics**

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Partnership for 21st Century Skills

Communication
Social and Cross-Cultural Skills
Creativity and Innovation

**Learner Activities
(Enabling Knowledge and Skills/Processes)**

In designated groups, **create** a short skit to explain whether technology made things easier or more complicated.

**Common Core Standards
English/Language Arts/Mathematics**

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CC.9-10.SL.1.b Comprehension and Collaboration: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Partnership for 21st Century Skills

Collaboration
Communication
Creativity and Innovation
Social and Cross-Cultural Skills

Technical Content CTE Program of Studies:

Utilize technology on the job.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Predict, in writing, what the future will be like when you get to be your parents' age.</p>	<p>CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>CC.9-10.W.2.c Text Types and Purposes: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Alternate activity: Create a class Twitter posting and discuss how technology will develop in future industries (e.g. agriculture, manufacturing, construction, and health).</p> <p>Refer to your Individual Learning Plan (ILP) and review your three highest interest areas. Pair and share with a classmate how technology will develop and be used in these career clusters in the future.</p>	<p>CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CC.9-10.W.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>Collaboration Communication Creativity and Innovation ICT (Information, Communications, and Technology) Literacy</p>

Technical Content CTE Program of Studies:

Utilize technology on the job.

Learner Activities
(Enabling Knowledge and Skills/Processes)

Common Core Standards
English/Language Arts/Mathematics

Partnership for 21st Century Skills

Note to teacher: See Supplement 1:
Twitter in my Classroom--Clear concise
postings of 140 characters or less.

If students want to set up a Twitter
Account for the class, use non-gender
specific usernames unrelated to them
(such as location, hobby, and age).

Learner Activities
(Enabling Knowledge and Skills/Processes)

Common Core Standards
English/Language Arts/Mathematics

Partnership for 21st Century Skills

Complete Supplement 3: Open Source
Software.

CC.9-10.R.L.7 Integration of Knowledge and Ideas: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Communication
Critical Thinking and Problem
Solving
ICT (Information,
Communications, and
Technology) Literacy

Technical Content CTE Program of Studies:

Utilize technology on the job.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Discuss or Tweet as a class the advantages and disadvantages of Open Source Software (OSS).	<p>CC.9-10.SL.1.b Comprehension and Collaboration: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>	<p>Collaboration</p> <p>Communication</p> <p>Creativity and Innovation</p> <p>Financial, Economic, Business and Entrepreneurial Literacy</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Compile a class list of OSS programs and their purposes.	<p>CC.9-10.SL.1.b Comprehension and Collaboration: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	<p>Collaboration</p> <p>Communication</p> <p>Critical Thinking and Problem Solving</p> <p>ICT (Information, Communications, and Technology) Literacy</p>

Technical Content CTE Program of Studies:

Utilize technology on the job.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Using a computer with Internet access, go to www.Openoffice.org and download the program.	CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Productivity and Accountability ICT (Information, Communications, and Technology) Literacy
Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Use a T-chart, compare Openoffice.org to Microsoft Office. Answer question, who can contribute to Openoffice?	CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Communication Critical Thinking and Problem Solving ICT (Information, Communications, and Technology) Literacy
Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Write a review of the website and software application or post a class Tweet reviewing the application.	CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic. CC.9-10.W.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Communication Critical Thinking and Problem Solving ICT (Information, Communications, and Technology) Literacy

Technical Content CTE Program of Studies:

Utilize technology on the job.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Using a computer with Internet access, go to http://docs.google.com and create an account.	CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Critical Thinking and Problem Solving ICT (Information, Communications, and Technology) Literacy
At the top of the screen, click on templates. Search the templates to find an appropriate résumé and cover letter for you to apply for a job. Complete each template.	CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Communication Critical Thinking and Problem Solving Financial, Economic, Business and Entrepreneurial Literacy
Create a spreadsheet to track the amount of time you spend in a week with online activities or using technological devices. Using a formula, calculate and graph the average time spent for the week. Insert a graph with your data.	CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. CC.9-12.S.MD.1 (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.* CC.9-12.F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*	Critical Thinking and Problem Solving ICT (Information, Communications, and Technology) Literacy Productivity and Accountability
Investigate Google Docs by using the "Create" button to identify the types of documents you can create.	CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Critical Thinking and Problem Solving ICT (Information, Communications, and Technology) Literacy

Technical Content CTE Program of Studies:

Utilize technology on the job.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Work with two other students to prepare a class presentation on the five advantages and/or disadvantages of using Google Docs.	<p>CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.9-10.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>Collaboration</p> <p>Communication</p> <p>Critical Thinking and Problem Solving</p> <p>ICT (Information, Communications, and Technology) Literacy</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Write an editorial or Tweet major ethical issues to consider when using Google Docs.	<p>CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CC.9-10.W.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	

Technical Content CTE Program of Studies:

Utilize technology on the job.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Define PDF. Include advantages and disadvantages of using PDF files.	CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	Communication Critical Thinking and Problem Solving ICT (Information, Communications, and Technology) Literacy

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Search the Internet for freeware that converts files to PDF. Read and follow the directions for creating PDFs.	CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CC.9-10.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.9-10.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Creativity and Innovation Critical Thinking and Problem Solving ICT (Information, Communications, and Technology) Literacy

Technical Content CTE Program of Studies:

Utilize technology on the job.

**Learner Activities
(Enabling Knowledge and Skills/Processes)**

Create a presentation using <http://www.280slides.com> explaining the purpose and process of PDF files. **Save** presentation for your final project.

**Common Core Standards
English/Language Arts/Mathematics**

CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
 CC.9-10.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Partnership for 21st Century Skills

Communication
 Creativity and Innovation
 Critical Thinking and Problem Solving
 ICT (Information, Communications, and Technology) Literacy

**Learner Activities
(Enabling Knowledge and Skills/Processes)**

Note: Open Source Software, 280slides can be published to be viewed anywhere. It is free and does not have to be downloaded.
 DO NOT share personal information, such as your full name or location, on your slide.

**Common Core Standards
English/Language Arts/Mathematics****Partnership for 21st Century Skills**

ICT (Information, Communications, and Technology) Literacy

**Learner Activities
(Enabling Knowledge and Skills/Processes)**

Read the article from the Pittsburgh Post Gazette “Online Courses Increase in Popularity” by Eleanor Chute, October 16, 2007 <http://www.post-gazette.com/pg/07289/825638-298.stm> (2-11-12)

**Common Core Standards
English/Language Arts/Mathematics**

CC.9-10.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Partnership for 21st Century Skills

Communication
 ICT (Information, Communications, and Technology) Literacy
 Leadership and Responsibility
 Initiative and Self-Direction

Technical Content CTE Program of Studies:

Utilize technology on the job.

Learner Activities (Enabling Knowledge and Skills/Processes)

Reflect on the follow questions:
-Have you taken an online course?
-What is the possibility of your taking an online course?
-What are hybrid courses?

Common Core Standards English/Language Arts/Mathematics

CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Partnership for 21st Century Skills

Communication
Critical Thinking and Problem Solving
ICT (Information, Communications, and Technology) Literacy

Learner Activities (Enabling Knowledge and Skills/Processes)

Google "Tips for Online Learning." **List** at least five different skills required to successfully complete an online course.

Common Core Standards English/Language Arts/Mathematics

CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Partnership for 21st Century Skills

Critical Thinking and Problem Solving
Communication
ICT (Information, Communications, and Technology) Literacy

Learner Activities (Enabling Knowledge and Skills/Processes)

Participate in a class discussion and **compile** a class list of tips for taking an online course.

Common Core Standards English/Language Arts/Mathematics

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Partnership for 21st Century Skills

Collaboration
Communication
Critical Thinking and Problem Solving
ICT (Information, Communications, and Technology) Literacy

Technical Content CTE Program of Studies:

Utilize technology on the job.

**Learner Activities
(Enabling Knowledge and Skills/Processes)****Common Core Standards
English/Language Arts/Mathematics****Partnership for 21st Century Skills**

Visit the Florida Virtual Schools Web site at <http://www.flvs.net>. **Research** the following questions:

- What types of courses are offered?
- How do you take the courses?
- Are scholarships available?

CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Communication
Critical Thinking and Problem Solving
ICT (Information, Communications, and Technology) Literacy

**Learner Activities
(Enabling Knowledge and Skills/Processes)****Common Core Standards
English/Language Arts/Mathematics****Partnership for 21st Century Skills**

Research and **document** in writing a company policy such as paying for an employee's education and training at a higher technical skill level.

CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CC.9-10.W.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CC.9-10.W.1.e Text Types and Purposes: Provide a concluding statement or section that follows from and supports the argument presented.

Communication
Critical Thinking and Problem Solving
ICT (Information, Communications, and Technology) Literacy

Section V: Culminating Project and Scoring Guide

Create a Blog describing your work in this course. Be sure to reflect on the following topics:

- The effects of technology on your life now and your predictions for the future;
- Your thoughts on the different open source programs you reviewed;
- Advantages and disadvantages to blogs and wikis over paper and pencil writing;
- Proper use of social networking sites, specifically their benefits and usefulness in your future career pursuits;
- Job skills you need to be successful in a career and how you will acquire those skills and stay technologically current.

Post a final class Tweet of the class's philosophy on technology in the workplace and invite others to review their blogs.

Note to teacher: Using a free hosting site established by the teacher such as <http://www.Weebly.com> , which is user friendly with drag and drop so advanced technology skills are not required, set up additional pages for each student to blog to monitor work.

Scoring Guide
Category

4

3

2

1

Content	All content is the student's own work and is complete and accurate. Descriptions of work are in student's own words.	All content is the student's own work and is almost complete and accurate. Almost all of the descriptions are in the student's own words.	At least half of the content is complete and accurate and in the student's own words	Less than half of the content complete and descriptions in the student's own words and/or is accurate.
Required Elements	Includes all required elements: Sample of your technology skills Possible use(s) of the application Benefit(s) of using the application Reflections on what you learned from the experience	Includes all but one of the required elements.	Missing two of the required elements.	Missing three or more of the required elements.
Clarity and Neatness, Spelling and Grammar	Neat and easy to read; all elements are clearly written and identified. No spelling or grammatical mistakes	Neat and easy to read; most elements are clearly written and/or identified. No more than two spelling or grammatical mistakes.	Hard to read or confusing elements. Three or four spelling or grammatical mistakes.	Hard to read and one cannot tell what goes where. More than four spelling and/or grammatical mistakes.
Reflections	Uses, benefits and reflections show thoughtfulness and insight.	Comments and reflections show some thoughtfulness and awareness.	Show occasional insight on uses, benefits, and reflections.	Little or no reflective thinking evident.
Use of Time	Used time well during each class period (as show by teacher observation and documentation of progress) with no adult reminders.	Used time well during most class periods (as shown by teacher observation and documentation of progress) with no adult reminders.	Used time well (as shown by teacher observation and documentation of progress) but required adult reminders on one or more occasion.	Used time poorly (as shown by teacher observation and/or documentation of progress) in spite of constant adult reminders.
21st Century Skills	Demonstrated complet understanding of 21st Century Skills.	Demonstrated a partial understanding of 21st Century Skills.	Demonstrated an awareness of 21st Century Skills.	Complete lack of understanding of 21st Century Skills.

Section VI: Assessment and Enabling Skills and Processes

A. Assessment

Summative/End of Unit Assessment

My Web 2.0 Technology Skills Blog summarizing course activities

Formative Assessment

Skit explaining whether technology made things easier or more complicated

Twitter postings discussing daily topics

Openoffice.org evaluation review

Resume and cover letter created in Google docs

Spreadsheet tracking amount of time spent on line created in Google docs

Presentation explaining the purpose and process of creating PDF files in 280 slides

Blog and wiki comparisons and contrasts

Reflection on ethics, intellectual property, and online safety

PowerPoint summarizing important tips for social networking participation

Class list of tips to succeed in an online course

B. Enabling Skills/Processes

Research

Acquires and Evaluates Information

Reading

Listening

Writing

Creative thinking

Reasoning

Allocates time

Following directions

Uses Computers to Process Information

C. Vocabulary

Blog

Digital ethics

Freeware

Hybrid course

Intellectual property

Online course

Open Source Software

Portable Document Format (PDF)

Really Simple Syndication (RSS) feed

Shareware

Social networking sites

Software piracy
Twitter
Web 2.0
Wiki

D. Materials

Supplement 1: Twitter in my Classroom?
Supplement 2: Class T-Chart: Major Differences in Blogs and Wikis
Supplement 3: Open Source Software
Supplement 4: Example Acceptable User Policy

Section VII: Support Materials (i.e., Resources, Technology, and Equipment

Web Links

"50 Ways to Use Twitter in the Classroom" Online Colleges. <http://www.onlinecolleges.net/2009/06/08/50-ways-to-use-twitter-in-the-college-classroom/> February 10, 2012
"Web 20.10" Discovery Education. <http://web2010.discoveryeducation.com/> February 10, 2012
"6 Examples of Using Twitter in the Classroom" K. Walsh Emerging Ed Tech. <http://www.emergingedtech.com/2009/06/6-examples-of-using-twitter-in-the-classroom/> February 10, 2012
"The Secrets of Marketing in a Web 2.0 World", Salvatore Parise, Patricia J. Guinan and Bruce D. Weinberg <http://online.wsj.com/article/SB122884677205091919.html> February 10, 2012
"Learning with Blogs and Wikis" Bill Ferriter Educational Leadership http://www.ascd.org/publications/educational_leadership/feb09/vol66/num05/Learning_with_Blogs_and_Wikis.aspx February 10, 2012
"Digital Ethics" LearnIT, TeachIT http://www.nortellearnit.org/technology/Digital_Ethics/ February 10, 2012
"How Social Networking Sites Can Derail Your Job Search" Employment Digest Net <http://www.employmentdigest.net/2007/10/how-social-networking-sites-can-derail-your-job-search/> February 10, 2012
"Fact Sheet 16: Employment Background Checks: A Job Seekers Guide." Privacy Rights Clearinghouse <http://www.privacyrights.org/fs/fs16-bck.htm> February 10, 2012
"10 Ways to Ruin Your Employment Through Social Networking Sites" HubPages <http://hubpages.com/hub/Why-Social-Networking-Sites-Can-Damage-Your-Chances-of-Employment> February 10, 2012
"Online Courses Increases in Popularity by Eleanor Chute", Pittsburgh Post Gazette, October 16, 2007 <http://www.post-gazette.com/pg/07289/825638-298.stm> February 10,

Technology

Computer with Internet access and word processing, spreadsheet, database and presentation software
Digital camera
Video camera
Printer (local printer if you want to print your posters)
Microsoft Office, Open Office

Course Title	Career Work Experience	Grade Levels 11 or 12	Credit Value	Up to 3
Description	This course will prepare students for every aspect of entering the world of work. The primary focus includes a cooperative work experience component in business and technology for students at the 11th and/or 12th grade level. Career Work Experience requires students to complete accompanying curricular coursework. Students are expected to exhibit exemplary workplace ethic and behavior. The curriculum focuses on employability skills needed for success in the workplace and has an impact on post school outcomes for college/career readiness.			

Unit Title Financial Issues

Section I: General Information and Overview

Suggested Number of Lessons: 25 60 minute lessons

Unit Overview

This unit will take students through financial activities in order to enhance financial understanding of taxes, paychecks, and banking.

Section II: Learning Targets -- I Can:

- Interpret paycheck deductions.
- Identify the purpose of taxes.
- Calculate payroll deductions and taxes.
- Evaluate financial opportunities available.

Section III: Kentucky Academic Standards

Financial Literacy
PL-HS-3.2.1

Students will apply financial management practices, including budgeting, banking (e.g., check writing, balancing a checking account), savings and investments (e.g., advantages and disadvantages of savings accounts, stocks, bonds, mutual funds, certificates of deposit, IRAs, 401Ks) and credit (e.g., responsible use of debit and credit cards, establishing and maintaining good credit, cause and effect of bankruptcy) and explain their importance in achieving short and long-term financial goals.

DOK 3

Section IV: Major Focus

Technical Content CTE Program of Studies:

Make financial decisions relating to effective use of paychecks.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Research forms of income and fringe benefits an employee can receive for doing a job. Use classroom materials, library, and the Internet as resources.</p>	<p>CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>Critical Thinking and Problem Solving</p> <p>Financial, Economic, Business and Entrepreneurial Literacy Initiative and Self-Direction</p>
Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Create a survey and poll classmates, friends, and family to learn how many know what happens to money deducted from their paychecks.</p>	<p>CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>Communication</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Financial, Economic, Business and Entrepreneurial Literacy</p>

Technical Content CTE Program of Studies:

Make financial decisions relating to effective use of paychecks.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Analyze research and survey results. Present conclusions to the class.	CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. CC.9-10.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. CC.9-10.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.) CC.9-12.S.ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.*	Communication Creativity and Innovation Critical Thinking and Problem Solving Productivity and Accountability

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Analyze a paycheck stub. In this process, define gross pay, net pay and other deduction headings; describe the deductions taken from an employee's paycheck; and compare different paycheck stub formats.	CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research. CC.9-12.S.IC.6 Evaluate reports based on data.*	Financial, Economic, Business and Entrepreneurial Literacy Critical Thinking and Problem Solving Initiative and Self-Direction

Technical Content CTE Program of Studies:

Make financial decisions relating to effective use of paychecks.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Reflect in writing the amount of pay you actually take home when earning minimum wage.</p>	<p>CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>CC.9-12.S.IC.6 Evaluate reports based on data.*</p>	<p>Communication</p> <p>Critical Thinking and Problem Solving</p> <p>Financial, Economic, Business and Entrepreneurial Literacy</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Interview a Social Studies teacher on the following:</p> <ul style="list-style-type: none">-how consumers are taxed-types of sub-taxes they pay <p>Write a news article for a class report on findings.</p>	<p>CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>Communication</p> <p>Critical Thinking and Problem Solving</p> <p>Financial, Economic, Business and Entrepreneurial Literacy</p> <p>Social and Cross-Cultural Skills</p>

Technical Content CTE Program of Studies:

Make financial decisions relating to effective use of paychecks.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Research the penalties for tax evasion. Using print, nonprint and online materials, research the topic, "Penalties for Tax Evasion." Record findings in two column not style: supplement 1 Main Ideas/Details</p>	<p>CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>Critical Thinking and Problem Solving Financial, Economic, Business and Entrepreneurial Literacy Leadership and Responsibility</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Analyze case studies provided by your teacher about tax evasion. (Note to teacher:) Some websites to search, but not limited to: The FBI, Federal Bureau of Investigation, Famous Tax Evasion Cases (http://www.fbi.gov/fbi-search?cx=004748461833896749646%3Ae41lgwqry7w&cof=FORID%3A10%3B%3A1&ie=UTF-8&q=Famous+tax+evasion+cases&siteurl=www.fbi.gov%2F#output=xml_no_dtd&client=google-csbe&cx=004748461833896749646%3Ae41lgwqry7w&cof=FORID%3A10%3B%3A1&siteurl=www.fbi.gov%2F&ie=UTF-8&q=Famous+tax+evasion+cases); 5 Famous Tax Evasion Cases (http://outlawfinance.com/famous-celebrity-tax-evasion-cases/); and Famous US Tax Evasion Cases and Celebrity Tax Problems (http://www.taxdebthelp.com/blog/famous-us-tax-evasion-cases). You can also search the FBI website for Famous Tax Evasion Cases or have students Google the topic.</p>	<p>CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>Creativity and Innovation Critical Thinking and Problem Solving Financial, Economic, Business and Entrepreneurial Literacy</p>

Technical Content CTE Program of Studies:

Make financial decisions relating to effective use of paychecks.

**Learner Activities
(Enabling Knowledge and Skills/Processes)**

In small groups, **discuss** appropriate and inappropriate outcomes of tax evasion; recommend possible strategies for avoiding a penalty. **Document** conclusions in writing.

**Common Core Standards
English/Language Arts/Mathematics**

CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Partnership for 21st Century Skills

Collaboration
Communication
Critical Thinking and Problem Solving
Financial, Economic, Business and Entrepreneurial Literacy

Technical Content CTE Program of Studies:

Make financial decisions relating to effective use of paychecks.

Learner Activities (Enabling Knowledge and Skills/Processes)

Explore through research, fees banks and other financial institutions (including credit unions) charge for checking, savings, and retirement accounts. **Analyze** and **categorize** data into a list of various types of accounts offered and the applicable fees for each. **Create** a chart or other graphic form of the results.

Common Core Standards English/Language Arts/Mathematics

CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CC.9-12.S.MD.5b (+) Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.*

Partnership for 21st Century Skills

Creativity and Innovation
Critical Thinking and Problem Solving
Information Literacy
Initiative and Self-Direction

Technical Content CTE Program of Studies:

Make financial decisions relating to effective use of paychecks.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Using the banking fees data, create a spreadsheet to determine which institution's account will best meet your long term financial needs. Consider fees, locations, free services, special rates and any other special privileges for customers. Write a paragraph explaining your decision and why.</p>	<p>CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>CC.9-12.S.MD.5b (+) Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.*</p> <p>CC.9-12.S.IC.6 Evaluate reports based on data.*</p>	<p>Critical Thinking and Problem Solving</p> <p>Financial, Economic, Business and Entrepreneurial Literacy</p> <p>Leadership and Responsibility</p> <p>Productivity and Accountability</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p><u>Alternative Activity:</u> Select at least two banks (deposit-type institutions) and, if possible, one or two non-deposit-type financial institutions. (Note: These might be Internet resources rather than local institutions (if none are in your community.) Create T-Charts to compare and contrast the features and benefits of each kind of institution.</p> <p>Supplement 2: T-Chart</p>	<p>CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CC.9-12.S.MD.5b (+) Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.*</p> <p>CC.9-12.S.IC.6 Evaluate reports based on data.*</p>	<p>Critical Thinking and Problem Solving</p> <p>Creativity and Innovation</p> <p>Financial, Economic, Business and Entrepreneurial Literacy</p> <p>Productivity and Accountability</p>

Technical Content CTE Program of Studies:

Make financial decisions relating to effective use of paychecks.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Invite a local bank representative to speak to the class on information and services offered by their bank. Ask questions based on your understanding of the various types of banking services, based on the results from previous research findings.</p>	<p>CC.9-10.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>CC.9-10.SL.3 Comprehension and Collaboration: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CC.9-12.S.MD.5b (+) Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.*</p>	<p>Communication</p> <p>Critical Thinking and Problem Solving</p> <p>Financial, Economic, Business and Entrepreneurial Literacy Initiative and Self-Direction</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Create a poster illustrating "How to Choose a Financial Institution." Display posters.</p>	<p>CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CC.9-10.W.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>Communication</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Financial, Economic, Business and Entrepreneurial Literacy</p>

Technical Content CTE Program of Studies:

Make financial decisions relating to effective use of paychecks.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Research or watch demonstrations on how to correctly</p> <ul style="list-style-type: none">-write a check-endorse checks-cash a check-balance a bank statement <p>Use eHow Money, http://www.ehow.com/ehow-money/ and type each topic in research box, read and complete instructions.</p>	<p>CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.9-12.S.IC.6 Evaluate reports based on data.*</p> <p>CC.9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*</p> <p>CC.9-12.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*</p> <p>CC.9-12.S.ID.9 Distinguish between correlation and causation.*</p>	<p>Financial, Economic, Business and Entrepreneurial Literacy Productivity and Accountability Critical Thinking and Problem Solving</p>

Technical Content CTE Program of Studies:

Use basic math applications in relation to paychecks, banking, and taxes.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Using a scenario provided by teacher, research how to calculate wages and deductions using different methods of pay (i.e., weekly, bi-weekly, monthly).</p>	<p>CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*</p> <p>CC.9-12.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*</p>	<p>Financial, Economic, Business and Entrepreneurial Literacy Critical Thinking and Problem Solving Initiative and Self-Direction</p>
<p>Create a spreadsheet or table to calculate deductions and total take home pay. Include pretax deductions such as 401K, health insurance, Medicare, Social Security, State, Federal, and local taxes.</p>	<p>CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.9-12.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*</p>	<p>Financial, Economic, Business and Entrepreneurial Literacy Critical Thinking and Problem Solving Initiative and Self-Direction</p>
<p>Practice writing checks using bank sample checks. Complete simple transactions (i.e. making a deposit, writing a check, completing and balancing a checkbook register)</p>	<p>CC.9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*</p> <p>CC.9-12.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*</p> <p>CC.9-12.F.BF.1 Write a function that describes a relationship between two quantities.*</p> <p>CC.9-12.S.ID.9 Distinguish between correlation and causation.*</p> <p>CC.9-12.S.ID.6a Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.*</p> <p>CC.9-12.S.IC.6 Evaluate reports based on data.*</p>	<p>Critical Thinking and Problem Solving Financial, Economic, Business and Entrepreneurial Literacy Productivity and Accountability</p>

Technical Content CTE Program of Studies:

Use basic math applications in relation to paychecks, banking, and taxes.

**Learner Activities
(Enabling Knowledge and Skills/Processes)**

Research the consequences of not balancing a checking account
 -bouncing checks
 -calls from collection agencies
 -not having enough money to pay bills
 -cost of bounced checks
 -inconveniences and costs to person receiving the check
 -cost to society of money mismanagement

**Common Core Standards
English/Language Arts/Mathematics**

CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CC.9-12.S.IC.6 Evaluate reports based on data.*

CC.9-12.S.ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.*

CC.9-12.S.MD.5 (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.*

Partnership for 21st Century Skills

Financial, Economic, Business and Entrepreneurial Literacy
 Critical Thinking and Problem Solving
 Initiative and Self-Direction
 Leadership and Responsibility

Technical Content CTE Program of Studies:

Use basic math applications in relation to paychecks, banking, and taxes.

**Learner Activities
(Enabling Knowledge and Skills/Processes)**

Reflect in writing methods to avoid the consequences of money mismanagement.
Include data/example from research to support statements.

**Common Core Standards
English/Language Arts/Mathematics**

CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CC.9-12.S.IC.6 Evaluate reports based on data.*

CC.9-12.S.ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.*

Partnership for 21st Century Skills

Financial, Economic, Business and Entrepreneurial Literacy
Leadership and Responsibility Initiative and Self-Direction
Productivity and Accountability

Technical Content CTE Program of Studies:

Use basic math applications in relation to paychecks, banking, and taxes.

**Learner Activities
(Enabling Knowledge and Skills/Processes)**

Design an instruction guide for people opening their first checking account.

**Common Core Standards
English/Language Arts/Mathematics**

CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CC.9-12.S.IC.6 Evaluate reports based on data.*

CC.9-12.S.ID.6a Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.*

CC.9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*

Partnership for 21st Century Skills

Financial, Economic, Business and Entrepreneurial Literacy Initiative and Self-Direction
Communication
Critical Thinking and Problem Solving
Leadership and Responsibility

Technical Content CTE Program of Studies:

Use basic math applications in relation to paychecks, banking, and taxes.

Learner Activities
(Enabling Knowledge and Skills/Processes)

Research services and facilities provided by tax dollars in the community. **Visit** or **call** the Chamber of Commerce to see what new facilities or projects are being planned for the local community. Contact a county authority to find out where local, state, and federal taxes are used.

Common Core Standards
English/Language Arts/Mathematics

CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CC.9-12.S.IC.6 Evaluate reports based on data.*

Partnership for 21st Century Skills

Financial, Economic, Business and Entrepreneurial Literacy
Leadership and Responsibility
Communication
Creativity and Innovation
Critical Thinking and Problem Solving

Learner Activities
(Enabling Knowledge and Skills/Processes)

Write a news article on the research findings aimed at explaining to new wage earners the purpose of paying taxes.

Common Core Standards
English/Language Arts/Mathematics

CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CC.9-10.W.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CC.9-12.S.IC.6 Evaluate reports based on data.*

Partnership for 21st Century Skills

Communication
Critical Thinking and Problem Solving
Financial, Economic, Business and Entrepreneurial Literacy
Flexibility and Adaptability
Leadership and Responsibility

Technical Content CTE Program of Studies:

Use basic math applications in relation to paychecks, banking, and taxes.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Visit the Internal Revenue Service, IRS, website: http://www.irs.gov/individuals/students/index.html and complete online modules in the Understanding Taxes section, which includes simulations to complete form W4 and 1040.</p>	<p>CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CC.9-12.S.IC.6 Evaluate reports based on data.*</p> <p>CC.9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*</p> <p>CC.9-12.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*</p>	<p>Financial, Economic, Business and Entrepreneurial Literacy</p> <p>Critical Thinking and Problem Solving</p> <p>Leadership and Responsibility</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Create a pamphlet, brochure, chart, or other graphic explaining to new wage earners how to file an income tax return. Use the Internet and other resources as needed.</p>	<p>CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>CC.9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*</p> <p>CC.9-12.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*</p> <p>CC.9-12.F.BF.1b Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</p> <p>CC.9-12.S.IC.6 Evaluate reports based on data.*</p>	<p>Communication</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Financial, Economic, Business and Entrepreneurial Literacy</p> <p>Leadership and Responsibility</p>

Technical Content CTE Program of Studies:

Use basic math applications in relation to paychecks, banking, and taxes.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Alternate Activity: Go to the Internal Revenue Service, IRS, website, http://www.irs.gov/individuals/students/index.html and click on Link and Learn Taxes. Complete the online course to certify as a volunteer (e.g., to assist the elderly in filing taxes).</p>	<p>CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*</p> <p>CC.9-12.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*</p>	<p>Communication</p> <p>Financial, Economic, Business and Entrepreneurial Literacy</p> <p>Critical Thinking and Problem Solving</p> <p>Leadership and Responsibility</p> <p>Flexibility and Adaptability</p> <p>Social and Cross-Cultural Skills</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Alternate activity: Visit the Kentucky Department of Revenue website: http://revenue.ky.gov/. Complete form 740 - Kentucky Individual Income Tax Return.</p>	<p>CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*</p> <p>CC.9-12.S.IC.6 Evaluate reports based on data.*</p> <p>CC.9-12.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*</p>	<p>Financial, Economic, Business and Entrepreneurial Literacy</p> <p>Critical Thinking and Problem Solving</p> <p>Leadership and Responsibility</p>

Technical Content CTE Program of Studies:

Identify skill areas needed for a specific job.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Identify and create a list of careers in the banking industry. Choose one job and research daily job duties, skills and education needed for the job using a variety of resources. Create a poster of findings.</p>	<p>CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>Communication</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Productivity and Accountability</p> <p>Social and Cross-Cultural Skills</p>

Technical Content CTE Program of Studies:

Explain work benefit packages.

Learner Activities (Enabling Knowledge and Skills/Processes)

Research work benefit packages offered by various companies to employees, including paid vacations, 401K plans, company matching of 401K's, insurance, sick days, and personal days.

Common Core Standards English/Language Arts/Mathematics

CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CC.9-12.S.IC.6 Evaluate reports based on data.*

Partnership for 21st Century Skills

Creativity and Innovation
Critical Thinking and Problem Solving
Financial, Economic, Business and Entrepreneurial Literacy
Initiative and Self-Direction
Leadership and Responsibility

Learner Activities (Enabling Knowledge and Skills/Processes)

Choose a specific business and research work benefit packages offered. **Include** your work site, if possible. Specifically compare benefits offered to full-time versus part-time employees. **Create** a chart or graph of results.

Common Core Standards English/Language Arts/Mathematics

CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CC.9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*
CC.9-12.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*
CC.9-12.S.ID.6a Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.*
CC.9-12.S.IC.6 Evaluate reports based on data.*

Partnership for 21st Century Skills

Creativity and Innovation
Productivity and Accountability
ICT (Information, Communications, and Technology) Literacy
Critical Thinking and Problem Solving
Leadership and Responsibility

Technical Content CTE Program of Studies:

Explain work benefit packages.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Review results of previous study calculating net pay, or take home pay.</p> <p>Compile a list of expenses and the money you spend in one week. Create a budget based on data.</p>	<p>CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.9-12.S.ID.9 Distinguish between correlation and causation.*</p> <p>CC.9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*</p> <p>CC.9-12.S.IC.6 Evaluate reports based on data.*</p> <p>CC.9-12.F.BF.1b Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</p>	<p>Critical Thinking and Problem Solving</p> <p>Financial, Economic, Business and Entrepreneurial Literacy Initiative and Self-Direction Leadership and Responsibility</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Analyze budget and reflect on changes you will have to make to stay within budget.</p>	<p>CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>CC.9-12.S.IC.6 Evaluate reports based on data.*</p>	<p>Communication</p> <p>Critical Thinking and Problem Solving</p> <p>Financial, Economic, Business and Entrepreneurial Literacy Leadership and Responsibility Initiative and Self-Direction</p>

Section V: Culminating Project and Scoring Guide

Prepare a report on the types of accounts, fees, and services offered by each financial institution in your area. Indicate which are most conveniently located and who you would prefer to do business with and why.

Scoring Guide
Category

4

3

2

1

Content	All content is in the student's own words (where appropriate) and is accurate. Conclusion is supported by the data reported.	Almost all content is in the student's own words and is accurate. Conclusion is supported by the data reported.	At least half of the content is in the student's own words and is accurate. Conclusion seems weak based on data.	Less than half of the content is in the student's own words and/or is accurate. No relationship between conclusion and data.
Required Elements	Includes all required elements and other information as requested by teacher. Evidence of very thorough research.	Includes all but one of the required elements. Research provides important data.	Missing two of the required elements. Research appears to be incomplete.	Missing more than two of the required elements. No evidence of significant research.
Clarity and Neatness	Neat and easy to read; all elements are clearly written and/or labeled. Logical organization and thought.	Neat and easy to read; most elements are clearly written and/or labeled. Logical organization and thought.	Hard to read elements, confusing. Fairly logically organized.	Hard to read, and confusing arrangement. Little or no evidence of organization or logical thought.
Spelling and Grammar	No spelling or grammatical mistakes.	No more than two spelling or grammatical mistakes.	Three or four spelling or grammatical mistakes.	More than four spelling or grammatical mistakes
Use of Time	Used time well during each class period (as shown by observation by teacher and documentation of progress) with no adult reminders.	Used time well during most class periods (as shown by observation by teacher and documentation of progress) with no adult reminders.	Used time well (as shown by observation by teacher and documentation of progress) but required adult reminders on one or more occasions to do so.	Used time poorly (as shown by observation by teacher and documentation of progress) in spite of several adult reminders to do so.

Section VI: Assessment and Enabling Skills and Processes

A. Assessment

Daily Work

Student projects and activities

Quizzes on understanding your paycheck and types of taxes

Various evaluation forms completed by student

Final report

B. Enabling Skills/Processes

Technology (computer usage, Internet usage)

Research

Reading

Writing

Listening

Following directions

Interviewing

Section VII: Support Materials (i.e., Resources, Technology, and Equipment

Resource Text

Littrell, J.J., Ed.D. Lorenz, James H., Ed.D. and Smith, Harry T. Ed.D. (2012 or latest date). School to Career, 9th Edition. Goodheart-Wilcox. ISBN: 978-1-60525-528-6

Other Print Resources--

Tax materials from the Internal Revenue Service, IRS

Tax materials from Kentucky Department of Revenue <http://revenue.ky.gov/>

Other Resources

Internal Revenue Service. Tax Information for Students, Dec 9, 2011, <http://www.irs.gov/individuals/students/index.html> 3-30-2012

Local Chamber of Commerce

Local Financial Institutions

Guest speakers from local banks/financial institutions

Technology

Digitized texts when available

Computers (with appropriate software and Internet access)

Printer

Websites (samples of many available)

Association for Career and Technical Education, www.acteonline.org (lesson plans)

Kentucky Labor Cabinet, <http://labor.ky.gov/> (State labor information: click on "Employment standards")

Internal Revenue Service, www.irs.gov

Equipment

Overhead project