

Southern York County School District Instructional Plan

Course/Subject: Your Employability Skills (YES)

Grade Level: 11,12

Course/Subject: Your Employability Skills (YES) Grade Level: 11,12	
Textbook(s)/Instructional Materials Used:	
Dates: August	Unit Plan: Personality
Stage 1 – Desired Results	
PA State Standard(s) Addressed: <ul style="list-style-type: none"> ▪ 13.1.11 Career Awareness and Preparation A, B, C, E ▪ 13.2.11 Career Acquisition A, E ▪ 13.3.11 Career Retention and Advancement A, B, C, F, G ▪ 13.4.11 Entrepreneurship B / 15.5.12 Entrepreneurship A, B ▪ 15.2.12 Career Management A, B, H, J, L, M, O, P, Q ▪ 15.3.12 Communication F, G, H, I, J, K, L, M, N, O, P, X ▪ 15.7.12 Global Business C, I, J ▪ 15.8.12 Management F, G, I, M 	
PA Core Standard(s) Addressed: <ul style="list-style-type: none"> ▪ CC.1.5.11-12 Speaking and Listening A, B, D, E, G ▪ CC.3.5.11-12. Reading Informational Text B, D, E, G, H, I, J ▪ CC.3.6.11-12. Writing for Different Purposes/Audiences A, C, D, G, H 	
Understanding(s): <i>Students will understand</i> <ol style="list-style-type: none"> 1. Different types of personalities in the workplace can be both challenging and beneficial. (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12) 2. Being able to interact with others successfully is based on understanding your own personality type as well the other person's type. (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12) 	Essential Question(s): <ul style="list-style-type: none"> ▪ What is personality and where does it come from? ▪ How do you deal with a person with a personality that is different from your own? ▪ How can results from various personality surveys be used to implement changes for success?
Learning Objectives: <i>Students will know...</i> <ul style="list-style-type: none"> ▪ Vocabulary associated with True Colors and the Myers-Briggs Type Indicator (MBTI) (13.1.11, CC.3.5.11-12) ▪ Strategies for communicating and dealing with people of various personality types (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12) ▪ How personality types can be utilized to form more successful personal and working relationships/teams (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12) 	Students will be able to: <ul style="list-style-type: none"> ▪ Identify their own and others' True Color and MBTI characteristics (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.3.5.11-12, CC.3.6.11-12) ▪ Explain advantages and disadvantages of combining personality types in group/team situations (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12) ▪ Communicate and interact with different personality types without conflict (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12) ▪ Minimize personal and workplace conflicts by implementing techniques to deal with different

	personality types (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12)
Dates: September	Unit Plan: Communication Styles - Verbal & Nonverbal Communication
Stage 1 – Desired Results	
<p>PA State Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ 13.1.11 Career Awareness and Preparation A, B, C ▪ 13.2.11 Career Acquisition A, E ▪ 13.3.11 Career Retention and Advancement A, B, C, F, G ▪ 13.4.11 Entrepreneurship B / 15.5.12 Entrepreneurship A, B ▪ 15.2.12 Career Management H, K, L, M, O, P, Q ▪ 15.3.12 Communication F, G, H, J, K, L, M, O, P, Q, R, S, X ▪ 15.7.12 Global Business C, I, J ▪ 15.8.12 Management G, I, P <p>PA Core Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ CC.1.5.11-12 Speaking and Listening A, C, E, G 	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. Various communication styles are utilized in personal and business relationships. (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12) 2. There are four communication behaviors and five communication styles. (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12) 3. Nonverbal language is important in achieving effective communication (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12) 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What effect do varying communication styles and behaviors have on workplace and personal relationships?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ How communication styles and behaviors relate to personal communication style. (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, CC.1.5.11-12) ▪ The difference between passive, aggressive and assertive communication behaviors. (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12) ▪ How to use communication skills to achieve results with and through others. (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12) ▪ How to influence and draw out others. (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12) ▪ Reasons for communication problems. (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe two ways of responding to each of the four communication behaviors (13.2.11, 13.3.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12) ▪ Given a communication situation, correctly identify the different communication behaviors of participants (15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12) ▪ Identify and develop the five communication styles and the four communication behaviors and how they relate to the individual communication style. (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12) ▪ Give and receive information more accurately (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12) ▪ Resolve conflict and reach team decisions through consensus. (13.1.11, 13.2.11,

	<p>13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12)</p> <ul style="list-style-type: none"> ▪ Identify and understand the main types of ▪ nonverbal cues (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12)
<p>Dates: September</p>	<p>Unit Plan: Listening/Giving & Receiving Feedback</p>
<p>Stage 1 – Desired Results</p>	
<p>PA State Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ 13.1.11 Career Awareness and Preparation A, B, C ▪ 13.2.11 Career Acquisition A, E ▪ 13.3.11 Career Retention and Advancement A, B, C, F, G ▪ 13.4.11 Entrepreneurship B / 15.5.12 Entrepreneurship A, B ▪ 15.2.12 Career Management H, K, L, M, O, P, Q ▪ 15.3.12 Communication F, G, H, J, K, L, M, O, P, Q, R, S, X ▪ 15.7.12 Global Business C, I, J ▪ 15.8.12 Management G, I, P <p>PA Core Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ CC.1.5.11-12 Speaking and Listening A, C, E, G 	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. Effective listening skills are imperative for successful communication. (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12) 2. Feedback is necessary for improvement. (13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12) 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How do listening skills (or lack of them) affect individuals, business and society? ▪ How is feedback utilized?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ Types of listeners (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12) ▪ Different types of listening to use in different situations (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12) ▪ Reasons for not listening (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12) ▪ Effects of poor listening on the job (13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12) ▪ How to become a better listener in work and personal situations (13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify personal listening type and ways to improve to become an active listener (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12) ▪ Demonstrate feedback key actions (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12) ▪ Identify characteristics of an effective listener (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12) ▪ Demonstrate listening accuracy and comprehension (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12) ▪ Identify common listening distractions and ways to avoid/minimize them (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12) ▪ Demonstrate appropriate empathetic and active listening behaviors (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12)

	<ul style="list-style-type: none"> ▪ Demonstrate ways to acknowledge a speaker (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12) ▪ Recognize opportunities to provide feedback (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12)
Dates: September	Unit Plan: Teamwork/Team Effectiveness
Stage 1 – Desired Results	
<p>PA Core State Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ 13.1.11 Career Awareness and Preparation A, B, C ▪ 13.2.11 Career Acquisition A, E ▪ 13.3.11 Career Retention and Advancement A, B, C, F, G ▪ 13.4.11 Entrepreneurship A, B / 15.5.12 A, B ▪ 15.2.12 Career Management A, D, H, L, M, O, P, Q ▪ 15.3.12 Communication A, F, G, H, J, K, L, M, N, O, P, Q, R, S, X ▪ 15.8.12 Management E, G, I, P <p>PA Core Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ CC.1.5.11-12 Speaking and Listening A, C, E, G ▪ CC.3.6.11-12 Writing for Different Purposes/Audiences B, C, D, I 	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. Teams can be more successful than individuals. (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.8.12) 2. There is a process teams must go through to become effective and efficient. (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.8.12, CC.1.5.11-12) 3. Teams are a critical component to all businesses and organizations. (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.8.12) 4. Effective teams have members committed to the same goal. (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.8.12) 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ Why are businesses so concerned with the 'team' concept, and what does that really mean?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ How individuals impact a team (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.8.12, CC.1.5.11-12) ▪ How teams deal with conflict (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.8.12, CC.1.5.11-12) ▪ What takes place when a team is functioning at a high level (13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.8.12, CC.1.5.11-12) ▪ Teams may be cyclical over time (13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.8.12, CC.1.5.11-12) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Compare two different production settings in regards to the effect of teamwork and identify reasons companies prefer the team concept (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.8.12, CC.1.5.11-12, CC.3.5.11-12) ▪ List and explain the significance of the stages of Cog's Ladder in team development (13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.8.12, CC.3.6.11-12) ▪ Write mission statements, purpose statements and set norms (13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.8.12, CC.1.5.11-12, CC.3.5.11-12, CC.3.6.11-12) ▪ Demonstrate group problem solving skills and practice behaviors that facilitate team process (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12,

	15.3.12, 15.8.12, CC.1.5.11-12, CC.3.5.11-12)
Dates: September	Unit Plan: Customer Service
Stage 1 – Desired Results	
<p>PA State Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ 13.1.11 Career Awareness and Preparation A, B, E ▪ 13.3.11 Career Retention and Advancement A, B, C, F, G ▪ 13.4.11 Entrepreneurship A, B / 15.5.12 Entrepreneurship B ▪ 15.3.12 Communication F, G, H, I, J, K L, M, O, P, Q, R, T, U, X ▪ 15.8.12 Management I, P ▪ 15.9.12 Marketing E <p>PA Core Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ CC.1.5.11-12. Speaking and Listening A, B, C, D, E, G ▪ CC.3.5.11-12. Reading Informational Text B, D, F, G, I ▪ CC.3.6.11-12. Writing for Different Purposes/Audiences A, B, F, G, H 	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. Customers exist both inside and outside a business. (13.1.11, 13.3.11, 13.4.11, 15.8.12, 15.9.12) 2. Communication is important for customer satisfaction. (13.1.11, 13.3.11, 13.4.11, 15.3.12, 15.8.12, 15.9.12, CC.1.5.11-12) 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ Why is customer service important to the success of a business?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ Who is a customer (13.1.11, 13.3.11, 13.4.11) ▪ The importance of internal and external customers (13.1.11, 13.3.11, 13.4.11, 15.8.12, 15.9.12) ▪ Why and how customers complain (13.3.11, 13.4.11, 15.3.12, 15.9.12, CC.1.5.11-12) ▪ How an employee can get customers to describe their needs (13.1.11, 13.3.11, 15.3.12, 15.8.12, 15.9.12, CC.1.5.11) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Answer the question “Who is the customer?” and give examples. (13.1.11, 13.3.11, 13.4.11, CC.1.5.11-12) ▪ Compare internal and external customers and explain their impact on business success. (13.1.11, 13.3.11, 13.4.11, 15.8.12, 15.9.12, CC.1.5.11-12, CC3.6.11-12) ▪ Demonstrate verbal, written and non-verbal methods of how customers express their needs. (13.3.11, 13.4.11, 15.3.12, 15.9.12, CC.1.5.11-12, CC.3.5.11-12, CC.3.6.11-12) ▪ Discuss and determine how organizations fail due to lack of good communications with customers. (13.1.11, 13.3.11, 13.4.11, 15.3.12, 15.8.12, 15.9.12, CC.1.5.11-12) ▪ Develop creative ways to ask the question “May I help you?”. (13.1.11, 13.3.11, 13.4.11, 15.3.12, 15.8.12, 15.9.12, CC.1.5.11-12) ▪ Role play and practice being customers and providers and learn how to handle difficult customer situations. (13.1.11, 13.3.11, 13.4.11, 15.3.12, 15.8.12, 15.9.12, C.1.5.11-12)

Dates: October	Unit Plan: Problem Solving
Stage 1 – Desired Results	
<p>PA State Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ 13.1.11 Career Awareness and Preparation A, B, C, E ▪ 13.2.11 Career Acquisition A, E ▪ 13.3.11 Career Retention and Advancement A, B, C, F, G ▪ 13.4.11 Entrepreneurship B / 15.5.12 Entrepreneurship A, B ▪ 15.2.12 Career Management A, H, L, M, O, P, Q ▪ 15.3.12 Communication F, G, H, I, J, K, L, M, N, O, P, X ▪ 15.6.12 Finance and Economics D ▪ 15.8.12 Management G, I, M <p>PA Core Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ CC.1.5.11-12 Speaking and Listening A, B, C, D, E, F, G ▪ CC.3.5.11-12 Reading Informational Text B, D, E, G, H, I, J ▪ CC.3.6.11-12 Writing for Different Purposes/Audiences A, C, D, G, H, I 	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. It is important to have good problem solving skills. (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.6.12, 15.8.12) 2. Personality has an impact on problem solving. (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.6.12, 15.8.12, CC.1.5.11-12) 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How does effective problem solving help one be successful in the workplace? ▪ How does one's knowledge of the problem solving steps help in accurately solving problems? ▪ Why are the techniques for recognizing problems important to know and understand? ▪ How does one's personality help in the problem solving process?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ It is important to have good problem solving skills. (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.6.12, 15.8.12) ▪ Personality has an impact on problem solving. (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.6.12, 15.8.12, CC.1.5.11-12) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ List the problem solving steps and utilize them in order to solve various personal and workplace issues (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.6.12, 15.8.12, CC.1.5.11-12, CC.3.6.11-12) ▪ Determine what the <i>real</i> problem is in given situations (13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.6.12, 15.8.12, CC.1.5.11-12, CC.3.5.11-12) ▪ Develop criteria for using objective problem solving techniques (13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.6.12, 15.8.12, CC.3.6.11-12)
Dates: October	Unit Plan: Safety & Health/Ergonomics
Stage 1 – Desired Results	
<p>PA State Standard(s):</p> <ul style="list-style-type: none"> ▪ 13.1.11 Career Awareness and Preparation A, B, C, E, F ▪ 13.2.11 Career Acquisition C, E ▪ 13.3.11 Career Retention and Advancement A, G ▪ 15.2.12 Career Management A, D, I, J, L, M, O, P, Q ▪ 15.3.12 Communication I 	

<ul style="list-style-type: none"> ▪ 15.8.12 Management I <p>PA Core Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ CC.3.5.11-12 Reading Informational Text A, B, C, D, E, F, G, H, I, J ▪ CC.3.6.11-12 Writing for Different Purposes/Audiences A, B, C, D, F, G, H, I 	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. It is essential that individuals know and practice their workplace safety/health and ergonomic skills, abilities, and aptitudes in order to develop safe workplace habits. (13.1.11, 13.2.11, 13.3.11, 15.2.12, 15.8.12) 2. Safety is important in any kind of job. (13.1.11, 13.2.11, 13.3.11, 15.2.12, 15.3.12, 15.8.12, CC.3.5.11-12) 3. Safe work practices save businesses money. (13.1.11, 13.2.11, 13.3.11, 15.2.12, 15.3.12, 15.8.12) 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How do safety, health and ergonomics impact employee and business productivity/success? ▪ How will the OSHA 10-hour general safety training prepare you for the workplace and be utilized in your personal life?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ The importance of workplace safety and ergonomics (13.1.11, 13.2.11, 13.3.11, 15.2.12, 15.8.12, CC.3.5.11-12) ▪ How to recognize unsafe conditions and risky safety practices (13.1.11, 13.2.11, 13.3.11, 15.2.12, 15.3.12, 15.8.12) ▪ Workplace safety is regulated and monitored by government agencies and laws (13.1.11, 13.2.11, 13.3.11, 15.2.12, 15.8.12, C.3.5.11-12) ▪ A variety of health, safety and ergonomic practices (13.1.11, 13.2.11, 13.3.11, 15.2.12, 15.8.12, CC.3.5.11-12) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Define health, safety, and ergonomics (13.1.11, 13.2.11, 13.3.11, 15.2.12, 15.8.12, CC.3.5.11-12) ▪ Identify direct and indirect costs of accidents (13.1.11, 13.3.11, 15.2.12, 15.8.12, ▪ CC.3.5.11-12) Identify and analyze unsafe conditions and at-risk practices in order to guard against injury (13.3.11, 15.2.12, 15.8.12, CC.3.5.11-12, CC.3.6.11-12) ▪ Apply proper health, safety and ergonomic practices in workplaces (13.1.11, 13.2.11, 13.3.11, 15.2.12, 15.8.12, CC.3.5.11-12) ▪ Access governmental resources to increase safety awareness (13.1.11, 13.2.11, 13.3.11, 15.2.12, 15.8.12, CC.3.5.11-12, CC.3.6.11-12) ▪ Demonstrate proper ergonomic work techniques (13.3.11, 15.2.12, 15.8.12)
Dates: October	Unit Plan: Effective Meeting Skills
Stage 1 – Desired Results	
<p>PA State Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ 13.1.11 Career Awareness and Preparation A, B, C ▪ 13.2.11 Career Acquisition A, E ▪ 13.3.11 Career Retention and Advancement A, B, C, F, G ▪ 13.4.11 Entrepreneurship B / 15.5.12 Entrepreneurship A, B ▪ 15.2.12 Career Management H, K, L, M, O, P, Q ▪ 15.3.12 Communication F, G, H, J, K, L, M, O, P, Q, R, S, X ▪ 15.7.12 Global Business C, I, J ▪ 15.8.12 Management G, I, P <p>PA Core Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ CC.1.5.11-12 Speaking and Listening A, C, E, G 	

<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. There are various types of meetings for different purposes. (13.1.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12) 2. Effective meetings utilize interaction process guidelines and protocols. (13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12) 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How are effective meetings conducted?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ Proper procedures for conducting and participating in various types of meetings (13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the main types of meetings and their purposes (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12) ▪ Develop an agenda, plan and prepare a productive team meeting, and conduct an effective team meeting using interaction process guidelines (13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.1.5.11-12)
<p>Dates: November</p>	<p>Unit Plan: Conflict Resolution</p>
<p>Stage 1 – Desired Results</p>	
<p>PA State Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ 13.1.11 Career Awareness and Preparation A, B, C, E ▪ 13.3.11 Career Retention and Advancement A, B, C, F, G ▪ 13.4.11 Entrepreneurship B / 15.5.12 Entrepreneurship A, B ▪ 15.2.12 Career Management A, H, L, M, O, P, Q ▪ 15.3.12 Communication F, G, H, I, J, K, L, M, N, O, P, X ▪ 15.8.12 Management G, I, M <p>PA Core Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ CC.1.5.11-12 Speaking and Listening A, B, C, D, E, F, G ▪ CC.3.5.11-12 Reading Informational Text B, D, E, G, H, I, J ▪ CC.3.6.11-12 Writing for Different Purposes/Audiences A, C, D, G, H, I 	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. Conflict impacts individuals, work environment, health and company. (13.1.11, 13.3.11, 13.4.11, 15.2.12, 15.8.12) 2. Unresolved conflict has consequences. (13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.8.12, CC.1.5.11-12) 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How is conflict in the workplace handled effectively?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ Different ways people react to and handle conflict (13.1.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.8.12, CC.1.5.11-12, CC.3.5.11-12) ▪ Steps for resolving conflicts (13.1.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.8.12, CC.1.5.11-12, CC.3.5.11-12, CC.3.6.11-12) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify ways to handle conflicts in the workplace (13.1.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.8.12, CC.1.5.11-12, CC.3.5.11-12) ▪ Compare pacifists, sulkers, fighters and problem-solvers and develop ways to address each when resolving conflicts (13.1.11,

	<p>13.3.11, 15.2.12, 15.3.12, 15.8.12, CC.1.5.11-12, CC.3.5.11-12)</p> <ul style="list-style-type: none"> Apply the conflict resolution process to real-life workplace conflicts to produce viable solutions (13.1.11, 13.3.11, 15.2.12, 15.3.12, 15.8.12, CC.1.5.11-12, CC.3.5.11-12, CC.3.6.11-12)
--	---

Dates: November	Unit Plan: Substance Abuse
------------------------	-----------------------------------

Stage 1 – Desired Results

<p>PA State Standard(s) Addressed:</p> <ul style="list-style-type: none"> 13.3.11 Career Retention and Advancement A, B, C, F, G 15.2.12 Career Management L, M, O, P, Q 15.3.12 Communication F, I, L, N, X 15.8.12 Management N <p>PA Core Standard(s) Addressed:</p> <ul style="list-style-type: none"> CC.3.5.11-12 Reading Informational Text A, B, D, E, F, G, H, I, J CC.3.6.11-12 Writing for Different Purposes/Audiences B, C, D, E, F, G, H, I 	
---	--

<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> Substance abuse affects productivity and business success. (13.3.11, 15.2.12, 15.8.12) There is help available to employees who suffer from substance abuse. (13.3.11, 15.2.12, 15.3.12, 15.8.12) 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> What is the effect of substance abuse on the workplace?
---	--

<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> The prevalence of alcohol and drug abuse and its impact on the workplace (13.3.11, 15.2.12, 15.8.12, CC.3.5.11-12) The requirements and importance of a drug-free workplace policy (13.3.11, 15.2.12, 15.3.12, 15.8.12, CC.3.5.11-12) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Recognize the link between poor performance and alcohol and/or drug abuse (13.3.11, 15.2.12, CC.3.5.11-12) Identify the progression of the disease of addiction (13.3.11, 15.2.12, CC.3.6.11-12) Identify types of assistance available in the workplace for alcohol/drug dependency (13.3.11, 15.2.12, 15.3.12, 15.8.12, CC.3.5.11-12)
--	---

Dates: December	Unit Plan: Sexual Harassment
------------------------	-------------------------------------

Stage 1 – Desired Results

<p>PA State Standard(s) Addressed:</p> <ul style="list-style-type: none"> 13.1.11 Career Awareness and Preparation B, C 13.2.11 Career Acquisition A, E 13.3.11 Career Retention and Advancement A, B, C, F, G 15.2.12 Career Management A, H, I, L, M, O, P, Q 15.3.12 Communication F, G, H, I, J, K, L, M, N, O, P, Q, R, X 15.8.12 Management G, I, L, M, P <p>PA Core Standard(s) Addressed:</p> <ul style="list-style-type: none"> CC.1.5.11-12 A, B, C, D, E, G CC.3.5.11-12.B, D, E, G, H, I, J CC.3.6.11-12.A, C, D, G, H, I 	
--	--

<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. The difference between intent and impact determines sexual harassment. (13.1.11, 13.2.11, 13.3.11, 15.2.12, 15.3.12, 15.8.12, CC.1.5.11-12) 2. There are different types of sexual harassment. (13.1.11, 13.2.11, 13.3.11, 15.2.12, 15.3.12, 15.8.12, CC.3.5.11) 3. There are workplace procedures for stopping sexual harassment. (13.1.11, 13.2.11, 13.3.11, 15.2.12, 15.3.12, 15.8.12, CC.3.5.11-12, CC.3.6.11-12) 4. There are legal implications to sexual harassment that may extend beyond the workplace. (13.1.11, 13.2.11, 13.3.11, 15.2.12, 15.3.12, 15.8.12, CC.3.5.11-12) 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What constitutes sexual harassment? ▪ What are the legal implications of sexual harassment?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ That harassment is defined by the impact on the 'victim' and not by the intent of the 'harasser' ▪ (13.1.11, 13.2.11, 13.3.11, 15.2.12, 15.3.12, 15.8.12, CC.1.5.11-12) ▪ Effects of harassment on an individual, department, business, school (13.1.11, 13.2.11, 13.3.11, 15.2.12, 15.3.12, 15.8.12, CC.3.5.11-12) ▪ What they can do about any kind of harassment (13.1.11, 13.2.11, 13.3.11, 15.2.12, 15.3.12, 15.8.12, CC.3.5.11-12, CC.3.6.11-12) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Differentiate between quid pro quo, direct and environmental sexual harassment and explain the ▪ impact of each (13.1.11, 13.2.11, 13.3.11, 15.2.12, 15.3.12, 15.8.12, CC.3.5.11-12, CC.3.6.11-12) ▪ Explain sexual harassment in terms of intent vs. impact (13.1.11, 13.2.11, 13.3.11, 15.2.12, 15.3.12, 15.8.12, CC.1.5.11-12) ▪ Identify examples of harassment (13.1.11, 13.2.11, 13.3.11, 15.2.12, 15.3.12, 15.8.12, CC.3.5.11) ▪ List steps for dealing with harassment in the workplace (13.1.11, 13.2.11, 13.3.11, 15.2.12, 15.3.12, 15.8.12, CC.3.5.11-12, CC.3.6.11-12)
<p>Dates: December</p>	<p>Unit Plan: Violence in the Workplace</p>
<p>Stage 1 – Desired Results</p>	
<p>PA State Standards Addressed:</p> <ul style="list-style-type: none"> ▪ 13.3.11 Career Retention and Advancement A, B, C, F, G ▪ 15.2.12 Career Management L, M, O, P, Q ▪ 15.3.12 Communication F, I, L, N, X ▪ 15.8.12 Management N <p>PA Core Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ CC.1.5.11-12 Speaking and Listening A, B, C, E, G ▪ CC.3.5.11-12 Reading Informational Text A, B, D, E, F, G, H, I, J ▪ CC.3.6.11-12 Writing for Different Purposes/Audiences B, C, D, E, F, G, H, I 	

<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. Violence in the workplace has a variety of forms. (13.3.11, 15.2.12, 15.3.12, CC.1.5.11-12) 2. Violence in the workplace is often caused by factors outside the workplace. (13.3.11, 15.2.12, 15.3.12, CC.1.5.11-12) 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How can violence in the workplace be prevented?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ Types of violence present in the workplace (13.3.11, 15.2.12, 15.3.12, CC.1.5.11-12, CC.3.5.11-12) ▪ Sources and motives for workplace violence (13.3.11, 15.2.12, 15.3.12, CC.1.5.11-12, CC.3.5.11-12) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Match behaviors to possible warning signs of violence (13.3.11, 15.2.12, 15.3.12, CC.1.5.11-12, CC.3.5.11-12) ▪ Identify ways to prevent violence in the workplace (13.3.11, 15.2.12, 15.3.12, CC.1.5.11-12, CC.3.5.11-12, CC.3.6.11-12)
<p>Dates: December</p>	<p>Unit Plan: Diversity</p>
<p>Stage 1 – Desired Results</p>	
<p>PA State Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ 13.1.11 Career Awareness and Preparation B, C ▪ 13.2.11 Career Acquisition A, E ▪ 13.3.11 Career Retention and Advancement A, B, C, F, G ▪ 15.2.12 Career Management A, H, I, L, M, O, P, Q ▪ 15.3.12 Communication F, G, H, I, J, K, L, M, N, O, P, Q, R, X ▪ 15.6.12 Finance and Economics D ▪ 15.8.12 Management G, I, L, M, P <p>PA Core Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ CC.1.5.11-12 Speaking and Listening A, B, C, E, G ▪ CC.3.5.11-12 Reading Informational Text B, D, E, G, H, I, J ▪ CC.3.6.11-12 Writing for Different Purposes/Audiences A, C, D, G, H, I 	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. Diversity exists in every workplace and they will have to be able to interact appropriately with all people. (13.1.11, 13.2.11, 13.2.11, 15.2.12, 5.3.12, 15.6.12, 15.8.12) 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How is a diverse workforce beneficial to businesses?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ Diversity issues in the workplace (13.1.11, 13.2.11, 13.2.11, 15.2.12, 5.3.12, 15.6.12, 15.8.12) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Define diversity, prejudice, acceptance and tolerance (13.1.11, 13.2.11, 13.2.11, 15.2.12, 5.3.12, 15.6.12, 15.8.12, CC.3.5.11-12) ▪ Identify personal levels of prejudice, acceptance and tolerance (13.1.11, 13.2.11, 13.2.11, 15.2.12, 5.3.12, 15.6.12, 15.8.12, CC.3.6.11-12) ▪ Openly discuss issues regarding diversity, acceptance and tolerance through expression of own opinions and experiences (13.1.11, 13.2.11, 13.2.11, 15.2.12, 5.3.12, 15.6.12, 15.8.12, CC.1.5.11-12)

Dates: January	Unit Plan: Goals
Stage 1 – Desired Results	
<p>PA Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ 13.1.11 Career Awareness and Preparation A, B, C, E, H ▪ 13.2.11 Career Acquisition D, E ▪ 13.3.11 Career Retention and Advancement A, F, G ▪ 13.4.11 Entrepreneurship A, B / 15.5.12 Entrepreneurship A, B ▪ 15.2.12 Career Management A, H, L, Q ▪ 15.3.12 Communication P ▪ 15.8.12 Management E, K <p>PA Core Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ CC.3.6.11-12. Writing for Different Purposes/Audiences A, C, D, I 	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. Setting goals is important for success in all aspects of life. (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.8.12) 2. Goals are based on values. (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.8.12) 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How do you create goals for maximum success rates?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ The key concepts needed to make a goal, including the development and impact of values and attitudes (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.8.12) ▪ The difference between short-term and long-term goals setting (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.8.12) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain the 5 key components of SMART goals (13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.8.12) ▪ Provide examples of different types of goals (13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.8.12) ▪ Create personal and career goals (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.8.12, CC.3.6.11-12) ▪ Create personal definitions of success based on personal values and goals (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.8.12, CC.3.6.11-12)
Dates: January	Unit Plan: Time Management
Stage 1 – Desired Results	
<p>PA Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ 13.1.11 Career Awareness and Preparation A, B, C ▪ 13.3.11 Career Retention and Advancement A, E, F, G ▪ 13.4.11 Entrepreneurship B / 15.5.12 Entrepreneurship A, B ▪ 15.2.12 Career Management A, D, L, M, Q ▪ 15.3.12 Communication L, M, N <p>PA Core Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ CC.3.5.11-12 Reading Informational Text A, B, C, D, G, H, I, J ▪ CC.3.6.11-12 Writing for Different Purposes/Audiences A, C, D, F, G, H, I 	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. Managing time effectively reduces stress and aids in success in all aspects of life. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How does time management contribute to success?

2. Time management directly related to productivity.	
<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> ▪ The importance of managing time well for personal and work tasks in order to achieve 'balance' (13.1.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12) ▪ How to prioritize tasks according to importance (13.2.11, 13.3.11, 13.4.11, 15.2.12) ▪ The relevance of setting goals to time management (13.1.11,13.3.11, 13.4.11, 15.2.12) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify key concepts associated with time management (13.1.11, 15.2.12, CC.3.5.11-12) ▪ Complete a daily time log and analyze how they currently use time (13.1.11, 13.3.11, 15.2.12, CC.3.6.11-12) ▪ Identify personal strengths and weaknesses in time management skills (13.1.11, 13.4.11, 15.2.12, 15.3.12) ▪ Utilize Covey's Quadrants to prioritize tasks (13.3.11, 15.2.12, CC.3.6.11-12) ▪ Create a plan for improving time management skills (13.1.11, 15.2.12, CC.3.6.11-12)
Dates: February	Unit Plan: Entrepreneurship
Stage 1 – Desired Results	
<p>PA Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ 13.1.11 Career Awareness and Preparation A, B, C, E, H ▪ 13.2.11 Career Acquisition D, E ▪ 13.3.11 Career Retention and Advancement A, B, C, F, G ▪ 13.4.11 Entrepreneurship A, B, C / 15.5.12 A, B, C, D, E, F, G, H, I, J, K, L, M ▪ 15.2.12 Career Management A, C, E, H, J, K, L, O, Q ▪ 15.3.12 Communication A, B, C, D, E, G, H, I, L, M, N, O, P, Q, R, X ▪ 15.6.12 Finance and Economics A, D ▪ 15.7.12 Global Business A, B, D, F, G, M, N ▪ 15.8.12 Management A, B, D, E, G, K ▪ 15.9.12 Marketing B, E, H, J <p>PA Core Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ CC.3.5.11-12 Reading Informational Text A, B, C, D, E, F, G, H, I, J ▪ CC.3.6.11-12 Writing for Different Purposes/Audiences A, B, C, D, E, F, G, H, I 	
<p>Understanding(s): Students will understand...</p> <ol style="list-style-type: none"> 1. Small businesses are important to the American economy. (13.1.11, 13.4.11, 15.6.12, 15.7.12) 2. A business plan is a key component for success. (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.8.12, 15.9.12, CC.3.5.11-12, CC.3.6.11-12) 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What is an entrepreneur? ▪ How can you create a successful business?
<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> ▪ The tools needed to create a small business (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.8.12, 15.9.12, CC.3.5.11-12, CC.3.6.11-12) ▪ How small businesses impact the US (13.4.11, 15.2.12, 15.6.12, CC.3.5.11-12,) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Define entrepreneurship and small business (13.4.11) ▪ Identify major characteristics of an entrepreneur and determine if they possess those characteristics

<ul style="list-style-type: none"> ▪ How to turn a business idea into reality (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, 15.9.12, CC.3.5.11-12, CC.3.6.11-12) 	<ul style="list-style-type: none"> ▪ (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.8.12, 15.9.12, CC.3.5.11-12, CC.3.6.11-12) ▪ Compare the role of small business in different countries and explain their importance to the US economy (13.4.11, 15.2.12, 15.6.12, CC.3.5.11-12,) ▪ Gather and analyze market information (13.4.11, 15.3.12, 15.7.12, 15.8.12, 15.9.12, CC.3.5.11-12, CC.3.6.11-12) ▪ Weigh risks of starting a small business (13.1.11, 13.3.11, 13.4.11, 15.2.12, 15.6.12, 15.7.12, 15.8.12, 15.9.12, CC.3.5.11-12) ▪ Write a basic business plan (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, 15.9.12, CC.3.5.11-12, CC.3.6.11-12) ▪ Access agencies that can assist entrepreneurs (13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, CC.3.5.11-12, CC.3.6.11-12)
--	---

Dates: February	Unit Plan: Reading Charts and Graphs
------------------------	---

Stage 1 – Desired Results

<p>PA Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ 13.1.11 Career Awareness and Preparation A, B, C ▪ 13.3.11 Career Retention and Advancement A, F, G ▪ 13.4.11 Entrepreneurship B / 15.5.12 Entrepreneurship A, B ▪ 15.2.12 Career Management A, M, Q ▪ 15.3.12 Communication I ▪ 15.9.12 Marketing J <p>PA Core Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ CC.3.5.11-12 Reading Informational Text A, B, C, D, F, G, H, I, J ▪ CC.3.6.11-12 Writing for Different Purposes/Audiences A, C, D, F, G, H, I 	
---	--

<p>Understanding(s): <i>Students will understand...</i></p> <p>1. Charts and graphs are important sources of information in business.</p>	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How are charts and graphs interpreted?
--	---

<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ The importance of being able to read and interpret visual information accurately (13.1.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.9.12, CC.3.5.11-12) ▪ How data can be manipulated into various statistics (13.1.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.9.12, CC.3.5.11-12) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ List and describe commonly used types of charts and graphs (13.1.11, 13.3.11, 15.2.12, 15.3.12, 15.9.12, CC.3.5.11-12, CC.3.6.11-12) ▪ Read and interpret charts, graphs and schedules (13.1.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.9.12, CC.3.5.11-12) ▪ Compute and determine the difference between mean, mode, median and range (15.3.12, 15.9.12)
---	--

Dates: February	Unit Plan: Inspection and Gauging
Stage 1 – Desired Results	
<p>PA State Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ 13.1.11 Career Awareness and Preparation A, B, C ▪ 13.3.11 Career Retention and Advancement A, F, G ▪ 13.4.11 Entrepreneurship B /15.5.12 Entrepreneurship A, B ▪ 15.2.12 Career Management A, D, J, L, M, Q ▪ 15.3.12 Communication I, X <p>PA Core Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ CC.3.5.11-12 Reading Informational Text A, B, C, D, G, H, I, J ▪ CC.3.6.11-12 Writing for Different Purposes/Audiences A, C, D, F, G, H, I 	
<p>Understanding(s): <i>Students will understand...</i></p> <p>1. Accuracy in inspection and gauging is imperative in manufacturing processes.</p>	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How is inspection and gauging conducted in various workplaces and for what reasons?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ Basic concepts in inspection and gauging (13.1.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12) ▪ The importance and different applications of inspection and gauging in work situations (13.1.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Define the importance of and difficulties with inspection and gauging (13.1.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12) ▪ Identify different gauging tools and their uses (13.1.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, CC.3.5.11-12) ▪ Use a variety of gauging tools and inspection techniques in simulated work activities (13.1.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, CC.3.6.11-12)
Dates: March	Unit Plan: Quality & Continuous Improvement
Stage 1 – Desired Results	
<p>PA State Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ 13.1.11 Career Awareness and Preparation A, B, C ▪ 13.3.11 Career Retention and Advancement A, B, F, G ▪ 13.4.11 Entrepreneurship B /15.5.12 Entrepreneurship A, B ▪ 15.2.12 Career Management A, D, J, L, M, Q ▪ 15.3.12 Communication A, I, X ▪ 15.7.12 Global Business I, M, N ▪ 15.8.12 Management C, E, F, S ▪ 15.9.12 Marketing F <p>PA Core Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ CC.3.5.11-12 Reading Informational Text A, B, C, D, E, G, H, I, J ▪ CC.3.6.11-12 Writing for Different Purposes/Audiences A, B, C, D, F, G, H, I 	
<p>Understanding(s): <i>Students will understand...</i></p> <p>1. Quality management systems and continuous improvement are important for business success.</p>	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How do quality control and continuous improvement strategies implemented by businesses affect the individual employee?

2. Quality certifications are valuable when conducting local and international business.	
<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> ▪ The somewhat universal meaning and application of 'continuous improvement' to all types of business. (13.1.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, 15.9.12) ▪ That they, as employees, may likely be involved in continuous improvement activities with others at their employment. (13.1.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, 15.9.12) ▪ The basic concepts behind Lean and Six Sigma (13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, CC.3.5.11-12) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the basics and difficulties of quality concepts and quality management systems (13.1.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, 15.9.12, CC.3.5.11-12) ▪ Explain key concepts of Lean and Six Sigma (13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, 15.9.12, CC.3.6.11-12) ▪ Differentiate between value-added and nonvalue-added activities (13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.7.12, 15.8.12, 15.9.12, CC.3.5.11-12)
Dates: March	Unit Plan: Print Reading
Stage 1 – Desired Results	
<p>PA State Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ 13.1.11 Career Awareness and Preparation A, B, C, E ▪ 13.3.11 Career Retention and Advancement A, F, G ▪ 13.4.11 Entrepreneurship A, B /15.5.12 Entrepreneurship A, B ▪ 15.2.12 Career Management A, D, J, L, M, Q ▪ 15.3.12 Communication A, B, D, I <p>PA Core Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ CC.3.5.11-12 Reading Informational Text A, B, C, D, E, G, H, I, J ▪ CC.3.6.11-12 Writing for Different Purposes/Audiences B, C, D, F, G, H, I 	
<p>Understanding(s): Students will understand...</p> <p>1. Basic print reading skills are necessary for a variety of careers.</p>	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How are prints, drawings and plans interpreted in order to glean technical information?
<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> ▪ The importance of prints and drawings to workers and companies (13.1.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12) ▪ How to interpret simple prints (13.1.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Recognize various components and kinds of prints and drawings (13.1.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, CC.3.5.11-12) ▪ Identify and define print lingo (13.1.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, CC.3.5.11-12) ▪ Perform writing, measurements and calculations related to print reading (13.1.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, CC.3.6.11-12) ▪ Interpret basic prints, drawings and plans (13.1.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, CC.3.5.11-12)
Dates: March	Unit Plan: Paradigm Shifting & Challenge of Change
Stage 1 – Desired Results	

<p>PA State Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ 13.1.11 Career Awareness and Preparation A, B, C, E, H ▪ 13.2.11 Career Acquisition D, E ▪ 13.3.11 Career Retention and Advancement A, B, C, F, G ▪ 13.4.11 Entrepreneurship A, B /15.5.12 Entrepreneurship A, B ▪ 15.2.12 Career Management A, D, J, L, M, P, Q ▪ 15.3.12 Communication I, L, M, N, P, V, X ▪ 15.8.12 Management G, H, I <p>PA Core Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ CC.3.5.11-12 Reading Informational Text A, B, D, E, F, G, H, I, J ▪ CC.3.6.11-12 Writing for Different Purposes/Audiences A, B, C, D, F, G, H, I 	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. Recognizing paradigms is critical to success. 2. Diverse paradigms are valuable. 3. Change is inevitable. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How do paradigms affect business? ▪ What are effective ways to deal with change?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ How people react to and deal with change (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.8.12) ▪ How they personally react to change (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.8.12) ▪ Change is a natural part of work and life (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.8.12) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain the significance of paradigm shifting and the challenge of change (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.8.12) ▪ Recognize various components of paradigms using historical examples and analyze various paradigm shifts (13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.8.12, CC.3.5.11-12) ▪ Identify characteristics of strategic thinkers (13.1.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.8.12) ▪ Identify and explain the stages in the change curve (13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.8.12, CC.3.5.11-12, CC.3.6.11-12) ▪ Move through the experience of change and develop the skills that will make them more effective at leading change (13.1.11, 13.2.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.8.12)
<p>Dates: April</p>	<p>Unit Plan: Total Compensation</p>
<p>Stage 1 – Desired Results</p>	
<p>PA State Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ 13.1.11 Career Awareness and Preparation A, B, E ▪ 13.2.11 Career Acquisition B ▪ 13.3.11 Career Retention and Advancement D, G ▪ 15.2.12 Career Management F ▪ 15.4.12 Computer and Information Technologies A ▪ 15.5.12 Entrepreneurship A, B, M ▪ 15.6.12 Finance and Economics A, B, C, D, E, P, R, S ▪ 15.8.12 Management L, M, Q <p>PA Core Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ CC.3.5.11-12 Reading Informational Text A, B, C, D, G, H, I, J 	

<p>Understanding(s): <i>Students will understand...</i></p> <p>1. Compensation is anything received for work and consists of more than just money. (13.1.11, 13.2.11, 13.3.11, 15.2.12, 15.5.12, 15.6.12, 15.8.12, CC.3.5.11-12)</p>	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What constitutes compensation and why is this important to consider when comparing job offers?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ Compensation can be monetary and nonmonetary (13.1.11, 13.2.11, 13.3.11, 15.2.12, 15.5.12, 15.6.12, 15.8.12, CC.3.5.11-12) ▪ The concept of total compensation packages (13.1.11, 13.2.11, 13.3.11, 15.2.12, 15.5.12, 15.6.12, 15.8.12, CC.3.5.11-12) ▪ What comprises compensation and the value of each component (13.1.11, 13.2.11, 13.3.11, 15.2.12, 15.5.12, 15.6.12, 15.8.12, CC.3.5.11-12) ▪ Compensation packages vary from company to company (13.1.11, 13.2.11, 13.3.11, 15.2.12, 15.4.12, 15.5.12, 15.6.12, 15.8.12, CC.3.5.11-12) ▪ Compensation is regulated by state and federal governments (13.1.11, 13.2.11, 13.3.11, 15.2.12, 15.4.12, 15.5.12, 15.6.12, 15.8.12, CC.3.5.11-12) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify and define different types of compensation (13.1.11, 13.2.11, 13.3.11, 15.2.12, 15.5.12, 15.6.12, 15.8.12, CC.3.5.11-12) ▪ Calculate various types of pay (wages, salary, tips, commission, etc.) and paycheck deductions (13.1.11, 13.3.11, 15.4.12, 15.5.12, 15.6.12, 15.8.12) ▪ Describe fringe benefits and their importance (13.1.11, 13.2.11, 13.3.11, 15.2.12, 15.5.12, 15.6.12, 15.8.12, CC.3.5.11-12) ▪ Consider the importance of an entire compensation packages when comparing job offers (13.1.11, 13.2.11, 13.3.11, 15.2.12, 15.5.12, 15.6.12, 15.8.12, CC.3.5.11-12) ▪ Evaluate and prioritize benefits for now and in the future (13.1.11, 13.2.11, 13.3.11, 15.2.12, 15.5.12, 15.6.12, 15.8.12, CC.3.5.11-12) ▪ Interpret federal and state laws governing pay (13.3.11, 15.2.12, 15.5.12, 15.6.12, 15.8.12, CC.3.5.11-12)
<p>Dates: April/May</p>	<p>Unit Plan: Personal Finances</p>
<p>Stage 1 – Desired Results</p>	
<p>PA State Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ 13.3.11 Career Retention and Advancement D, G ▪ 15.2.12 Career Management F ▪ 15.4.12 Computer and Information Technologies A ▪ 15.5.12 Entrepreneurship A, B, M ▪ 15.6.12 Finance and Economics A, B, C, F, G, H, I, J, K, L, M, P, R, S <p>PA Core Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ CC.3.5.11-12 Reading Informational Text A, B, C, D, G, H, I, J 	
<p>Understanding(s): <i>Students will understand...</i></p> <p>1. Organization and record keeping skills are paramount in maintaining personal finances. (13.3.11, 15.4.12, 15.5.12, 15.6.12)</p> <p>2. A credit score can affect more than just personal financial (13.3.11, 15.5.12, 15.6.12)</p>	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ Why is it important to know how to manage your own money? ▪ How can good/bad credit affect your life?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ How to access various services at financial institutions (13.3.11, 15.2.12, 15.4.12, 15.5.12, 15.6.12, CC.3.5.11-12) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Demonstrate a basic knowledge of how to maintain a checking account (13.3.11, 15.4.12, 15.5.12, 15.6.12, CC.3.5.11-12)

<ul style="list-style-type: none"> ▪ The benefits of savings and checking accounts (13.3.11, 15.5.12, 15.6.12, CC.3.5.11-12) ▪ How to create a balanced personal budget (13.3.11, 15.4.12, 15.5.12, 15.6.12) ▪ How to attain and maintain good credit (13.3.11, 15.4.12, 15.5.12, 15.6.12, CC.3.5.11-12) ▪ Ways to appropriately use technology to assist in money management (13.3.11, 15.2.12, 15.4.12, 15.5.12, 15.6.12, CC.3.5.11-12) 	<ul style="list-style-type: none"> ▪ Identify types of savings and describe how to access them (13.3.11, 15.2.12, 15.4.12, 15.5.12, 15.6.12, CC.3.5.11-12) ▪ Define terms associated with savings (13.3.11, 15.5.12, 15.6.12, CC.3.5.11-12) ▪ Differentiate between simple and compound interest (13.3.11, 15.4.12, 15.5.12, 15.6.12, CC.3.5.11-12) ▪ Develop and manage a personal budget (13.3.11, 15.4.12, 15.5.12, 15.6.12, CC.3.5.11-12) ▪ Identify appropriate uses of credit (13.3.11, 15.2.12, 15.4.12, 15.5.12, 15.6.12, CC.3.5.11-12) ▪ Apply for and use credit cards wisely (13.3.11, 15.4.12, 15.5.12, 15.6.12, CC.3.5.11-12) ▪ Discuss the basics of stock markets, investments, loans and interest (13.3.11, 15.4.12, 15.5.12, 15.6.12, CC.3.5.11-12) ▪ Develop individual financial goals (13.3.11, 15.5.12, 15.6.12)
---	---

Dates: May	Unit Plan: Wellness & Stress Management
-------------------	--

Stage 1 – Desired Results

<p>PA State Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ 13.1.11 Career Awareness and Preparation A, B, C, E ▪ 13.3.11 Career Retention and Advancement A, F, G ▪ 13.4.11 Entrepreneurship A, B /15.5.12 Entrepreneurship A, B ▪ 15.2.12 Career Management A, H, J, L, M, O, P, Q ▪ 15.3.12 Communication L, N ▪ 15.6.12 Finance and Economics A <p>PA Core Standard(s) Addressed:</p> <ul style="list-style-type: none"> ▪ CC.1.5.11-12 Speaking and Listening A, B, C, E, G ▪ CC.3.5.11-12 Reading Informational Text A, B, C, D, E, F, G, H, I, J ▪ CC.3.6.11-12 Writing for Different Purposes/Audiences A, B, C, D, F, G, H, I 	
---	--

<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. The intentional choice of lifestyle is characterized by personal responsibility, balance, physical/mental exercise and spiritual health. (13.1.11, 13.3.11, 15.2.12, 15.6.12) 2. Stress negatively impacts work and personal life. (13.1.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.6.12) 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What is the impact of stress and unhealthy lifestyles on worker productivity and business success?
--	---

<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ The characteristics of healthy and unhealthy lifestyles ▪ (13.1.11, 13.3.11, 15.2.12, 15.6.12) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Define wellness and list the tools necessary to follow ▪ a healthy lifestyle (13.1.11, 13.3.11, 15.2.12, 15.3.12, 15.6.12)
---	---

<ul style="list-style-type: none">▪ Signs and symptoms of personal stress (13.1.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.6.12)▪ Employee assistant programs are available to help with lifestyle choices and stress management (13.3.11, 15.2.12, 15.3.12, 15.6.12, CC.3.5.11-12)	<ul style="list-style-type: none">▪ Identify personal risk factors for disease onset and▪ discuss patterns of disease development (13.1.11, 13.3.11, 15.2.12, 15.3.12, 15.6.12)▪ Discuss techniques needed in order to make informed choices about your health (13.1.11, 13.3.11, 15.2.12, 15.3.12, 15.6.12, CC.1.5.11-12)▪ Assess current lifestyle and make changes to reduce health risks (13.1.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.6.12, CC.3.6.11-12)▪ Define stress and describe the different types of stress (13.3.11, 13.4.11, 15.2.12, 15.6.12, CC.3.5.11-12)▪ Practice various types of stress reduction techniques (13.1.11, 13.3.11, 13.4.11, 15.2.12, 15.3.12, 15.6.12)
--	---