

Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

Career Choices-Business

PL/VS

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Consumerism | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> 3.2.01 (DOK 3) ASSESSED The learner will be able to 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. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Vocational Studies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> 4.1.01 (DOK 3) Supporting The learner will be able to 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. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> 4.1.02 (DOK 2) Supporting The learner will be able to identify and explain how job and career opportunities vary at the local, state, and national levels and how components of the Individual Learning Plan (ILP) (i.e., interest inventories, personality test, community service, resume, awards/recognition) can be a valuable resource for career research, selection, and preparation. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> 4.1.03 (DOK 3) ASSESSED The learner will be able to describe academic and non-academic benefits (e.g., communication skills, computer/technical skills, mathematical skills, scientific | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| 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. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>■ 4.1.04 (DOK 3) ASSESSED</p> <p>The learner will be able to analyze information (e.g., personality, values, interests, aptitudes and abilities, learning styles) from a variety of sources (e.g., Career Interest inventory, Learning Styles Inventory, Career Aptitude Assessment, other formal assessments, job shadowing, academic experiences/grades, extra curricular activities) and explain how the information can be used to develop career goals in and Individual Learning Plan (ILP).</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>■ 4.1.05 (DOK 3) Supporting</p> <p>The learner will be able to 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.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>■ 4.1.06 (DOK 2) Supporting</p> <p>The learner will be able to identify and describe supporting documentation that would be needed for the career portfolio/Individual Learning Plan (ILP): Business letters (application, recommendation, follow-up): Assessment data (e.g., interest, learning styles, aptitudes and abilities): Resume:</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Certifications/awards: Samples of work (e.g., videos, artwork, portfolio entries): Records of work experiences: Transcripts. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>■ 4.2.01 (DOK 2) ASSESSED</p> <p>The learner will be able to 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.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>■ 4.2.02 (DOK 3) ASSESSED</p> <p>The learner will be able to 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.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>■ 4.3.03 (DOK 3) ASSESSED</p> <p>The learner will be able to explain and apply skills that are used to seek, obtain, and change jobs/careers and postsecondary opportunities: Conducting a job search: Writing letters: Completing an application: Securing a letter of reference: Preparing a resume: Applying interview techniques (e.g., learn about employer/job, questions to ask, materials to take, answers to questions you may be asked, verbal and nonverbal communication): Using proper procedures when changing jobs (e.g., give advance notice, write a letter of resignation).</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |