

Course Syllabus

PL/VS, Career Choices-Business

Morgan County Curriculum 4.1 High School, Final
Morgan County School District

Upon reviewing assessment results, the Morgan County High School will help the student and parent to determine what courses their child needs to take during their high school career, utilizing the Individual Learning Plan (ILP)

Consumerism

FINANCIAL LITERACY: Financial literacy provides knowledge so that students are responsible for their personal economic well-being. As consumers, individuals need economic knowledge as a base for making financial decisions impacting short and long term goals throughout one's lifetime. Financial literacy will empower students by providing them with the knowledge, skills and awareness needed to establish a foundation for a future of financial knowledge and economic independence.

■ 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

CAREER AWARENESS, EXPLORATION, PLANNING: Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

EMPLOYABILITY SKILLS: Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and

positive work habits.

COMMUNICATION/TECHNOLOGY: Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

■ 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.

■ 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.

■ 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 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.

■ 4.1.04 (DOK 3) ASSESSED

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).

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■ 4.1.05 (DOK 3) Supporting

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.

■ 4.1.06 (DOK 2) Supporting

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:
Certifications/awards: Samples of work (e.g., videos, artwork, portfolio entries): Records of work experiences: Transcripts.

■ 4.2.01 (DOK 2) ASSESSED

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.

■ 4.2.02 (DOK 3) ASSESSED

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.

■ 4.3.03 (DOK 3) ASSESSED

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).