

Career Exploration Curriculum Maps

Unit 1: Your Personal Profile

Unit 2: Career Research

Unit 3: Preparing For Your Career

Unit 4: Job Application Documents

Unit 5: Job Interview

Unit 6: You Got the Job, Now What?

Unit 7: History of Child Labor/Workplace Regulations

Unit 8: How Does Your Company Rate? Living in a Global World

Grade: 9 - 12 Subject: Career Exploration	Unit 1: Your Personal Profile
Big Idea/Rationale	<p>Big Idea: Why do people need to work? Why it is important to enjoy what you do while earning money.</p> <p>Rationale: Since approximately one-third of your life is spent working, selecting a career you enjoy is essential.</p>
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • A career is the kind of work you do for several years but a job is the set of tasks you perform for an employer. • Work not only enables people to earn money to pay for their physical wants and needs but it also contributes to their emotional, intellectual and social well being. • Your personal interests, skills, aptitudes, personality traits and values should be considered in career self-assessment. • Career satisfaction increases when a job's needs more closely match an individual's characteristics. • An effective career plan is flexible.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What is the difference between a job and a career? • What does it mean to be successful? • Why is it important to have a career plan? • How will self-awareness help me in determining my path? • How can assessing career information help in choosing a career? • What is it important to be aware of your passions, values, and aptitudes? • What careers might I want to further explore?
Content (Subject Matter)	<p>Student will know...</p> <ul style="list-style-type: none"> • Key terms – Passions, Values, Personality, Strengths, Skills, Aptitudes, Roles, Occupations, Success, Job, Career <p>Student will be able to...</p> <ul style="list-style-type: none"> • Identify and explain the reasons that people work and determine personal motivations for working. • Interpret others' definitions of success and create a personal definition of same. • Identify and articulate those things that are extremely important on an emotional level (passions). • Clarify which work values are personally most meaningful through a work values survey. • Identify and understand personal work behavioral style as an important trait to consider when evaluating career options. • Compile a list of personal strengths and understand how those capabilities can be combined with the strengths of other individuals to create an effective team.

	<ul style="list-style-type: none"> • Develop a skills inventory list and identify transferable skills as they relate to various careers.
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences. • 9.3.12.C.1 Assess and modify Personalized Student Learning Plans to support declared career goals. • 9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extracurricular activities. • 9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based on those skills.
Materials and Resources	Mimio Cart, LCD projector, PowerPoint presentations, handouts, Microsoft Office Suite, Computer, Internet, Naviance, Video program, Videos on topics introduced.
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Grade: 9 - 12 Subject: Career Exploration	Unit 2: Career Research
Big Idea/Rationale	<p>Big Idea: There are many ways to find career choices. It is important to narrow your options. In order to do this you need to gather and read as much information as you can about career fields that interest you.</p> <p>Rationale: There are hundreds of possible jobs you can choose. There may be interesting jobs that you never knew existed or thought of doing. The information collected will increase awareness of what kind of work is right for you. This will enable you to develop skills that will help you find that kind of work.</p>
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Each job, career, and profession has a set of preparation requirements, career exploration experiences and different opportunities for personal and professional growth and satisfaction. • Explore careers by knowing what information to gather and where to find it. • An effective career plan is flexible, includes a variety of life experiences, skills and education, and can save time, energy and money. • Evaluating career choices will put you on the correct career path. • Recognizing career trends may help you determine whether your career will exist when you begin working, determine if there will be a need for your career throughout your employment future, and help you predict how your career field might change over the next ten or twenty years.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How do I decide what I want to be and how do I prepare for my career? • How can I choose a career that best suits my skills and interests? • Why do I need a career plan? • How do I go about researching careers of interest? • How are workforce trends changing the way people work?
Content (Subject Matter)	<p>Student will know...</p> <ul style="list-style-type: none"> • Key terms – Duties, Tasks, Responsibilities, Qualifications, Certification, Licensing, Training, Work Environment, Workload, Pace, Advancement, Promotion, Earnings, Job Outlook, Employment Trends, Growth Industries <p>Student will be able to...</p> <ul style="list-style-type: none"> • Examine the 120 most widely held occupations. • Explore top three career clusters. • Research careers using the Bureau of Labor Statistics Occupational Outlook Handbook on the Internet. • List the qualifications/education/training necessary for potential future career. • Describe the work environment for potential future career.

	<ul style="list-style-type: none"> • Describe the job outlook for potential future career. • Explain how trends can affect future careers.
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 9.4.12.D.1 Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities. • 9.4.12.D.53 Identify and demonstrate positive work behaviors and personal qualities needed to succeed in the classroom and/or to be employable. • 9.4.12.D.56 Maintain a career portfolio to document knowledge, skills, and experience in a career field. • 9.4.12.D.59 Identify and explore careers in one or more career pathways to build an understanding of the opportunities available in the cluster. • 9.4.12.D.63 Examine employment opportunities in entrepreneurship as an option for career planning. • 9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extracurricular activities. • 9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based on those skills. • 9.3.12.C.20 Analyze employment trends by industry sector to determine how employment and training requirements change over time.
Materials and Resources	Mimio Cart, LCD projector, PowerPoint presentations, handouts, Microsoft Office Suite, Computer, Internet, Naviance, Video program, Videos on topics introduced
Notes	

<p>Grade: 9 - 12 Subject: Career Exploration</p>	<p>Unit 3: Preparing For Your Career</p>
<p>Big Idea/Rationale</p>	<p>Big Idea: Everyone has hundreds of skills and each one can be related in some way to one or more occupation. Without ever having a job or having been trained for a job, you are qualified to perform hundreds of types of jobs.</p> <p>Rationale: In today’s economy people need to be aware of their skills. Employers want to know what an employee can do for them. To be a successful job hunter, you must be able to tell employers clearly and in detail, what you can do.</p>
<p>Enduring Understanding (Mastery Objective)</p>	<ul style="list-style-type: none"> • Your skills and aptitudes should be considered in career self-assessment. • Personal attitudes, behaviors, knowledge and skills promote self awareness, personal responsibility and self-direction. • Preparation for the job seeking experience is critical for success. • Transferable skills are essential for continued success in the workplace. • The more transferrable skills you have, the greater your career opportunities. • Individuals will face the necessity of updating their skills in order to get and keep jobs. • Individuals will need to perform a variety of tasks requiring broader skill areas. • Individuals will find themselves working in more dynamic group environments. • Success in the workplace depends on occupational skill levels, getting along with others, computer literacy, problem solving, math, science, and communication skills, ability to take the initiative, and decision-making skills.
<p>Essential Questions (Instructional Objective)</p>	<ul style="list-style-type: none"> • What is the difference between transferrable skills and specific job skills? • Why is it important to work as a member of a team? • Why is it important to have good communication skills at work? • How has new technology changed the work environment and are all these changes good?
<p>Content (Subject Matter)</p>	<p>Student will know...</p> <ul style="list-style-type: none"> • Key terms – Skills, Transferrable Skills, Leadership, Communication, Teamwork, Time Management, Cooperation, Productivity, Organization, Delegating <p>Student will be able to...</p> <ul style="list-style-type: none"> • Develop a skills inventory list and identify transferable skills as they relate to various careers. • Evaluate whether personal attitudes, characteristics, and skills are more

	<p>consistent with those of an employer or of an employee.</p> <ul style="list-style-type: none"> • Compile a list of personal strengths and understand how those capabilities can be combined with the strengths of other individuals to create an effective team. • Describe the types of skills are needed to be successful on the job? • List the guidelines for effective listening? • Explain the four common causes of poor listening? • Demonstrate the rules for effective speaking? • Explain why writing the most important form of business communication? • Summarize why informal text messages and emails not appropriate at the workplace? • Explain why the proper use of the telephone important in business? • Describe why organization and time management crucial skills? • Explain why employers want productive employees? • Summarize why do employers want employees to be able to work in teams?
<p>Skills/ Benchmarks (CCSS Standards)</p>	<ul style="list-style-type: none"> • 9.1.4.B.1 Describe and demonstrate the importance of personal and interpersonal skills. • 9.1.4.B.2 Identify positive work habits and attitudes necessary for home, community, and school. • 9.1.4.B.3 Identify reasons for working as part of a team. • 9.4.12.D.53 Identify and demonstrate positive work behaviors and personal qualities needed to succeed in the classroom and/or to be employable. • 9.4.12.D.56 Maintain a career portfolio to document knowledge, skills, and experience in a career field. • 9.4.12.D.58 Identify and exhibit traits for retaining employment. • 9.4.12.D.59 Identify and explore careers in one or more career pathways to build an understanding of the opportunities available in the cluster. • 9.4.12.D.63 Examine employment opportunities in entrepreneurship as an option for career planning. • 9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extracurricular activities. • 9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based on those skills. • 9.3.12.C.23 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

Materials and Resources	Mimio Cart, LCD projector, PowerPoint presentations, handouts, Microsoft Office Suite, Computer, Internet, Naviance, Video program, Videos on topics introduced
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<p>Grade: 9 - 12 Subject: Career Exploration</p>	<p>Unit 4: Job Application Documents</p>
<p>Big Idea/Rationale</p>	<p>Big Idea: Resumes represent a person’s experience and skills. Almost every job someone applies for will ask for a completed job application. Employers use job applications and resumes to compare several applicants’ information to determine which potential employee will meet the job qualifications and requirements.</p> <p>Rationale: Knowing how to complete a job application whether paper or online is vital when applying for a job. This is the first contact a job hunter will have with a potential employer and sets the first impression. Students will learn how to put together their job application documents in order to make a good first impression and get a job interview.</p>
<p>Enduring Understanding (Mastery Objective)</p>	<ul style="list-style-type: none"> • There are several steps and skills involved in networking and finding a job lead, applying for and interviewing for a job. • A well written resume is a powerful tool. • A resume is a personal fact sheet that summarizes information about a person, their education, experience and skills. • Cover letters should accompany resumes. • Employability skills include preparing a resume and contacting potential employers. • Job applications can be filled out in-person or online.
<p>Essential Questions (Instructional Objective)</p>	<ul style="list-style-type: none"> • Why does everyone need a resume no matter what kind of job you are applying for? • What goes into a resume? List the components of a resume. • What are the components of a job application? • What is the difference between applying online versus applying face-to-face? • Who should you choose as a reference? • What are the components of a cover letter? • When and why do you need a cover letter? • What strategies can be used to find job openings? • What resources are available to complete the job application process? • How do you prepare for a job interview? • What do you do after the interview is over?
<p>Content (Subject Matter)</p>	<p>Student will know...</p> <ul style="list-style-type: none"> • Key terms – Resume, Job Application, Reference, Cover Letter, Qualifications <p>Student will be able to...</p> <ul style="list-style-type: none"> • Identify and explain the parts of a resume • Create their own resume

	<ul style="list-style-type: none"> • Create a list of references • Fill out a job application • Write a cover letter • Decipher classifieds in newspapers and online • New Jersey Help Wanted: http://regionalhelpwanted.com/home/14.htm • Determine if they are qualified for advertised positions • Evaluate if their social media profiles need to be altered to suit their career image
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences. • 9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based on those skills. • 9.1.4.B.1 Describe and demonstrate the importance of personal and interpersonal skills. • 9.1.4.B.2 Identify positive work habits and attitudes necessary for home, community, and school. • 9.4.12.D.53 Identify and demonstrate positive work behaviors and personal qualities needed to succeed in the classroom and/or to be employable. • 9.4.12.D.56 Maintain a career portfolio to document knowledge, skills, and experience in a career field. • 9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extracurricular activities.
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<p>Grade: 9 - 12 Subject: Career Exploration</p>	<p>Unit 5: Job Interview</p>
<p>Big Idea/Rationale</p>	<p>Big Idea: Once an applicant gets an invitation for an interview the applicant needs to prepare. Preparation increases self-confidence. Making a good first impression on the interviewer will help determine if the applicant will be a good fit in the company. The interview will also allow the applicant to ask questions to see if the potential employer is a good match for their needs.</p> <p>Rationale: A job interview is a conversation between a job applicant and one or more people in a company or organization to discuss the applicant's qualifications for a specific job. The interviewer will assess the applicants skills, abilities, attitude, appearance, and determine if the applicant will be a good fit for their company. Being aware of what will take place at an interview, practice, and being well prepared is invaluable at any stage in the job search process.</p>
<p>Enduring Understanding (Mastery Objective)</p>	<ul style="list-style-type: none"> • Preparation for an interview is essential. • Knowing what to do before, during, and after an interview is key. • Being aware of the most common interview questions will prepare the applicant for any interview. • Knowing what questions to ask the interviewer is important; it will help you determine if you are a good fit for the company.
<p>Essential Questions (Instructional Objective)</p>	<ul style="list-style-type: none"> • Why is preparation for an interview important? • Can you identify the different types of interviews? • Explain the purpose of interviews. • Why are some questions illegal for a potential employer to ask? • Why is important to look your best at an interview? • What are the different types of pre-employment tests? • Why is it important to follow up after the interview?
<p>Content (Subject Matter)</p>	<p>Student will know...</p> <ul style="list-style-type: none"> • Key terms – Job Interview, Group Interview, Discrimination in Hiring, Pre-employment Test, Verbal and Nonverbal Language, <p>Student will be able to...</p> <ul style="list-style-type: none"> • Get an interview. • Prepare for an interview. • Know what to wear to an interview. • Describe how to act at an interview. • List questions to ask at an interview. • Describe what to expect at an interview. • Have the completed documents to bring to the interview. • Write a thank you note to follow up the interview.

Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences. • 9.3.12.C.1 Assess and modify Personalized Student Learning Plans to support declared career goals. • 9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extracurricular activities. • 9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based on those skills. • 9.3.12.C.23 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
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<p>Grade: 9 - 12 Subject: Career Exploration</p>	<p style="text-align: center;">Unit 6: You Got the Job, Now What?</p>
<p>Big Idea/Rationale</p>	<p>Big Idea: Now that you got the job what do you do? What do you wear? How do you behave?</p> <p>Rationale: Employers need intelligent employees who can learn their responsibilities and deal with the demands of the job. Employers want to be able to train employees and allow them to do their job with very little supervision.</p>
<p>Enduring Understanding (Mastery Objective)</p>	<ul style="list-style-type: none"> • Every employer wants employees with basic skills. Employers are prepared to train their new hires for the position. • Employees must be willing to adapt to change, work independently, interact with others, manage projects, and guide others. • 21st-Century Learning Skills must be presented at the workplace. • Employees are usually required to work with others, problem solve, and manage conflict. • Employees must be able to adjust to the workplace’s corporate culture and identify positive workplace etiquette behavior. • Employees need to be able to leave a job gracefully if necessary.
<p>Essential Questions (Instructional Objective)</p>	<ul style="list-style-type: none"> • What is a workplace’s corporate culture and why must you learn to adjust to it? • Describe workplace etiquette behavior. • What concerns do employees have about their workplace’s ethics and values? • What are some of the effects of negative workplace behavior? How does it transfer to negative customer service? • How do you overcome roadblocks in the workplace? • Why is it important to have a good working relationship with your supervisor? • How do you ensure your career success? • Why is effective communication the key to any position at any workplace?
<p>Content (Subject Matter)</p>	<p>Student will know.....</p> <ul style="list-style-type: none"> • Key terms – Collaborate, Problem Solve, Managing Conflict, Corporate Culture, Appropriate Dress, Attendance, Workplace Etiquette, Ethics, Values, Attitude, Responsibility, Roadblocks, Barriers; actual and perceived, Dependability, Flexibility, Good Judgment , Courage, Honesty, Punctuality, Competencies, Empowerment, Mediator, Conflict Resolution, Cross Training <p>Student will be able to.....</p> <ul style="list-style-type: none"> • Critique what to wear to work. • Describe how to act at work.

	<ul style="list-style-type: none"> • Identify questions to ask of supervisors and coworkers. • Explain what to expect on the first day of work and subsequent days. • List what documents and other items to bring. • Plan what to do if it doesn't work out – leaving gracefully, getting fired/laid off.
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences. • 9.3.12.C.1 Assess and modify Personalized Student Learning Plans to support declared career goals. • 9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extracurricular activities. • 9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based on those skills. • 9.3.12.C.23 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
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<p>Grade: 9 - 12 Subject: Career Exploration</p>	<p>Unit 7: History of Child Labor/Workplace Regulations</p>
<p>Big Idea/Rationale</p>	<p>Big Idea: The relationship between employers and employees is based on mutual trust, responsibility and ethics. Employees have certain responsibilities to employers and in turn employers owe certain things to their employees.</p> <p>Rationale: In the past, before child labor laws, some children worked long hours, often in difficult conditions, and often at the expense of school and learning. All workers, regardless of age, gender, religion, nationality, etc. are entitled to fair and honest treatment regarding wages, hours, and equal pay, as well as a safe and healthful workplace.</p>
<p>Enduring Understanding (Mastery Objective)</p>	<ul style="list-style-type: none"> • State and federal laws affect employment relationships. • Students will encounter many different types of labor relationships during their career. • Employers and workers have responsibilities regarding safety and health in the workplace. • It is important to know which agencies deal with workplace issues.
<p>Essential Questions (Instructional Objective)</p>	<ul style="list-style-type: none"> • What is the difference between part-time, full-time, temporary, freelance workers? • What is “at-will” termination? • What is Title VII of the Civil Rights Act? How does it apply to employment? • What does the Equal Pay Act of 1963 prohibit? • How does the government become involved in the employment relationship? How does it benefit the employee? The employer? • What is a labor union? What services do they provide? • What is collective bargaining? • What is a strike? Picketing? Boycotting? • What are some unfair labor practices? • How does the minimum wage affect global competition? • What is a non-compete clause in an employment contract? • What is sexual harassment? • Why is workers compensation a requirement of all employers?
<p>Content (Subject Matter)</p>	<p>Student will know...</p> <ul style="list-style-type: none"> • Key terms – Compensation, Benefits, Discrimination, Equal Employment Opportunity, Employment Practice, Ergonomics, Minimum Wage, Pay Raise, Occupational Safety and Health Administration (OSHA), Overtime Pay, Standard Workweek, Fair Labor Standards Act (FLSA), Family and Medical Leave Act, Insurance, Union, Union Dues, Collective Bargaining, Picketing, Strike, Boycott, Lockout,

	<p>Student will be able to.....</p> <ul style="list-style-type: none"> • Describe rights and duties of employee, employer, and independent contractor and other important aspects of employment. • Explain the legal rights and duties involved in the employer-employee relationship. Understand how to terminate the employment relationship. • Understand the equal employment opportunity regulations. • Define employment contracts. • Explain the regulations involving job safety. • List and discuss child labor laws. • Demonstrate what they have learned about child labor laws through class debate. • Students will list the pros and cons of whether child labor should be permitted today. • Provide examples of health and safety protections in the workplace. • Make connections between past events and present laws that protect the health and safety of workers. • Analyze government and organized labor solutions to a workplace safety concern. • Recommend a solution to a workplace safety problem. • Identify actions individuals can take on their own to reduce the chance of injury or death on the job.
<p>Skills/ Benchmarks (CCSS Standards)</p>	<ul style="list-style-type: none"> • 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences. • 9.4.12.L.(5).6 Use legal terminology accurately to effectively communicate within the legal services community. • 9.3.12.C.11 Evaluate the responsibilities of employers and employees for maintaining workplace safety, and explain health rights related to a particular occupation/career. • 9.3.12.C.13 Comply with workplace child labor regulations and safety and health policies during structured learning experiences. • 9.3.12.C.14 Interpret and justify written employer organizational policies and procedures for job performance. • 9.3.12.C.18 Determine how an individual's driving record (e.g., tickets, points, penalties for driving while intoxicated) and/or credit score may impact opportunities for employment, job retention, or job advancement. • 9.3.12.C.21 Determine the extent to which an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment, job retention, or job advancement.
<p>Materials and Resources</p>	<p>Mimio Cart, LCD projector, PowerPoint presentations, handouts, Microsoft Office Suite, Computer, Internet, Naviance, Video program, Videos on topics introduced, http://www.historyplace.com/unitedstates/childlabor/index.html http://www.econedlink.org/lessons/index.php?lid=368&type=educator</p>

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<p>Grade: 9 - 12 Subject: Career Exploration</p>	<p align="center">Unit 8: How Does Your Company Rate? Living in a Global World</p>
<p>Big Idea/Rationale</p>	<p>Big Idea: Being employed by a company on the <i>Fortune 100 Best Companies to Work For</i> list could lead to a better quality of life. Being aware of how to interact with international companies is an important 21st Century skill.</p> <p>Rationale: Since approximately one-third of your life is spent working, selecting a company that provides its employees a good work environment is crucial to a worker’s quality of life. Almost every company with a website has the potential to come in contact with other nations. Employees and employers need to be aware of different cultures and nations when conducting business.</p>
<p>Enduring Understanding (Mastery Objective)</p>	<ul style="list-style-type: none"> • Most businesses in the United States compete with businesses all over the world. • The U.S. economy is linked to economic and political conditions in nations around the world. • International trade and the Internet expand the world’s marketplace. • Your personal work values should be as close to your employer’s corporate values as possible.
<p>Essential Questions (Instructional Objective)</p>	<ul style="list-style-type: none"> • Why is it important for the company you work for to be socially responsible? • Which companies provide matching donations for their employee’s charitable contributions? • Do executives around the globe shake hands when meeting? • How has the Internet impacted local business?
<p>Content (Subject Matter)</p>	<p>Student will know...</p> <ul style="list-style-type: none"> • Key terms – Business Etiquette, Global, Local, Social Responsibility, For-Profit Company, Non-Profit Company, Business Card <p>Student will be able to...</p> <ul style="list-style-type: none"> • Discuss why companies support non-profits – importance of being socially responsible • Describe popular employee benefits and explain why it is good business to provide benefits • Display business etiquette and demonstrate different ways to greet International business executives • Design their own business cards
<p>Skills/ Benchmarks (CCSS Standards)</p>	<ul style="list-style-type: none"> • 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences. • 9.3.12.C.1 Assess and modify Personalized Student Learning Plans to support declared career goals.

	<ul style="list-style-type: none"> • 9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extracurricular activities. • 9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based on those skills. • 9.1.8.D.5 Justify the need for greater cross-cultural understanding due to globalization.
Materials and Resources	Mimio Cart, LCD projector, PowerPoint presentations, handouts, Microsoft Office Suite, Computer, Internet, Naviance, Video program, Videos on topics introduced
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