

DESE Model Curriculum: Introduction to Business (CIP Code 52.0101)

GRADE LEVEL/UNIT TITLE: 11-12/Employability Skills

COURSE INTRODUCTION		
<p>This course is designed to introduce students to how business works in today’s society and to provide a foundation for other business courses. Content includes business functions such as accounting, management, marketing, and other consumer issues regarding money and money management, banking system and services, government’s role in business, and technology in the business world.</p> <p>Course rationale: An understanding of economic systems and consumerism provides the resources needed for students to explore business careers. The content in this area is vital to the career planning of business students as they develop knowledge of business functions and applicable skill. Personal skills such as banking, taxes, insurance, and others that impact their effectiveness as citizens and consumers are also taught.</p>		
UNIT DESCRIPTION	SUGGESTED UNIT TIMELINE	
Students will learn how to become employed in a job suited to their interests and skill set.	4 Class Periods	
	CLASS PERIOD (min.)	
	50 min.	
ESSENTIAL QUESTIONS		
<ol style="list-style-type: none"> How will employment affect my life? How can I prepare for employment? 		
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	NBEA STANDARD	DOK
1. Identify why employment is important	Career Development I.A.2.1	1
2. Assess individual interests and aptitudes	Career Development III.A.1.3 Career Development III.A.1.4	2
3. Relate individual skills and interests to careers	Career Development I.B.2.1 Career Development I.A.3.1	3
4. Develop short-term and long-term career goals	Career Development IV.B.2.4	4
5. Complete a job application	Com III.F.3.13	3
6. Demonstrate interviewing skills	Com III.F.3.6 Com III.F.3.7 Com III.F.3.8 Com III.F.3.9 Com III.F.3.10 Com III.F.3.11	3
7. Describe appropriate ways to leave a job		2

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OBJ. #	INSTRUCTIONAL STRATEGIES
2, 3	1. The teacher will provide students with copies of the Interest survey and have them complete it. After completion, the teacher will hold a class discussion on the results and the theory behind the survey questions. The teacher will then have students complete the 'Career and Self-Assessment Project'.
4	2. The teacher will discuss with students the advantages of setting goals and provide students with 'Goal Setting' worksheet Goal Setting Worksheet . Upon completion of the worksheet, the teacher will lead a class discussion on goals and encourage students to share and discuss their goals.
5, 6	3. Teacher will have students go to board and write their ideas of dos and don'ts for job applications. When the list is complete students will evaluate the merits of items on the list and delete, edit or add items. The teacher will then provide students with the 'FBLA Job Application Form' so they can complete. The teacher will provide students with the cover letter template and evaluate the purpose of a cover letter. The teacher will provide students with copies of the resume, letter and application rubric and discuss it with them. Teacher will provide resume tips worksheet, have students complete the survey linked there and use the tip sheet as a guide to type their resume. The teacher will then lead a discussion with the class on interviewing using the 'FBLA Job Interview Rubric'. The teacher will discuss with students the 'How to Dress for Your Interview – WOMEN' and instruct students to search the Internet for a list for men. After discussions on what they learned about men's dress the teacher will inform students on the mock interview process. The teacher will need to secure community members that would be willing to come in and do interview with the students. Students would be evaluated based on the resume, letter and application rubric but the interviewer would be encouraged to write comments.
7	4. The teacher will define a resignation letter and lecture on the importance of using them.
1	5. Teacher will facilitate a student discussion on the benefits of employment.
OBJ. #	INSTRUCTIONAL ACTIVITIES
2, 3	1. Students will complete an interest and skills assessment.
4	2. Students will define and set short term and long-term goals.
5, 6	3. Students complete the FBLA job application. Students will compose a cover letter using the guide provided and create a resume. Students will also conduct mock interviews.
7	4. Have students create a mock resignation letter.
1	5. Students will discuss the benefits of employment.