

Curriculum Map: Computer and Career Skills

Cochranton Junior- Senior High School

Business Department

Course Description: This course is designed for students in Grades 10, 11 or 12 and will address the need for students to develop the complex set of skills required of them if they are to meet with success in high school, at work, and in life. These skills will be integrated into a series of hands-on, collaborative projects and learning opportunities that make sense to students and provide value to the entire learning community. It will encompass the following skill sets:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication, Teamwork and Collaboration
- Conveying Professionalism
- Improving Writing Skills
- Soft Skills including:
 - Flexibility and Adaptability
 - Initiative and Self-Direction
 - Social and Cross-Cultural Skills
 - Productivity and Accountability
 - Leadership and Responsibility

Unit Title: Career Awareness and Preparation

Suggested time frame: 4 weeks

Standards:

- 13.1.11.A:** Relate careers to individual interests, abilities, and aptitudes.
- 13.4.11.A:** Analyze entrepreneurship as it relates to personal career goals and corporate opportunities.
- 13.4.11.B:** Analyze entrepreneurship as it relates to personal character traits.
- 13.1.11.B:** Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.
- 13.2.11.B:** Apply research skills in searching for a job.
- 13.1.11.C:** Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.
- 13.1.11.D:** Evaluate school-based opportunities for career awareness/preparation.
- 13.1.11.E:** Justify the selection of a career.
- 13.3.11.D:** Develop a personal budget based on career choice.
- 13.1.11.F:** Analyze the relationship between career choices and career preparation opportunities.
- 13.1.11.G:** Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.
- 13.1.11.H:** Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.

Essential Questions:

- What are students' individual interests, abilities and aptitudes as identified by an interest profiler, a skills profiler, and a work importance profiler?
- Where can students access information when researching a career or a job?
- What are job families and why are they important in determining a career choice?
- How do changing roles of individuals in the workplace relate to new opportunities within job families?
- How do students justify their top three career choices?
- What career preparation does the student need to have to support their chosen career and lifestyle?
- How does the student create an individualized career plan and maintain it in a portfolio format?

Competency	Vocabulary	Strategy	Resources
<ul style="list-style-type: none"> • Complete interest profiler • Complete skills profiler • Complete work importance profiler • Identify career choices that match interests, abilities and aptitudes • Identify different sources when conducting a career search • Explain the difference between a career and a job family • Identify careers within different job families • Examine the importance of choosing a career within a job family • Interpret how changing roles can lead to new job opportunities • Summarize how education levels affect career choices and advancement • Research and select three career choices and identify: career cluster, job description, required education, salary/wages, alternate job names, job outlook, work values, “what do I need to know?” and “what do I need to be able to do?” • Define and develop a career plan to be used as basis for capstone portfolio project 	<p>Interest profiler, skills profiler, work importance profiler, career, job families, ebadges, interest codes, career cluster, job description, salary, wages, job outlook, soft skills, portfolio, career plan, capstone</p>	<p>Class discussion, graphic organizers, formative assessment, online assessments, research strategies, writing prompts, reflective summaries, portfolio organization/layout, journal entries (online or paper/pencil)</p>	<p>Internet access O*Net Networking Newspapers WIN system PA CareerLink Professional associations SAS Portal Grading rubric Writing prompts Graphic Organizers Library Templates for assignments WIN myStrategic Compass--- Learner Resources</p>

Unit Title:

Career Acquisition (Getting a Job)

Suggested time frame:

3 weeks

Standards:

13.2.11.A: Apply effective speaking and listening skills used in a job interview.

13.2.11.C: Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to:

- Job application
- Letter of appreciation following an interview
- Letter of introduction
- Postsecondary education/training applications
- Request for letter of recommendation
- Resume

13.2.11.D: Analyze, revise, and apply an individualized career portfolio to chosen career path.

13.2.11.E: Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge.

Essential Questions:

What are the skills needed for a successful job interview?

How will students write appropriate job searching documents such as resumes, cover letters, applications, thank-you letters (and other documents as needed)?

Competency	Vocabulary	Strategy	Resources
<ul style="list-style-type: none"> • Explain and demonstrate an appropriate introduction and handshake • Explain and demonstrate the importance of: <ul style="list-style-type: none"> ○ Body Language/Posture ○ Eye Contact ○ Delivery ○ Tone and Volume ○ Appearance ○ Dress ○ Hygiene ○ Question Preparation • Identify the parts of a resume • Research various resume formats • Create an appropriate resume for job choice • Identify the purpose of a cover letter • Identify the parts of a personal business letter • Compose a personal business cover letter • Complete a job application • Identify the purpose of a follow-up letter • Compose a personal business follow-up letter 	<p>Delivery, tone, volume, hygiene, resume, cover letter, application letter, letter of interest, personal business letter, follow-up letter, objective, professional experience, summary of qualifications, references, extracurricular activities, reverse chronological order, inside address, salutation, body paragraphs, closing, enclosures, line spacing, paragraph spacing, formal, informal,</p>	<p>Class discussion, graphic organizers, formative assessment, online assessments, research strategies, writing prompts, reflective summaries, portfolio organization/layout, journal entries (online or paper/pencil), mock interviews</p>	<p>Internet access O*Net Networking Newspapers WIN system PA CareerLink Professional associations SAS Portal Grading rubric Writing prompts Graphic Organizers Library Templates for assignments Guest speakers Case studies Blank job applications Sample resumes Sample cover letters Sample follow-up letters</p>

Unit Title: Career Retention/Soft Skills

Suggested time frame: 8 weeks

Standards:

- 13.3.11.A:** Evaluate personal attitudes and work habits that support career retention and advancement.
- 13.3.11.B:** Evaluate team member roles to describe and illustrate active listening techniques.
- 13.3.11.C:** Evaluate conflict resolution skills as they relate to the workplace:
- 13.3.11.E:** Evaluate time management strategies and their application to both personal and work situations.
- 13.3.11.F:** Evaluate strategies for career retention and advancement in response to the changing global workplace.
- 13.3.11.G:** Evaluate the impact of lifelong learning on career retention and advancement.

Essential Questions:

How do students retain a job once they are hired?
What soft skills are necessary for communicating effectively, conveying professionalism, promoting teamwork and collaboration, and thinking critically and solving problems?

Competency	Vocabulary	Strategy	Resources
<ul style="list-style-type: none"> • Identify ways to improve communication and listening skills to help ensure a productive work environment • Assess the use of appropriate communication including email etiquette, texting, cell phone use, and social networking • Describe how to resolve conflict in the workplace • Discuss how effective communication affects an organization • Describe the core components of a strong work ethic including taking pride in one’s self and the image conveyed to internal and external customers • Explain the benefits of a positive attitude and excellent customer service to an organization, both internally and externally • Describe the importance of punctuality and dependability. • Discuss how motivation affects performance • Apply strategies to develop an action plan for excellent work habits • Explain how treating coworkers as team members can benefit an organization • Describe how diversity can benefit a workplace • Discuss the importance of sensitivity to individual differences • Describe the benefits and challenges of teamwork and collaboration • Define leadership and its value in the workplace • Describe the importance of innovation, creativity, and adaptability in the workplace • Define adversity and describe how it affects the workplace • Evaluate elements of critical thinking, including evidence, reasoning, and fallacies 	<p>Combative listening, passive listening, active listening, feedback, noise, medium, Netiquette, work ethic, ethics, image, punctuality, dependability, external customers, internal customers, initiative, motivation, demotivation, professionalism, leadership, collaboration, Americans with Disabilities Act (ADA), Equal Employment Opportunity Commission (EOE), team, diversity, critical thinking, reasoning, adapt, innovate, create, adversity, evidence, reasoning, fallacy, systematic, analytical, inquisitive, mature, truth-seeking, open-minded, self-confident, inductive reasoning, deductive reasoning</p>	<p>Class discussion, graphic organizers, formative assessment, online assessments, research strategies, writing prompts, reflective summaries, portfolio organization/layout, journal entries (online or paper/pencil), small and large group activities</p>	<p>Internet access Networking Newspapers WIN system SAS Portal Grading rubric Writing prompts Graphic Organizers Templates for assignments WIN facilitator guides WIN learner guides</p>

Unit Title:

Capstone Project and Presentation

Suggested time frame:

3 weeks

Standards:

1.6.12.A: Listen critically and respond to others in small and large group situations.

- Respond with grade level appropriate questions, ideas, information or opinions.

1.6.12.B: Demonstrate awareness of audience using appropriate volume and clarity in formal presentations.

13.2.11.C: Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to:

- Job application
- Letter of appreciation following an interview
- Letter of introduction
- Postsecondary education/training applications
- Request for letter of recommendation
- Resume

13.2.11.D: Analyze, revise, and apply an individualized career portfolio to chosen career path.

CC.1.5.11-12.D: Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11-12.F: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

Essential Questions:

How can students present their portfolio findings using communication skills acquired in this course?

What are appropriate presentation skills to use when presenting to a group?

How can students apply listening and professional skills during peer presentations?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"> • Assemble a portfolio as a capstone course requirement • Identify and recognize appropriate presentation skills including <ul style="list-style-type: none"> ○ Body Language ○ Eye Contact ○ Delivery ○ Appearance • Develop a presentation utilizing an appropriate medium to engage the audience • Utilize active and passive listening skills to evaluate peer presentations • Implement professional skills including respect, support, and positive attitude and relevant participation 	<p>Capstone, active listening, passive listening, medium</p>	<p>Class discussion, graphic organizers, formative assessment, online assessments, research strategies, writing prompts, reflective summaries, portfolio organization/layout, journal entries (online or paper/pencil), presentation and evaluation methods</p>	<p>Internet access O*Net Networking Newspapers WIN system PA CareerLink Professional associations SAS Portal Grading rubric Writing prompts Graphic Organizers Library Templates for assignments WIN facilitator guides WIN learner guides</p>

Unit Title: Advanced Microsoft Word

Suggested time frame: 6 weeks

Standards: 3.7.12.D: Evaluate the effectiveness of computer software to solve specific problems.

Essential Questions:
How can students present their documents in a professional manner?
What are appropriate formatting skills to use when creating a professional looking document?
How can students apply reading and professional skills during the construction of documents?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none">• Reinforce common word processing skills (i.e., copy, cut, paste, edit, spell check, format page layout, mouse techniques, etc.).• Develop and format outlines using the outline toolbar.• Create data source file and main document to be used in a mail merge.• Design word processing tables, and enhance table design through adjusting columns and rows formatting borders and cells, and merging and splitting cells.• Perform sort and calculate functions within a table.• Work with multiple-page documents demonstrating the ability to insert breaks, headers, footers, page numbers, end notes, footnotes.• Use manual and automatic hyphens and nonbreaking spaces.• Add special effects to a document	Document background, drop caps, text boxes, document themes, templates, styles, table, table calculations, integration, charts, mail merge, data sources, labels, envelopes, catalogs, directories	Class discussion, formative assessment, online assessments, writing prompts, portfolio organization/layout	Textbook Computer Software LCD Projector Supplemental materials

<p>by using the drop caps feature and creating text within WordArt.</p> <ul style="list-style-type: none">• Develop word processing documents using desktop publishing features such as columns, clip art, textboxes, and font style.• Develop a document using a Wizard.• Prepare mailing labels and envelopes• Use advanced word processing features to simplify tasks such as auto texts, macros, bookmark, and comments.• Format word processing documents incorporating tab settings and special indentations.• Create a bulleted and/or numbered list document.• Use the Format Painter feature.			
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Unit Title: Advanced Microsoft Excel

Suggested time frame: 6 weeks

Standards: 3.7.12.D: Evaluate the effectiveness of computer software to solve specific problems.

Essential Questions:
How can students present their spreadsheets in a professional manner?
What are appropriate formulas and formats to use when creating a professional looking spreadsheet?
How can students apply math and professional skills during the construction of spreadsheets?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none">• Reinforce common spreadsheet skills (i.e., column and row alignment, cell formatting, page setup, print options, and basic formulas).• Create advanced formulas in a spreadsheet using functions such as what-if, vlookup, hlookup, PMT, DBASE, and 3D formulas.• Use paste special options such as transposing data, pasting values, formulas, and performing basic mathematical operations.• Maneuver through large worksheets using methods such as freezing titles, linking workbooks, splitting panes, grouping sheets, and using tab scrolling buttons.• Transpose spreadsheet data into graphical representation through	Number formats, conditional rules, formatting tables, autofilters, themes, banded rows and columns, adding and deleting rows and columns in tables, adding totals to tables, create charts, data table, data series, sparklines, chart templates, sorting, subtotals, validation rules, invalid data, drop-down list, watch window, pivottable, pivotchart, powerful formulas, macros, auditing tools, analysis tools, protecting, tracking and sharing workbooks, importing and exporting data	Class discussion, formative assessment, online assessments, formula prompts, portfolio organization/layout	Textbook Computer Software LCD Projector Supplemental materials

a variety of chart types.

- Enhance charts through the chart option feature.
- Demonstrate the ability to print charts separately or with a database table.
- Create a document that uses the AutoCalculate feature.
- Create a document that uses a series.
- Demonstrate the ability to print selected areas of a worksheet, an entire worksheet, and an entire workbook.
- Properly use cell comments.
- Use the proper procedure to name
- and define a range.
- Perform various operations between worksheets within a workbook, such as grouping, copy, renaming and deleting.

Unit Title: Advanced Microsoft Access

Suggested time frame: 6 weeks

Standards: 3.7.12.D: Evaluate the effectiveness of computer software to solve specific problems.

Essential Questions:
How can students present their databases in a professional manner?
What are appropriate tables, queries, forms or reports to use when creating a professional looking database?
How can students apply math and organizational skills during the construction of databases?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none">• Reinforce basic database skills (i.e., design, data entry, form design, formatting, etc.).• Use specific criteria to perform filters and sorts in a database.• Use database features to navigate through and update records.• Define the term query and identify its purpose.• Create, run, and print a query to display desired results.• Use character data, numeric data and wildcards in a query.• Demonstrate the use of comparison operators and compound criteria in a query.	Input mask, validation rules, lookup property, calculation fields, parameter query, action queries, update queries, wildcards in a query, crosstab query, form design, theme, logo, command buttons, combo box, calculated control, control property, reports, subreports, summary report, macros, print reports	Class discussion, formative assessment, online assessments, formula prompts, portfolio organization/layout	Textbook Computer Software LCD Projector Supplemental materials

- Sort the answer in a query.

Join two or more tables to create a query.

- Create computed fields and calculate statistics in a query.
- Demonstrate the use of grouping with statistics.
- Demonstrate the ability to use a database system to add, locate, edit, and delete records in a table.
- Change the structure of an existing table by changing field characteristics and adding fields.
- Update or delete the contents of a single field or a group of records.
- Use a Report Wizard to create a report.
- Create a report with grouping and subtotals.
- Edit a report's design including changing headings, moving, and resizing controls.