

# Human Relations in Organizations Unit 2: Career Development

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> <li>Students will demonstrate the ability to self-assess and self-analyze strengths and weaknesses using various resources in order to identify a career path.</li> <li>Students will demonstrate the ability to identify the action planning steps needed for an effective decision making process in order to attain short and long term goals.</li> <li>Students will demonstrate the ability to describe how honesty and integrity affect relationships with others in order to experience success in any chosen career.</li> <li>Students will demonstrate the ability to produce coherent and supported writing to communicate effectively for a range of discipline specific tasks, purposes and audiences.</li> <li>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use and discourse style</li> <li>Students will demonstrate the ability to listen, analyze and summarize text and integrate knowledge to make meaning of discipline specific materials to enhance communication.</li> </ul> <p><u>Content Standards:</u></p> <p>NBEA - National Business Education Association</p> <ul style="list-style-type: none"> <li><u>NBEA Career Planning 1:</u> Apply knowledge gained through individual assessment to develop a comprehensive set of goals and individual career plan.</li> <li><u>NBEA Career Planning 2:</u> Utilize career resources to develop a career information portfolio that includes international career opportunities.</li> <li><u>NBEA Career Planning 3:</u> Relate the importance of career readiness skills to career development.</li> <li><u>NBEA Career Planning 4:</u> Develop strategies to effectively transition from school to career.</li> <li><u>NBEA Career Planning 5:</u> Relate the importance of lifelong learning to personal and career success.</li> </ul>	<b>Transfer</b>	
	Students will be able to independently use their learning to <b>develop strong interpersonal skills to be independent and successful members of society.</b>	
	<b>Meaning</b>	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>career planning involves implementing short and long term goals.</li> <li>there is great importance in knowing oneself when making career decisions.</li> <li>workplace relationships that form in any organizational culture can influence the behavior and actions of coworkers.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>Do you have what it takes to be successful in your desired career?</li> <li>Will you be fully prepared for your job on day 1?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>that career exploration is a necessity.</li> <li>that competencies achieved will be transferable to skills needed for related career and job options.</li> <li>that goals are always a work in progress and need to be reassessed often.</li> <li>that a person's behavior can play a significant role in one being deemed employable.</li> <li>that there are techniques that can be implemented to reduce workplace stress.</li> <li>that the workforce is a very diverse place with a variety of differences in personality, age, cultures and beliefs that have a potential to impede productivity.</li> <li>that it is important to be lifelong learners that will enhance career growth goals.</li> <li>that having a well written resume is essential in obtaining a desired position in the career of</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>using a variety of content based research tools in the career exploration process.</li> <li>analyzing specific career clusters.</li> <li>navigating and exploring career clusters.</li> <li>identifying transferable competencies and job specific skills related to career and job options.</li> <li>explaining the importance of evaluating and revising goals as life changes occur.</li> <li>demonstrating responsible behavior related to employability.</li> <li>demonstrating techniques for responding to workplace stress related to co-workers or environment.</li> <li>discussing social and economic factors that have resulted in changing career patterns for a diverse workforce.</li> <li>effectively using technology to market oneself to prospective employers.</li> </ul>	

	<p>their choice.</p> <ul style="list-style-type: none"> <li>that gaining paid or unpaid work experience through a variety of opportunities is beneficial to career planning.</li> </ul> <p><i>vocabulary:</i> career development, preparedness, diversity, etiquette, ethics, workplace relationships, conflict, change, motivation, time management, negotiating, networks</p>	<ul style="list-style-type: none"> <li>formulating strategies for achieving career growth goals.</li> </ul>
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<b>Content Area Literacy Standards</b>	<b>21<sup>st</sup> Century Skills</b>
<p>CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> <li><i>Interact effectively with others through the growth and use of social skills</i></li> <li><i>Have a better understanding of self</i></li> <li><i>Work creatively and innovatively with others</i></li> <li><i>Problem solve</i></li> <li><i>Communicate clearly</i></li> </ul>

<b>Stage 2 - Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

<b>Stage 3 – Learning Plan</b>
<i>Summary of Key Learning Events and Instruction</i>

<i>Science Integration</i>	<i>College, Career, and Civic Life Integration</i>	<i>Technology Integration</i>
<i>District Materials</i>	<i>Distance Learning/Field Trips</i>	<i>Technology Resources</i>