

Vocational 9-12	Unit 1: Employability Skills		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. What jobs and careers are available to meet individual and societal needs locally, regionally, and nationally?</p> <p>2. What factors and special skills need to be considered when selecting and preparing for employment or career paths for future success?</p> <p>3. What positive and negative work habits impact success?</p> <p>4. What special skills are needed as post-secondary opportunities are investigated?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>Research and analyze career opportunities in business and marketing and the relationship of education, employment, and wages; identify and describe good job search techniques; and prepare the necessary job application tools.</i> ❑ <i>Apply math and communication skills within the technical content.</i> ❑ <i>Demonstrate employability and social skills relative to the career cluster.</i> ❑ <i>Utilize activities of FBLA and/or DECA student organizations as an integral component of course content and leadership development.</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ PL-HS-4.1.01 Students will 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. ❑ PL-HS-4.1.03 Students will describe academic and non-academic benefits (e.g., communication skills, computer/technical skills, mathematical skills, scientific observation and inquiry skills, teamwork 	<ul style="list-style-type: none"> ❑ Career/Job opportunities ❑ Job Market ❑ Career ❑ Service-Producing Industry ❑ Goods-Producing Industry ❑ Career Planning 	<ul style="list-style-type: none"> ❑ View videos on various career clusters. ❑ Participate in site visits to various places of business/industry or career fairs. ❑ Explain why human resources are a vital economic force. ❑ Identify types of industries and occupational groups in our work force. ❑ Examine five factors that affect job opportunities. ❑ Determine how the workplace is changing. ❑ Invite guest speakers to discuss various career opportunities, job benefits, training needed, etc. ❑ Review individual student ILP’s (Individual Learning Plans) and Career Inventory from 8th grade, working with guidance counselor. ❑ Take a personality assessment and values inventory and

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	<p>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. DOK 3</p> <p><input type="checkbox"/> PL-HS-4.1.04 Students will 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 an Individual Learning Plan (ILP). DOK 3</p> <p><input type="checkbox"/> PL-HS-4.2.02 Students will 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. DOK 3</p>	<p><input type="checkbox"/> Short- and long-term career goals</p> <p><input type="checkbox"/> Occupation</p> <p><input type="checkbox"/> Initiative</p> <p><input type="checkbox"/> Punctuality</p> <p><input type="checkbox"/> Cooperation</p> <p><input type="checkbox"/> Respect</p> <p><input type="checkbox"/> Communication skills</p> <p><input type="checkbox"/> Conflict resolution</p> <p><input type="checkbox"/> Mediation skills</p> <p><input type="checkbox"/> Career portfolio</p> <p><input type="checkbox"/> Resume`</p> <p><input type="checkbox"/> Reference letters</p> <p><input type="checkbox"/> Work samples</p> <p><input type="checkbox"/> Certifications of training</p> <p><input type="checkbox"/> Letter of application (Cover letter)</p> <p><input type="checkbox"/> Job application</p> <p><input type="checkbox"/> Job interview</p> <p><input type="checkbox"/> Follow-up letter</p> <p>Letter of resignation</p>	<p>relate results to career majors.</p> <p><input type="checkbox"/> <u>Develop a personal profile based on information learned in subunit.</u></p> <p><input type="checkbox"/> Invite guest speaker from a Human Resources Department to speak to the class.</p> <p><input type="checkbox"/> Continue to collect work samples throughout high school to place in their career portfolio, which will be filed with their ILP.</p> <p><input type="checkbox"/> Discuss values, aptitudes and abilities as related to career interest inventory.</p> <p><input type="checkbox"/> <u>Organize a Career Portfolio</u></p> <p><input type="checkbox"/> Peer mediation tem to discuss using mediation/skills to assist with conflict resolution</p> <p><input type="checkbox"/> <u>Prepare a completed career portfolio:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Personal Profile <input type="checkbox"/> Career Profile <input type="checkbox"/> Career Journal <input type="checkbox"/> Resume <input type="checkbox"/> Cover Letter <input type="checkbox"/> Job Application <input type="checkbox"/> Letter of Recommendation/Reference <input type="checkbox"/> Job Interview Information

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	<ul style="list-style-type: none"> <input type="checkbox"/> PL-HS-4.2.01 Students will 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. DOK 2 <input type="checkbox"/> PL-HS-4.3.03 Students will explain and apply skills that are used to seek, obtain, and change jobs/careers and postsecondary opportunities: <ul style="list-style-type: none"> <input type="checkbox"/> Conducting a job search <input type="checkbox"/> Writing letters <input type="checkbox"/> Networking <input type="checkbox"/> Completing an application <input type="checkbox"/> Securing a letter of reference <input type="checkbox"/> Preparing a résumé <input type="checkbox"/> 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) <input type="checkbox"/> Using proper procedures when changing jobs (e.g., give advance notice, write a letter of resignation) DOK 3 	<ul style="list-style-type: none"> <input type="checkbox"/> Personality <input type="checkbox"/> Values <input type="checkbox"/> Aptitudes/Abilities <input type="checkbox"/> Post-secondary <input type="checkbox"/> Mobility <input type="checkbox"/> Tentative Career Decision <input type="checkbox"/> Positive attitude 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Participate in mock interview.</u> <input type="checkbox"/> <u>Higher Order Thinking Assessment</u>

Vocational 9-12	Unit 2: Financial Literacy		Suggested Length: 2 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
1. What are	<p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> PL -HS -3.2.01 Students will apply 	<ul style="list-style-type: none"> <input type="checkbox"/> Consumers 	<ul style="list-style-type: none"> <input type="checkbox"/> Use

Vocational 9-12	Unit 2: Financial Literacy		Suggested Length: 2 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
effective financial management practices?	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 cards 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. DOK 3	<ul style="list-style-type: none"> <input type="checkbox"/> Short term goals <input type="checkbox"/> Long term goals <input type="checkbox"/> Budget <input type="checkbox"/> Checking account <input type="checkbox"/> Savings account <input type="checkbox"/> Investments <input type="checkbox"/> Debit card <input type="checkbox"/> Credit card <input type="checkbox"/> Bankruptcy 	<ul style="list-style-type: none"> <input type="checkbox"/> www.nefe.org/hsfpportal/includes/main/home.asp?page=2100 to teach Financial Planning (unit 1) Budget, (Unit 3), Savings & Investments (Unit 4) and Credit (Unit 5) DOK 3 <input type="checkbox"/> “Go for the Goals” Activity – Write three goals and evaluate them using a rubric (Unit 1) http://www.nefe.org/hsfpportal/files/2189_All%20Learn%20By%20Doing%20Lesson%20Plans.pdf DOK 3 <input type="checkbox"/> “A Fork in the Road” Activity – Students will learn where their budget choices will lead them by evaluation and calculating budget choices. (Unit 3) http://www.nefe.org/hsfpportal/files/23560_All%20Learn%20By%20Doing%20Lesson%20Plans.pdf DOK 3 <input type="checkbox"/> “Investment Investigators” Activity – Students will review the different types of investments. http://www.nefe.org/hsfpportal/files/24590_All%20Learn%20By%20Doing%20Lesson%20Plans.pdf DOK 3 <input type="checkbox"/> “Let’s Break Down a Deal” Activity – Students evaluate credit offers. http://www.nefe.org/hsfpportal/files/25560_All%20Learn%20By%20Doing%20Lesson%20Plans.pdf DOK 3 <input type="checkbox"/> <u>Multiple choice/Open response test</u> DOK 3 <input type="checkbox"/> <u>Financial Management Brochure – Create a bi-fold brochure evaluating the different types of financial management practices.</u> DOK 3

Vocational 9-12	Unit 3: Careers		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<ol style="list-style-type: none"> 1. Why do people work? 2. What programs do employers provide to 	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 2.37 Demonstrate employability and social skills relevant to career cluster. <input type="checkbox"/> Analyze careers in Family and Consumer Sciences. 		<ul style="list-style-type: none"> <input type="checkbox"/> Chapter 38 The World of Work <input type="checkbox"/> Text: Skills for Life (page 508) <input type="checkbox"/> Read Chapter, Define Words to Know, Answer Do You Remember, and Answer Critical Thinking. (Comprehension) <input type="checkbox"/> Open Response: Lifestyle Open Response Investigate

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<p>workers to improve their quality of life?</p> <p>3. What characteristics and skills are employers looking for when hiring workers?</p> <p>4. How do your personal qualities affect your success on the job?</p>	<p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ PL-HS-4.3.01 Students will describe how job market changes have resulted from scientific advancements and the increased use of technology in the global economy. ❑ PL-HS-4.1.03 Students will 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 	<ul style="list-style-type: none"> ❑ Career ❑ Flex-place ❑ Volunteer work ❑ Technology ❑ Aptitude ❑ Cluster ❑ Transferable skill ❑ Work permit ❑ Short/long term goals ❑ Abilities ❑ Post-secondary opportunities ❑ Certification ❑ Work samples ❑ Certification of training ❑ Job sharing ❑ Occupation ❑ Entry-level job ❑ Interest ❑ Job benefits ❑ Communication skills 	<ul style="list-style-type: none"> the fringe benefits provided from local businesses and companies where their parents work. ❑ Open Response: Benefit Package Open Response ❑ Read chapter, Answer Do You Remember, Define Chapter Terms, and Critical Thinking ❑ Ch. 39 The Skills Employers Want ❑ Text: Skills for Life page 521 ❑ Aptitude tests to cover the following areas: <ul style="list-style-type: none"> ❑ Business ❑ Clerical ❑ Logic ❑ Mechanical ❑ Social ❑ Numerical ❑ Read Steps to Success (pg. 516) Living a Lifestyle that will Satisfy You. ❑ Guest speaker to discuss team building skills and work habits. Students to prepare varied questions. ❑ Open Response-Guest Speaker ❑ Student prepared presentation of Career Project. ❑ Practice performing career searches on the Internet. ❑ View videos on various career clusters. ❑ Participate in site visits to various places of business/industry. ❑ Participate in Career Fairs at Maysville Community

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	<p>life-long earning potential and future career opportunities. DOK 3</p> <p><input type="checkbox"/> PL-HS-4.2.01 Students will 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. DOK 2</p> <p><input type="checkbox"/> PL-HS-4.3.02 Students will explain the</p>	<p><input type="checkbox"/> Flextime</p> <p><input type="checkbox"/> Fringe benefit</p> <p><input type="checkbox"/> Lifestyle</p> <p><input type="checkbox"/> Work family</p> <p><input type="checkbox"/> Attitude</p> <p><input type="checkbox"/> Employee</p> <p><input type="checkbox"/> Employer</p> <p><input type="checkbox"/> Personality</p> <p><input type="checkbox"/> Values</p> <p><input type="checkbox"/> Initiative</p> <p><input type="checkbox"/> Punctuality</p> <p><input type="checkbox"/> Respect</p> <p><input type="checkbox"/> Time management</p> <p><input type="checkbox"/> Job</p>	<p>College and through the Northern Kentucky Tech Prep Consortium.</p> <p><input type="checkbox"/> Prepare students for competitive events in FCCLA.</p> <p><input type="checkbox"/> Review individual student ILP's (Individual Learning Plans) and Career Inventory from 8th grade, working with guidance counselor.</p> <p><input type="checkbox"/> Work on ILP folders to narrow career majors to three (3).</p> <p><input type="checkbox"/> Take a short personality assessment and relate results to career majors.</p> <p><input type="checkbox"/> Discuss values, aptitudes and abilities as related to career interest inventory.</p> <p><input type="checkbox"/> Tour Maysville Community and Technical College.</p> <p><input type="checkbox"/> Invite guest speakers to discuss various career opportunities, job benefits, training needed, etc.</p> <p><input type="checkbox"/> Prepare students for competitive events in FCCLA.</p> <p><input type="checkbox"/> Invite guest speaker from a Human Resources Department at a major company to speak to the class.</p> <p><input type="checkbox"/> View video concerning job success.</p> <p><input type="checkbox"/> Continue to collect work samples throughout high school to place in their career portfolio, which will be filed with their ILP.</p> <p><input type="checkbox"/> Mock Job Interview</p>

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	<p>purposes of technology tools (e.g., satellite, automated phone systems, on-line courses, computer aided drafting (CAD), graphing calculators, spreadsheets, data bases, Internet, on-line-banking) and analyze how these impact productivity in homes, schools, and jobs. DOK 3</p> <p><input type="checkbox"/> PL-HS-4.2.02 Students will 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. DOK 3</p> <p><input type="checkbox"/> PL-HS-4.1.01 Students will 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.</p> <p><input type="checkbox"/> PL-HS-4.1.02 Students will identify and</p>	<p><input type="checkbox"/> Basic skill</p> <p><input type="checkbox"/> System</p> <p><input type="checkbox"/> Thinking skills</p> <p><input type="checkbox"/> Workplace know how</p> <p><input type="checkbox"/> Application form</p> <p><input type="checkbox"/> Interview</p> <p><input type="checkbox"/> Resume</p> <p><input type="checkbox"/> Shadowing</p> <p><input type="checkbox"/> Academic skills work experience</p> <p><input type="checkbox"/> Conflict resolution</p> <p><input type="checkbox"/> Mediation skills</p> <p><input type="checkbox"/> Positive attitude</p> <p><input type="checkbox"/> Cooperation</p> <p><input type="checkbox"/> Career portfolio</p> <p><input type="checkbox"/> Resume</p> <p><input type="checkbox"/> Reference letters</p> <p><input type="checkbox"/> Cover letter</p> <p><input type="checkbox"/> Interview</p> <p><input type="checkbox"/> Follow up letter</p> <p><input type="checkbox"/> Letter of resignation</p>	<p><input type="checkbox"/> Ch. 40 Exploring Careers</p> <p><input type="checkbox"/> Text: Skills for Life page 537</p> <p><input type="checkbox"/> Read Chapter, Define Chapter Terms, Answer Do You Remember and Critical Thinking Questions.</p> <p><input type="checkbox"/> Career Investigation/Career Profile using the occupational Outlook Handbook and the Internet to do research. Library. Career Portfolio</p> <p><input type="checkbox"/> Cover Page</p> <p><input type="checkbox"/> Career Profile</p> <p><input type="checkbox"/> Plan Your Next Step</p> <p><input type="checkbox"/> Job application</p> <p><input type="checkbox"/> Resume</p> <p><input type="checkbox"/> Mock Interview Evaluation Rubric</p> <p><input type="checkbox"/> Cover Letter</p> <p><input type="checkbox"/> Thank You Letter</p> <p><input type="checkbox"/> Letter of Reference</p> <p><input type="checkbox"/> Letter of Resignation</p> <p><input type="checkbox"/> Divide into groups to role-play various situations in the workplace.</p> <p><input type="checkbox"/> <u>Prepare a completed career portfolio, which may be used throughout high school in all classes as well as in acquiring a part-time job or summer employment.</u></p> <p><input type="checkbox"/> <u>Participate in mock interview with various people.</u></p>

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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>explain how job and career opportunities vary at the local, state, and national levels and how components of the Individual Learning Plan (ILP) (e.g., interest inventories, personality test, community service, résumé, awards/recognition) can be a valuable resource for career research, selection, and preparation.</p> <ul style="list-style-type: none"> ❑ PL-HS-4.1.07 Students will compare post-secondary options (e.g., community technical colleges, 4-year colleges, military service) that would be the most appropriate preparation for a specific career path. ❑ PL-HS-4.3.03 Students will explain and apply skills that are used to seek, obtain, and change jobs/careers and postsecondary opportunities: <ul style="list-style-type: none"> ❑ Conducting a job search ❑ Writing letters ❑ Networking ❑ Completing an application ❑ Securing a letter of reference ❑ Preparing a résumé ❑ 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). ❑ DOK 3 ❑ PL-HS-4.1.05 Students will analyze and evaluate a variety of resources (e.g., Internet, print materials, guest speakers, mentors) that 		

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	could be used to determine advantages and disadvantages (e.g., preparation, salary, benefits, demands of job, location, work environment) of various occupations.		

Vocational 9-12	Unit 4: Consumers in the Economy		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. What is an informed consumer?</p> <p>2. How can a consumer make wise purchases and be an efficient consumer?</p> <p>3. What are consumer rights and responsibilities?</p>	<p><u>Core Content</u></p> <p><input type="checkbox"/> PL-HS-3.1.03 Students will explain why various factors that influence consumer decisions, such as peer pressure, desire for status, and advertising techniques (jingles/slogans, facts and figures, glittering generalities, endorsement, testimonial, bandwagon, snob appeal, emotional appeal, free gifts/rewards) are influential. DOK 2</p> <p><input type="checkbox"/> PL-HS-3.1.01 Students will explain ways to make responsible buying decisions in relation to wants (e.g., technology, name-brand clothing, jewelry, electronics) and needs (food, clothing, housing).</p>	<p><input type="checkbox"/> Consumer</p> <p><input type="checkbox"/> Grade</p> <p><input type="checkbox"/> Label</p> <p><input type="checkbox"/> Opportunity cost</p> <p><input type="checkbox"/> Consumer movement</p> <p><input type="checkbox"/> Fraud</p> <p><input type="checkbox"/> Trade associations</p> <p><input type="checkbox"/> Guarantee</p> <p><input type="checkbox"/> Express warranties</p> <p><input type="checkbox"/> Implied warranties C</p> <p><input type="checkbox"/> Comparison shopping</p> <p><input type="checkbox"/> Unit price</p> <p><input type="checkbox"/> Promotional sales</p> <p><input type="checkbox"/> Clearance sales</p> <p><input type="checkbox"/> Brand name</p> <p><input type="checkbox"/> Full-service stores</p> <p><input type="checkbox"/> Discount stores</p>	<p><input type="checkbox"/> List chapter key terms and define</p> <p><input type="checkbox"/> Outline/summarize chapter 17</p> <p><input type="checkbox"/> Review Your Reading Questions (pg. 278) (knowledge/comprehension level)</p> <p><input type="checkbox"/> Using Business Knowledge Questions (pg. 278-279) (application/analysis level)</p> <p><input type="checkbox"/> Cooperative learning group—Newspaper and magazines with consumer advertisements will be categorized between informative, misleading, or incomplete. (pg. 271)</p> <p><input type="checkbox"/> Cooperative learning group—Summarize advertisement</p> <p><input type="checkbox"/> Chapter Quiz</p> <p><input type="checkbox"/> Business Journal-- Environmental Perspective (pg. 275) Read/Analyze Making Decisions situation (pg. 281)</p> <p><input type="checkbox"/> List chapter key terms and define</p> <p><input type="checkbox"/> Outline/summarize chapter 19</p> <p><input type="checkbox"/> Review Your Reading Questions (pg. 310) (knowledge/comprehension level)</p> <p><input type="checkbox"/> List chapter key terms and define</p> <p><input type="checkbox"/> Outline/summarize chapter 18</p> <p><input type="checkbox"/> Review Your Reading Questions (pg. 296) (knowledge/comprehension level)</p> <p><input type="checkbox"/> Using Business Knowledge Questions (pg. 296) (application/analysis level)</p> <p><input type="checkbox"/> Chapter Quiz</p>

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	<ul style="list-style-type: none"> <input type="checkbox"/> PL-HS-3.1.02 Students will compare products and services based on these factors (e.g., price, quality, features, availability, warranties, comparison shopping) to consider when making consumer decisions. DOK 2 <input type="checkbox"/> PL-HS-3.2.01 Students will 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. DOK 3 	<ul style="list-style-type: none"> <input type="checkbox"/> Specialty stores <input type="checkbox"/> Factory outlet stores <input type="checkbox"/> Supermarket <input type="checkbox"/> Warehouse market <input type="checkbox"/> Convenience stores <input type="checkbox"/> Impulse buying <input type="checkbox"/> Price index <input type="checkbox"/> Consumer Price Index <input type="checkbox"/> Checking accounts <input type="checkbox"/> Saving accounts <input type="checkbox"/> Stocks <input type="checkbox"/> Bonds <input type="checkbox"/> Mutual funds <input type="checkbox"/> Certificate of deposit <input type="checkbox"/> Credit 	<ul style="list-style-type: none"> <input type="checkbox"/> Business Journal— <input type="checkbox"/> Global Perspective (pg. 289) <input type="checkbox"/> Read/Analyze Making Decisions situation (p. 298) <input type="checkbox"/> Complete a practice open response and assess student answer with rubric. <input type="checkbox"/> Using Business Knowledge Questions (pg. 311) (application/analysis level) <input type="checkbox"/> Individual Project—Speech on “My Rights and Responsibilities as a Consumer” (pg. 302) <input type="checkbox"/> Individual Project—Each student presents “My Rights and Responsibilities as a Consumer” Speech <input type="checkbox"/> Cooperative learning group—Each group will develop an advertising campaign to recruit students into class. Groups must choose which media to use and write a script for the advertisement. <input type="checkbox"/> Cooperative learning project--Advertisement <input type="checkbox"/> Chapter Quiz <input type="checkbox"/> Business Journal— <input type="checkbox"/> Legal Perspective (pg. 304) <input type="checkbox"/> Read/Analyze Making Decisions situation (p 314) <input type="checkbox"/> Identify an article on a concept from each chapter in the Unit to include in Articles Project. <input type="checkbox"/> Unit Review with Stand-up Quiz <input type="checkbox"/> <u>Unit Assessment:</u> <input type="checkbox"/> <u>Written Test (MC, TF)</u> <input type="checkbox"/> <u>Open Response</u> <input type="checkbox"/> <u>Analyze a set of job titles commonly found in this unit area and answer critical thinking questions and compose a Career Focus Report (pg. 315)</u>