



Recommended 8<sup>th</sup> Grade Curriculum Framework

<b>Content: BUSINESS/MARKETING – Grade 8</b>						
<b>Topic: Who Am I? – A Self Assessment (Week 1)</b>						
<b>Content</b> (What do your students need to KNOW?)	<b>Demonstrators</b> (What do your students need to be able to DO?)	<b>Assessment</b> (How will you assess what your students ALREADY KNOW, and assess WHAT THEY’VE LEARNED?)	<b>Activities</b> (HOW will you teach it?)	<b>Resources</b> (What MATERIALS will you need?)	<b>Differentiation</b> (How will you reach the DIVERSITY of learners?)	<b>Literacy Connection</b> (How will you use READING and WRITING with this material?)
<p><b>Core Content</b></p> <p><b>4.2.1</b> Interests and abilities can be identified through a variety of means (e.g., formal assessment, trying new experiences, job fair.)</p> <p><b>4.2.2</b> Jobs and careers differ in ways that match a person’s interests, aptitudes, and career goals (e.g., salary, benefits, demands of job, work environment.)</p> <p><b>4.2.3</b> There are resources (e.g., Internet, government publications, newspapers, magazines, counselors) and experiences (e.g.,</p>	<p><b>Academic Expectation – Program of Studies</b></p> <p><b>AE 2.14, 2.17, 5.4 POS</b> – Define world of work vocabulary; explain concepts relating to the world of work.</p> <p><b>AE 2.31 POS</b> – Complete self-assessment surveys to link interests, hobbies, skills, and school subjects to occupations.</p> <p><b>AE 2.3, 2.16, 2.19 POS</b> – Complete a career interest survey identifying general likes and dislikes, personal skills, and job values.</p>		<ul style="list-style-type: none"> <li>◇ Read Chapter 1 in textbook – “Getting to Know You”</li> <li>◇ Values Survey and Scoring</li> <li>◇ Career Interests Survey and Scoring</li> <li>◇ Multiple Intelligences Survey and Scoring</li> <li>◇ Complete vocabulary worksheets using relevant career vocabulary</li> <li>◇ Complete review/quiz of vocabulary using <a href="http://www.puzzlemaker.com">www.puzzlemaker.com</a></li> <li>◇ Complete “All About Me” poster summarizing personal values, interests, and learning styles. Select possible careers that might use these attributes.</li> </ul>	<ul style="list-style-type: none"> <li>◇ <i>Exploring Careers</i> – textbook</li> <li>◇ Values Survey</li> <li>◇ Career Interests Survey</li> <li>◇ MI Survey</li> <li>◇ Vocabulary worksheet</li> <li>◇ Computers with Internet access.</li> <li>◇ Construction paper, markers, pictures, clip art, scissors, glue.</li> <li>◇ Junior Achievement Volunteer</li> <li>◇ IGP w/ labels for students in class.</li> </ul> <p><i>Note: Look for on-line versions of surveys</i></p>	<ul style="list-style-type: none"> <li>◇ Creating poster summarizing activities uses “visual learning style”</li> <li>◇ Surveys address logical/mathematical learning style</li> <li>◇ In the lesson, students explore and identify items that make them unique, such as their interests and learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>◇ These activities all relate to Chapter 1 in textbook.</li> <li>◇ Students can use “popcorn” technique when reading aloud.</li> <li>◇ May also read silently with class discussion after.</li> </ul>



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experiences (e.g., shadowing, mentoring) available for locating job and career information.	<b>AE 2.29, 2.36</b> <b>POS</b> – Develop and/or update Individual Graduation/Career Plans		<ul style="list-style-type: none"> <li>◇ Begin Junior Achievement program “Economics of Staying in School”</li> <li>◇ IGP Development – Complete sections of IGP relevant to interests, values and learning styles.</li> </ul>			