Curriculum: Organizational Management

Content Area: **Basic Skills**
Course(s):
Time Period: **September**
Length: **1**
Status: **Published**

Unit Overview:

The skill of organization is one of urgent importance in the workforce and in continued education. The goal of

Organizational Management is to identify students that could benefit from consistent engagement, involvement

and advocacy from teachers dedicated to instilling an understanding and appreciation for lifelong skills that

promote success in any field. Introducing strategies, resources and technology to students in a setting void of

outside content allows students to focus on the skill of organizational management, and implement them into

their daily routine in their class schedule. Students are able to see the effect of skills learned in real time and

take accountability for successes and failures. In this course, students will be challenged to strengthen skills

such as: organization, pacing/keeping up, prioritization, task relevance, meeting deadlines, proper submissions,

accessing resources/support, methods of communication, self-advocacy and accountability.

Essential Questions:

How does the skill of organization affect academic success in all courses?

What are the social-emotional advantages to organization?

What small steps can be made at the start of a task that could streamline the process?

How do you effectively advocate for yourself when you require resources, clarity and/or support?

Enduring Understandings:

- LWBAT condition themselves to get organized BEFORE tasks are assigned, and stay organized as the semester progresses.
- LWBAT Practice and strengthen their verbal and digital communication skills to maintain proper etiquette and professionalism.
- LWBAT recognize the relevance of tasks completed, and the ability to recognize the inefficacy of cramming.
- LWBAT complete and submit assignments, projects and assessments with a pace consistent with the rigor of the course.
- LWBAT prioritize work by considering weight, complexity, rigor and deadlines.
- LWBAT to schedule and manage time for studying, task completion, feedback review and self-reflection.
- LWBAT meet deadlines according to instructions for full credit.
- LWBAT properly submit work according to prompts/instructions provided and explained by instructors.
- LWBAT access assignments, rubrics, resources and support to ensure proper completion of tasks and optimal success once graded.

Standards/Indicators/Student Learning Objectives (SLOs):

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people,

	organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

Lesson Titles:

Below is a list of online articles that reinforce the importance of Organizational Management Skills:

Organization:https://skooler.com/life-skills-101-being-organized-leads-to-success/#:~:text=For%20students%2C%20being%20organized%20is,helps%20increase%20productivity%20and%20efficiency.

Pacing/Keeping Up: https://www.randolphcollege.edu/news/2020/04/10-tips-to-preserve-your-sanity-while-keeping-up-with-school-work-during-quarantine/

Prioritization: https://success.oregonstate.edu/learning/prioritize

Relevance of Content: https://www.edutopia.org/neuroscience-brain-based-learning-relevance-improves-engagement

Time Management: https://modernteen.co/time-management-tips-for-high-school-students/

Meeting Deadlines: https://martharush.org/2019/05/01/schoolwork-deadlines-are-they-valuable-or-just-arbitrary-rules/

Accessing Resources and Support: https://sites.google.com/delsearegional.us/delsea-elk-university/support

Verbal and Digital Communication: https://www.inc.com/business-insider/email-etiquette-rules.html

https://presidencyuniversity.in/top-10-ways-to-improve-your-communication-skills/

Career Readiness, Life Literacies, & Key Skills:

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through

their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Inter-Disciplinary Connections:

LA.W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Equity Considerations

Amistad Mandate

N/A

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

N/A

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

N/A

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Climate Change
N/A

Asian American Pacific Islander Mandate
N/A

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Summative Assessment:

THERE ARE NO ASSESSMENTS IN ORGANIZATIONAL MANAGEMENT

Anticipatory: Individual meetings with teachers: Review OnCourse for newly assigned, pending and overdue work.

Coursework: Students work through their individualized and prioritized list of tasks with support.

Closure: Students earn credit for the completion of tasks.

WEEKLY: students averages are entered as their participation grade.

- Alternative Assessment
- Benchmark
- Marking Period Assessment

Resources & Materials:

In order to best monitor student success and encourage accountability, the following resources are utilized:

1. OnCourse
2. Go Guardian
3. Google Classroom
4. GoogleMeet
5. Gmail

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Google Calendar

- Google classroom TO DO LIST

- Agendas

- Google TASKS

- OnCourse Grade Portal and Progress Reports

- Prioritize your Workload Meetings

- Advocate for Yourself Meetings

Formative Assessment:

THERE ARE NO ASSESSMENTS IN ORGANIZATIONAL MANAGEMENT

- Anticipatory Set
- Closure
- Warm-Up

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction

- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts

- Follow a routine/schedule

- Graphic organizers

- Have students restate information

- No penalty for spelling errors or sloppy handwriting

- Peer or scribe note-taking

- Personalized examples

- Preferential seating

- Provision of notes or outlines

- Reduction of distractions

- Review of directions

- Review sessions

- Space for movement or breaks

- Support auditory presentations with visuals

- Teach time management skills

- Use of a study carrel

- Use of mnemonics

- Varied reinforcement procedures

- Work in progress check

Technology Materials and Standards

- Chromebooks

- Promethean Boards

- Google Products (Slides, Forms, Sheets)

- Google Classroom and Meets

- FlipGrid

- PearDeck

- Quizlet

- Kahoot

- EdPuzzle

- BookMe

- Screencastify

Computer Science and Design Thinking Standards

N/A