Unit 4: Positive Digital Footprint

Content Area: **Business Management and Information**
Course(s):
Time Period: **Marking Period 2**
Length: **3 Weeks**
Status: **Published**

Summary

The Paths to College and Career course is designed to prepare students for post-secondary success by refining the hard and soft skills demanded by the 21st century workplace. Students will learn how to effectively utilize key Google Suite programs to meet professional objectives, such as Google Slides, Sheets, and Forms. Moreover, students will learn to navigate the job search process including researching open positions, developing a resume and cover letter, interviewing with prospective employers, and composing follow up thank you letters. Emphasis is placed on refining communication skills, including speaking and listening skills, written communication, such as composing proper emails, how to self advocate, and the importance of leaving a positive digital footprint. Students will leave the course better prepared to enter the college or career setting giving them an advantage in an increasingly competitive environment.

This unit is part of the larger aforementioned course sequence and specifically focuses on creating a positive digital footprint where students will establish positive norms and behaviors for using social media platforms for personal and professional means. By the end of this unit, students will be able to determine the steps for creating a positive digital footprint, navigate tools for success in the post secondary world, and apply this knowledge to create social media marketing.

Students in Business Management and Information Systems classes develop skills that are intended to give them a competitive advantage in the workplace. Through the study of core business topics and current events, this curriculum encourages students to refine their speaking and listening skills, collaborate with their peers, and explore and research potential career paths.

This course fulfills the 2.5 credits in 21st century skills coursework required by both Cranford High School and the state of New Jersey for graduation.

Revised: August 2023

Standards

9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.

9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans)

9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision□making in business.

9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.

9.3.12.BM□ADM.2 Access, evaluate and disseminate information for business decision making.

9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.

9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

9.3.12.ED.8 Demonstrate ethical and legal behavior within and outside of education and training settings.

9.3.12.ED.10 Apply organizational skills and logic to enhance professional education and training practice.

9.3.12.ED.11 Demonstrate group management skills that enhance professional education and training practice.

9.3.IT.6 Describe trends in emerging and evolving computer technologies and their influence on IT practices.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

(e.g., 2.1.12.PGD.1).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

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.

RST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5. 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.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and

dynamically.

WHST.9-10.7. 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.

WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

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.

WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

In support of the Information Literacy mandate (S588), this unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to digital, visual, media, textual, and technological literacy.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.

Essential Questions and Enduring Understandings

Essential Questions:

- What are the advantages of a positive digital footprint?
- How can social media platforms be used by an employee in the workplace?

Enduring Understandings:

- Digital citizenship and online habits and norms will shape future opportunities.
- Navigating social media platforms for marketing and creating a digital portfolio can be used to a candidate/employee's benefit.

Objectives

Students will know:

- Social media norms and habits that can lead to a positive present and future footprint.

- Consequences to an individual's reputation when a negative digital footprint occurs.
- Social media platforms and their functions for businesses.
- The THINK acronym for a self check using social media.
- Why it is important to not post private information online.
- How to use privacy settings and how these settings impact the information they are sharing.

Students will be skilled at:

- Assessing positive and negative behaviors on social media platforms.
- Navigating social media platforms such as Linked In.
- Creating professional social media posts for various business needs.
- Reflecting upon strategies to curate a positive digital footprint.
- Organizing a presentation which summarizes information in a clear manner.
- Selecting the proper software or tool to communicate information.
- Navigating Google Suite programs.
- Expressing active listening and responses.

Learning Plan

The learning plan includes, but is not limited to the following:

Introduction Activity - Positive Posting with Emojis: Students will select five emojis which describe them. Students will engage in a gallery walk and try to interpret the emoji messages. When multiple interpretations occur, students will be able to have a meaningful discussion about what they choose to post and what it says about them with personal social media use and how this can help them in their future.

THINK about Digital Citizenship: The instructor will review negative and positive social media reports from the news regarding real life scenarios about online behavior. Students watch a video or read an article and then look at the various scenarios to determine if the person in the example is leaving a good digital footprint. This is a good activity to get students thinking about their own digital footprint using the "THINK" acronym. (Is the post True? Is this post Helpful? Is the post Inspiring? Is the post Necessary? Is the post Kind?)

Personal Branding: Students will examine their personal passions, social media usage, and goals to create a personal brand. They will also reflect on transferable behaviors such as work ethic, appearance/presentation, interpersonal relationships and community engagement. Finally, they will develop a "pitch" which describes their personal brand along with a fictitious Linked In page to apply those characteristics.

Navigating Linked In: After students learn the basics through a video guide of Linked In, they will engage in a research project with multiple steps. First, they will identify the patterns they see in the Top 20 Influencer Linked In Profiles. Next, they will find an existing profile to revise which fits the patterns they have seen of successful Linked in Profiles and Brands. Third, they will find three people with positions the students aspire to, and analyze the profiles to explain why these people are suited for their positions. Finally, they will create their own Linked In (or through Canva/Slides) to reflect their understanding.

Social Media and Marketing: Students will apply social media to business marketing and create a positive social media account for a business of their choice. Students must plan thoughtfully to include: setting a goal, identifying a target audience, setting a calendar, ensuring searchability with a handle. Posts/stories can include: images, "behind the scenes", employee reposts, educational posts, influencer endorsements, inspiration, hashtags and captions. Students can vote on the story/posts (produced by slides or Canva) which are most engaging and persuasive.

A Plan to Achieve Your Goal for the Future - Prezi/Canva: Students will develop their one long term plans to achieve their goals while simultaneously showcasing some of the hard skills they developed over the semester.

- Step 1: What is your personal goal? Has it changed over the semester course? If so, please explain.

- Step 2: Develop an action plan with a timeline to achieve your goals.

    - Start in high school and get to your 10 year plan.
    - Use samples and examples for each short term goal.
        - Example emails, cover letters, interviews etc.
    - Once you have reached your job goal, how do you make progress in your profession?
        - Example: presentations, data analysis, social media etc. Use samples to support your evidence of progress.

- Step 3: Identify obstacles and potential solutions/tips/strategies to keep in mind from the course.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, self and peer review, think-pair-share activities, creating visual representations film analysis, Socratic seminars, small group discussions, simulations, jigsaw activities, gallery walks, web quests, and/or inquiry or

problem based learning projects.

Assessment

When taking a Business course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Do Nows/ Exit Slips
- Class Activities
- THINK Digital Footprint Analysis
- Linked In Analysis

Summative Assessments:

- Social Media Marketing Campaign
- Personal Branding Project
- Achieve Your Goal for the Future Plan
- **Final Exam Component:** Schools have a responsibility to prepare students for college/career success and to help them individually define what it means to live a fulfilling life. Students have a responsibility to continue to pursue fulfilling lives for themselves – in school and beyond. Reflect on how you define college and career readiness and how you envision a "fulfilling life." Then provide some suggestions for how school can help prepare you to build a successful life. Finally, reflect on how you will continue to pursue a "good life" for yourself beyond school.

Alternative Assessment:

- Students will find an example of a real-world professional to evaluate their social media footprint. They will examine their personal brand, social media usage using the THINK method, professional use of social media and record their evaluation accordingly by providing that individual with a "grade."

Benchmark Assessments:

- NextGen Personal Finance CareerActivities

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List.

The following are approved resources that teachers can include to further unit related objectives:

Be Internet Awesome - Google Curriculum and Resources

Google's Digital Footprint - Private and Public Postings Video

Campus to Career Crossroads: Personal Branding Examples that Build Success for Students

In Ctrl Digital Citizenship Resources

StudyWorkGrow: Personal Brand Development in high school and why it's so important

GCFLearnFree Video: Navigating Linked In

Linked in Tutorial For Beginners - 25 Minutes

Entrepreneur Magazine: 25 Fantastic Examples of Brands Using Instagram

Entrepreneur Magazine: How to Make Your Instagram Account Impressive

Hubpost: Instagram Marketing

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1g8M7CZ5VVwvFk2Ay9DZbjdewOYDyNOzpNeEBgSXPvr0/edit?usp=sharing

These additional strategies are helpful when learning Business Management and Information Systems content and skills:

- Highlighter for close reading and annotation strategies
- Bolded terms in directions
- Reading texts aloud for students to assist in comprehension and analysis
- Providing opportunities for text-to-speech for written responses.
- Using visual presentations of all materials and including graphic organizers when possible.