



Learning that works  
for South Dakota

<b>Career Development Activity for Career Clusters</b>		Business Management and Administration, Marketing and Information Technology
Grade Level:	10 <sup>th</sup> – 12 <sup>th</sup> grade	
Unit:	Accounting Cycle	
Lesson Topic:	Payroll	
Estimated Time:	45 min - 135 min	
<b>Content Standard(s):</b>		
Accounting A1.3.4 Complete payroll using appropriate accounting practices.		
<b>Additional “Integrated” Standards: Technology, Academic, etc. (if applicable)</b>		
Depending on individual modifications, the following standards may be addressed or mastered:		
American School Counseling Association National Standards: C:A1.1 Develop skills to locate, evaluate, and interpret career information.		
South Dakota Technology Standards: 9-12.CT.3.1 Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning.		
Math Common Core: A-REI.1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.		
<b>Objective(s) for Activity:</b> <i>Students will be able to:</i>		
<p>...identify careers that require the skills they have acquired in this course.</p> <p>...construct similarities between school-based skills (learned through education) and work-based (learned through on-the-job experience) skills.</p> <p>...evaluate the ideal education required for specific careers.</p> <p>...locate a business in South Dakota through SDMyLife Network that employs specific careers.</p>		
<b>Resources, Materials, Equipment, etc.</b>		
Personal computers, Internet access, and SDMyLife log-in usernames and passwords		
<b>Learning Situation:</b>		
Students in the accounting class have learned about payroll and are now studying how a variety of businesses do payroll. Payroll is an essential component to every business. Many businesses use a variety of procedures and methods in compiling payroll reports. Students in this class are learning how to complete payroll activities for small businesses.		

**Communicate Objectives, Define Problem, or Identify Questions to Investigate:**

Situation:

You are working in a small business for the summer. The job requires that you help prepare payroll which includes calculating gross payroll and deductions. You have learned the basic accounting practice of computing payroll but you would like more information on the various accounting systems of the small businesses in the local area.

**Instructor Directions/Procedures/ Materials**

**Step 1: Connect to a Career**

**Directions:** Using SMyLife, locate an expert who is in a career that could assist you with this task.

Using the SMyLife 'Careers' tab, research careers by selecting the '16 Career Clusters' tab. Have students select the appropriate cluster. On the next page, have students select the 'Related Careers' tab on the left side of the page. Students can click on each individual career to read a detailed job description.

**Apply/Practice:** Have students locate at least one career that requires the skills they are learning in this unit.

Have students research the job description and information provided to locate skills that the job requires. Ask students to locate three skills within the job descriptions that match skills they have learned so far in this unit. What skills would you need to acquire or improve upon to be successful in this job?

**Extension:** Have students locate an object in this room that represents the skills needed for this career. Explain how the object represents the skills needed in a short paragraph consisting of at least three sentences.

**Content Reinforced/Key Questions for Students**

It is now your task to locate a career that could provide expert advice in assisting with/solving the situation you have been presented with. What careers utilize the skills needed in this situation?

- What about the job description interests you?
- What about the job description are you not particularly interested in?
- What do you see as limitations to this job?
- What are some of the skills requirements of this job?
- What skills do you have that match the requirements of this job?

Instructor Directions/Procedures/ Materials	Content Reinforced/Key Questions for Students
<p><b>Step 2: Connect to Postsecondary Options</b></p> <p><b>Directions:</b> Ask students to return to the 'At a Glance' page of the career they selected. At this page, select the 'Education' tab. Have students read through the education requirements and determine a specific degree that could help them obtain employment within this career. Towards the middle of the page, have students select a degree in the 'Related College Programs' section. The next page will allow them to research schools by state and more specifically, institution.</p> <p><b>Apply/Practice:</b> Have students list the degree, the institution in South Dakota where they can obtain that degree, and the number of years it will take to complete the degree. Have students assess their compatibility with the school they have selected. What do they like/dislike about the institution? Students should consider: location, size, enrollment, demographics, programs offered, campus involvement, student organizations offered, reputation, community, etc.</p>	<p>Now that you have selected a career, how/where can you obtain the education necessary to become employed within this career? What type of education will you need? What type of institute would you have to attend?</p> <ul style="list-style-type: none"> <li>• What degree (s) match this job description?</li> <li>• Where can you find this degree in South Dakota?</li> <li>• How many years will it take to complete this degree?</li> </ul> <p>Communicate with students that the education level varies based on the degree. Education levels are differentiated by 2-year, 4-year, or advanced degrees. Discuss with the students that personal preferences and abilities will play a big role as they select a degree.</p>
<p><b>Step 3: Connect to Businesses</b></p> <p><b>Directions:</b> Select the 'Network' tab at the top of the SDMyLife browser. Within Network, select the 'Company Profiles' link. Next select the 'Search by Cluster' tab and select the appropriate cluster at the next page. Scroll through the list of South Dakota businesses that are listed under the specified career cluster. Locate one business that would hire an individual with the degree being researched. Have students develop a list of three questions that they would like to ask the business they have selected. If there are career coaches available at the business, have students ask one of their questions to the career coach through the Network career coach message board.</p> <p><b>Extension:</b> Have students find a business in SDMyLife Network that allows them to complete a work-based learning experience where they could learn more about.....</p>	<p>Now that you understand the job requirements and where to obtain the education required for this career path, it is your task to locate a business in South Dakota that hires employees with such credentials.</p>

**Conclusion/Assessment:**

Wrap up the activity with a brief discussion on how to locate careers, postsecondary options, and work-based learning experiences through SDMyLife. Relate the content materials covered in class to the careers that were researched in today's activity. Students should walk away from this conversation thinking about how their own skills and interests relate to the skills and duties required in the careers they investigated. They should also be considering postsecondary programs or SD businesses.

What about the business you researched is of interested to you?

What would you like about working for that business?

What might be a limiting factor for you to work for that business?

What skills do you have that could allow you to be successful if you chose to work for this business?

Would this job allow you to obtain your ideal lifestyle? (Consider job benefits, salary, location, etc.)