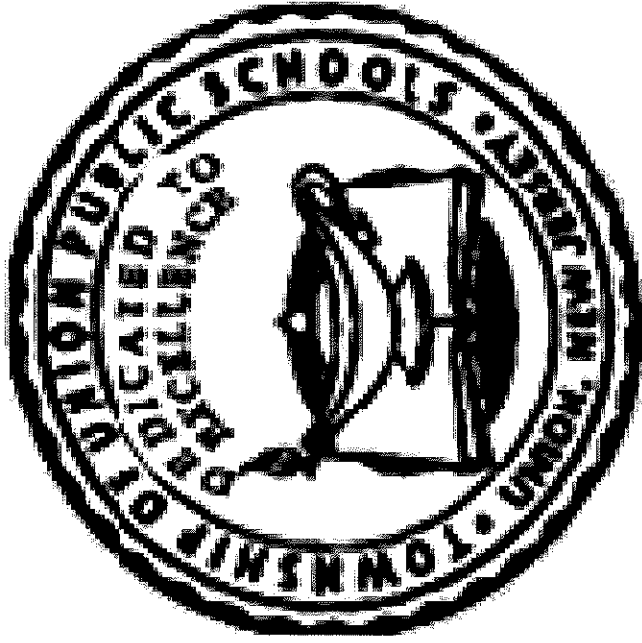
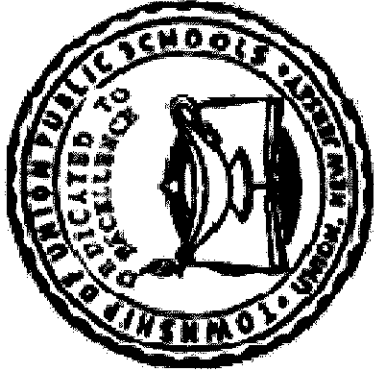


TOWNSHIP OF UNION PUBLIC SCHOOLS



Everything Business  
**Curriculum Guide 2015**

Curriculum Guide Approved June 2015



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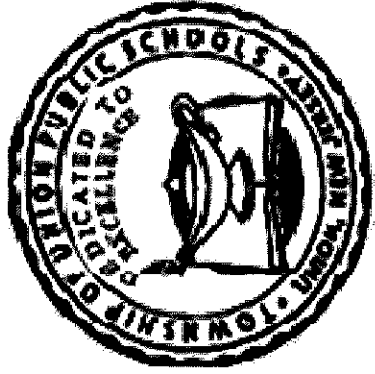
**Lois Jackson**

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**TOWNSHIP OF UNION PUBLIC SCHOOLS**  
**Administration**

**District Superintendent ..... Mr. Martin Tatum**

**Assistant Superintendent ..... Dr. Noreen Lishak**

**Director of Curriculum K-12 ..... Dr. Noreen Lishak**

**Director of Student Information/Technology .....Ms. Ann M. Hart**

**Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta**

## DEPARTMENT SUPERVISORS

Language Arts/Social Studies 3-5 .....	Mr. Robert Ghiretti
Mathematics/Science 3-5 .....	Ms. Terri Mathews
Elementary Pre K-2 (All Subjects) .....	Ms. Maureen Corbett
Guidance K-12/SAC .....	Ms. Nicole Ahern
Language Arts/Library Services 6-12 .....	Ms. Mary Malyska
Math 6-12.....	Mr. Jason Mauriello
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business 6-12.....	Ms. Libby Galante
World Language/ESL/Career Education/G&T/Technology.....	Ms. Yvonne Lorenzo
Art/Music .....	Mr. Ronald Rago

**Curriculum Committee**

**Everything Business**

**Arlene M. Eckert**

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## **Mission Statement**

The Township of Union Board of Education believes that every child is entitled to an education, designed to meet his or her individual needs, in an environment that is conducive to learning. State standards, federal and state mandates, and local goals or objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary removed in order for the district to maintain the appropriate educational setting.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is the formulation of a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## **Statement of District Goals**

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principals.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.



## **Course Description**

Students will learn how to succeed in business. They will explore personal interests, values, and goals and evaluate their personality type to find a career plan that is best for them. Students will research various career options, find a job, and develop an individual career plan. Students will apply for the job, write a cover letter, resume, and learn how to master the interview. During the course they will prepare activities before, during, and after an interview in order to be successful. Students will also learn how to develop a positive attitude in the workplace and how to present the right image.

Communicating effectively in business will also be studied. Students will learn how to present their ideas as the four forms of communications speaking, writing, reading, and listening are examined. Students will have opportunities to improve their public speaking. They will also learn about time management, teamwork, leadership skills, and adapting to change in the global marketplace. Ethics in the workplace and legal matters are also discussed as students uncover how to succeed in business.

## **Recommended Textbooks**

**Succeeding in the World of Work (2012)**

**Internet Research**

## Course Proficiencies

### Students will be able to...

- Explore the world of work and adapt to the changing workplace
- Identify their values, interests, and goals
- Research various career options and explore different career clusters
- Develop a personalized career plan
- Explore sources of job leads and apply for a job
- Prepare for and succeed during a job interview
- Identify expectations from an employer and prepare for their first job
- Demonstrate desirable employee qualities and workplace ethics
- Develop a positive professional attitude to succeed in business
- Examine their workplace rights and laws affecting the workplace
- Apply interpersonal skills, teamwork, and leadership skills at work
- Develop professional communications skills including; speaking, listening, reading, and writing
- Make effective business decisions

## Curriculum Units

Unit 1: Self-Assessment

Unit 2: Exploring Careers

Unit 3: Finding a Job

Unit 4: Joining the Workforce

Unit 5: Professional Development

## Pacing Guide – Course

<u>Content</u>	<b>Number of Days</b>
<u>Unit 1:</u> Self-Assessment	15
<u>Unit 2:</u> Exploring Careers	15
<u>Unit 3:</u> Finding and Applying for a Job	20
<u>Unit 4:</u> Joining the Workforce	15
<u>Unit 5:</u> Professional Development	25

**Unit 1: Self Assessment**

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Define a job, an occupation, and a career	Text book/ Internet	9.2.12 9.3.12
2.	Describe how skills, interests, and desired lifestyle shape career plans	Text book/ Internet	9.2.12 9.3.12
3.	Explain how work life affects lifestyle	Text book/ Internet	9.2.12 9.3.12
4.	Identify workplace trends	Text book/ Internet	9.2.12 9.3.12
5.	Evaluate job outlooks when choosing a career	Text book/ Internet	9.2.12 9.3.12
6.	Explain how to use the 7 steps in the decision making process in career planning	Text book/ Internet	9.2.12 9.3.12
7.	Determine your values, interests, aptitudes, and abilities	Text book/ Internet	9.2.12 9.3.12
8.	Identify your personality and learning style and match them to career choices	Text book/ Internet	9.2.12 9.3.12

**Unit 2: Exploring Careers**

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Describe formal and informal methods of researching careers	Text book/ Internet	9.2.12 9.3.12
2.	Evaluate sources of career information	Text book/ Internet	9.2.12 9.3.12
3.	Identify work experiences that can help you	Text book/ Internet	9.2.12 9.3.12
4.	Develop questions to ask when researching and assessing careers	Text book/ Internet	9.2.12 9.3.12
5.	Develop a career profile and set goals	Text book/ Internet	9.2.12 9.3.12
6.	Determine education and training needed for different careers	Text book/ Internet	9.2.12 9.3.12
7.	Evaluate different career possibilities	Text book/ Internet	9.2.12 9.3.12
8.	Choose a career that seems right for you	Text book/ Internet	9.2.12 9.3.12

**Unit 3: Finding and Applying for a Job**

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Explain why networking is effective for developing job leads	Text book/ Internet	9.2.12 9.3.12
2.	Create and maintain a career network and contact list	Text book/ Internet	9.2.12 9.3.12
3.	Use the Internet and other resources to search for career opportunities	Text book/ Internet	9.2.12 9.3.12
4.	Prepare written materials necessary for job-hunting, including applications, resumes, and cover letter	Text book/ Internet	9.2.12 9.3.12
5.	Prepare for a job interview	Text book/ Internet	9.2.12 9.3.12
6.	Develop answers to typical tough interview questions	Text book/ Internet	9.2.12 9.3.12
7.	Identify the importance of body language in creating a good impression	Text book/ Internet	9.2.12 9.3.12
8.	Describe how to follow up after a job interview	Text book/ Internet	9.2.12 9.3.12



**Unit 4:** Joining the Workforce

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Describe how to manage the anxieties and challenges of first day at work.	Text book/ Internet	9.2.12 9.3.12
2.	Describe how to dress for work.	Text book/ Internet	9.2.12 9.3.12
3.	Identify typical forms of payment	Text book/ Internet	9.2.12 9.3.12
4.	Describe common employee benefits	Text book/ Internet	9.2.12 9.3.12
5.	Explain the role of employee performance reviews	Text book/ Internet	9.2.12 9.3.12
6.	Identify the skills and personal qualities employers look for in employees	Text book/ Internet	9.2.12 9.3.12
7.	Describe ways to demonstrate desirable personal qualities (positive attitude, self-esteem, and enthusiasm) on the job	Text book/ Internet	9.2.12 9.3.12
8.	Explain the importance of ethics in the workplace	Text book/ Internet	9.1.12 9.2.12 9.3.12

<b>9.</b>	Identify ethical principles and ways to apply them in a work setting	Text book/ Internet	9.2.12 9.3.12
<b>10.</b>	Describe strategies for handling unethical practices	Text book/ Internet	9.2.12 9.3.12
<b>11.</b>	Explain how labor laws and labor unions affect the workplace	Text book/ Internet	9.2.12 9.3.12
<b>12.</b>	Identify the main antidiscrimination laws and explain their role in protecting workers	Text book/ Internet	9.2.12 9.3.12
<b>13.</b>	Describe effective strategies for handling sexual harassment	Text book/ Internet	9.2.12 9.3.12

**Unit 5: Professional Development**

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Identify personal traits and interpersonal skills that will make you an effective coworker	Text book/ Internet	9.2.12 9.3.12
2.	Explain how to organize and manage an effective team	Text book/ Internet	9.1.12 9.2.12 9.3.12
3.	Explain the characteristics of effective leaders.	Text book/ Internet	9.1.12 9.2.12 9.3.12
4.	Identify ways of planning and organizing oral messages	Text book/ Internet	9.2.12 9.3.12
5.	Describe the importance of effective speaking and listening skills in the work force	Text book/ Internet	9.2.12 9.3.12
6.	Identify and describe basic writing and reading skills in the work force	Text book/ Internet	9.2.12 9.3.12
7.	Demonstrate effective business writing skills	Text book/ Internet	9.1.12 9.2.12 9.3.12

New Jersey Core Curriculum Content Standards Language Arts

Standard 6.RL.1-10 (Reading Literature)

Standard 6.RIT.1-10 (Reading Informational Text)

Standard 6.W.1-10 (Writing)

Standard 6.SL.1-6 (Speaking & Listening)

Standard 6.L.1-6 (Language)

New Jersey Scoring Rubric

## New Jersey Registered Holistic Scoring Rubric

	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
<b>Score:</b>	1	2	3	4	5	6
<b>Content and Organization</b>	May lack opening and/or closing  Minimal response to topic; uncertain focus  No planning evident; disorganized	May lack opening and/or closing  Attempts to focus May drift or shift focus  Attempts organization Few, if any, transitions between ideas	May lack opening and/or closing  Usually has single focus  Some lapses or flaws in organization May lack some transitions between ideas	Generally has opening and/or closing  Single focus  Ideas loosely connected Transitions evident	Opening and closing  Single focus Sense of unity and coherence Key ideas developed Logical progression of ideas	Opening and closing  Single, distinct focus Unified and coherent Well-developed Logical progression of ideas
<b>Usage</b>	No apparent control Severe/ numerous errors	Details lack elaboration, i. e., highlight paper  Numerous errors	Repetitious details Several unelaborated details Errors/ patterns of errors may be evident	Uneven development of details  Some errors that do not interfere with meaning	Attempts compositional risks Details appropriate and varied Few errors	Compositional risks successful Details effective, vivid, explicit, and/ or pertinent Very few, if any, errors

<p><b>Sentence Construction</b></p> <p>Assortment of incomplete and/ or incorrect sentences</p>	<p>Excessive monotony/ same structure</p> <p>Numerous errors</p>	<p>Little variety in syntax</p> <p>Some errors</p>	<p>Some variety</p> <p>Generally correct</p>	<p>Variety in syntax appropriate and effective</p> <p>Few errors</p>	<p>Precision and/or sophistication</p> <p>Very few, if any, errors</p>
<p><b>Non-Scorable Responses</b></p>	<p><b>NR</b></p>	<p>No Response</p>	<p>Student wrote too little to allow a reliable judgement of his/her writing.</p>		
<p><b>OT</b></p>	<p>Off Topic/Off Task</p>	<p>Student did not write on the assigned topic/ task, or the student attempted to copy the prompt.</p>			
<p><b>NE</b></p>	<p>Not English</p>	<p>Student wrote in a language other than English.</p>			
<p><b>WF</b></p>	<p>Wrong Format</p>	<p>Student refused to write on the topic, or the writing task folder was blank.</p>			
<p><b>Content/ Organization</b></p> <ul style="list-style-type: none"> <li>• Communicates intended message to intended audience</li> <li>• Relates to topic</li> <li>• Opening and closing</li> <li>• Focused</li> <li>• Logical progression of ideas</li> <li>• Transitions</li> <li>• Appropriate details and information</li> </ul>	<p><b>Usage</b></p> <ul style="list-style-type: none"> <li>• Tense formation</li> <li>• Subject- verb agreement</li> <li>• Pronouns usage/ agreement</li> <li>• Word choice/ meaning</li> <li>• Proper Modifiers</li> </ul>	<p><b>Sentence Construction</b></p> <ul style="list-style-type: none"> <li>• Variety of type, structure, and length</li> <li>• Correct construction</li> </ul>	<p><b>Mechanics</b></p> <ul style="list-style-type: none"> <li>• Spelling</li> <li>• Capitalization</li> <li>• Punctuation</li> </ul>		

## Language Arts Literacy Open-Ended Scoring Rubric

### Points Criteria

- 4** A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
- 3** A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
- 2** A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
- 1** A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
- 0** A 0-point response is irrelevant or off-topic.