

TOWNSHIP OF UNION PUBLIC SCHOOLS



Cooperative Marketing Education

June 2021

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

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 to formulate 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.

Course Description

Cooperative Marketing Education provides a solid foundation in the basics of Marketing, dealing with the three fundamentals, i.e. economics, business, and human relations. Also, this course has been designed to meet the needs of those who are preparing for a career in marketing, merchandising and management. Students will have the opportunity to combine classroom learning with “on-the-job” training through the cooperative work experience. In addition, students are encouraged to develop leadership skills, good citizenship, social intelligence and vocational understanding.

Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Safety & OSHA	30
Unit 2: Career Planning	35
Unit 3: Human Relations in the Workplace	30
Unit 4: Communications & Interpersonal Skills	20
Unit 5: Money Management & Investing	35
Unit 6: Interviewing & Preparing for the Future	30

Unit Standards Overview

Overview	Unit Skills Focus	Content-Specific Practices (when applicable)
<p>Unit 1 Safety & OSHA</p>	<p>Recognize national safety statistics</p> <p>List common locations of accidents.</p> <p>Identify the safety hazards at home and in the work place.</p> <p>Analyze the benefits of having OSHA.</p> <p>Identify government agencies established to protect workers.</p> <p>List the three local agencies that are used for inspection purposes</p>	<ul style="list-style-type: none"> ● Annotations and close reading activities ● Classroom Discussions, Socratic seminars, and Debates ● Analysis of graphic organizers and notes ● Annotated Timelines ● Teacher and student led PowerPoint Presentations ● Class Trips to applicable historical sites/monuments ● Definitions of key terms and concepts ● Individual/Group Presentations ● Document Based Question analysis and essays ● Written responses to queries ● Summary and Analysis of Videos/Documentaries/Films ● Summary and analysis of guest speakers

<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>https://settlement.org/ https://www.theclassroom.com/ http://www.federaljobs.net/blog/high-school-work-study-program-nsa-government-jobs/ https://www.nerdwallet.com/</p>	
<p>Unit 2 Career Planning</p>	<p>Describe the effect of each stage of life on career development.</p> <p>Explain the purpose and importance of lifelong career planning.</p> <p>Cite examples of various career paths.</p> <p>Analyze the workplace predictions of potential future careers.</p> <p>Discuss how social interaction, the paycheck and work tasks are important to worker satisfaction.</p> <p>Identify and synthesize the seven stages of career planning.</p>	

Suggested Resources
Provide links to specific resources/activities

<https://settlement.org/>
<https://www.theclassroom.com/>
<http://www.federaljobs.net/blog/high-school-work-study-program-nsa-government-jobs/>
<https://www.nerdwallet.com/>

Unit 3
Human Relations in the Workplace

Identify the types of relationships you can have in the workplace.

Explain who are the four types of people you can have a relationship

Discuss the effect that self-concept has on self-esteem.

Analyze how to be an effective and productive member of a team.

Identify nine characteristics of successful leaders.

Identify the five government acts that helped Human Relations.

<p>Suggested Resources <i>Provide links to specific resources/ activities</i></p>	<p>https://settlement.org/ https://www.theclassroom.com/ http://www.federaljobs.net/blog/high-school-work-study-program-nsa-government-jobs/ https://www.nerdwallet.com/</p>	
<p>Unit 4 Communications & Interpersonal Skills</p>	<p>Discuss the skills necessary for effective speaking, listening and writing.</p> <p>Describe how nonverbal behavior and actions affects communication.</p> <p>Identify techniques to improve creative thinking and organizational skills</p> <p>Differentiate between negotiation and argument.</p> <p>List the three strategies for resolving conflict.</p>	

<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>https://settlement.org/ https://www.theclassroom.com/ http://www.federaljobs.net/blog/high-school-work-study-program-nsa-government-jobs/ https://www.nerdwallet.com/</p>	
<p>Unit 5 Money Management & Investing</p>	<p>Explain the important factors of a budget Identify different types of bank accounts and how a bank works. Calculate simple and compound interest. Identify three types of ownerships. Recognize common stock and discuss what causes a stock to rise or fall. Name the domestic and international stock exchanges. Discuss other areas where people can invest their money.</p>	

<p>Suggested Resources <i>Provide links to specific resources/ activities</i></p>	<p>https://settlement.org/ https://www.theclassroom.com/ http://www.federaljobs.net/blog/high-school-work-study-program-nsa-government-jobs/ https://www.nerdwallet.com/</p>	
<p>Unit 6 Interviewing & Preparing for the Future</p>	<p>Identify the key components to writing a resume.</p> <p>Use various techniques to practice for a job interview</p> <p>Present a positive impression in a job interview.</p> <p>Evaluate and follow up a job interview.</p> <p>Describe the importance of making ethical decisions and of ethical Behavior in business</p> <p>Explain the steps to use when requesting a raise in pay.</p>	

<p>Suggested Resources Provide links to specific resources/activities</p>	<p>https://settlement.org/ https://www.theclassroom.com/ http://www.federaljobs.net/blog/high-school-work-study-program-nsa-government-jobs/ https://www.nerdwallet.com/</p>	
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Curricular Units

Unit I: Safety and OSHA

Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices	Standard Mastery Examples (The Student will be able to:)
<p>How does Safety impact students’ daily and work lives? How do you apply safety techniques to your everyday life?</p>	<p>Annotations and close reading activities Classroom Discussions and Debates Analysis of graphic organizers and notes Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Written responses to queries</p>	<p>Create a visual to represent safety hazards at home and in the workplace. Role play situations that have students react to potential hazards and how to overcome dangerous elements.</p>

<p>What are the benefits of having OSHA available for your protection?</p> <p>How does OSHA help create a safe work environment?</p>	<p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p> <p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Create a presentation that focuses in on safety and products in the marketplace.</p> <p>Create a visual to represent the chain of command for OSHA and its' agencies.</p>
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Unit 1 Assessment Plan		
<p>Formative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Summative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p>
Unit 1 Suggested Modifications/Accommodations/Extension Activities		
<p>English Language Learners (ELL)</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Read written instructions/Google translate</p> <p>b. Students may be provided with note organizers/study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p> <p>e. Establish a non-verbal cue to redirect students when not on task.</p>	<p>Special Education / 504</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p> <p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p>	<p>Gifted and Talented</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Use of Higher Level Questioning Techniques</p> <p>b. Extension/Challenge Questions</p> <p>c. Provide Assessments at a Higher Level of Thinking</p> <p>d. Enrichment Activities</p>

Unit 1 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>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.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> <p>8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1: Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the 21st Century Life and Skills	Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the NJ Student Learning Standards
9.1 Personal Financial Literacy	

<p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.3 Career and Technical Education</p> <p>9.4 Life Literacies & Key Skills</p>	<p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports & projects</p>
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Unit 2: Career Planning

<p>Critical Knowledge & Skills ("Unpacked" Standards)</p>	<p>Content-Specific Practices (when applicable)</p>	<p>Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>
<p>What career is the past choice for me?</p> <p>What level of education and training do I need for my career?</p> <p>What is the earning potential for my career choice?</p> <p>What job opportunities will be available when I am ready to enter the workforce?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Use the internet to research the possible career paths.</p> <p>Create a visual to represent the education and training that goes with certain careers.</p> <p>Research the current earning potential for several different career options.</p> <p>Create a career plan that encompasses all seven stages of career planning.</p> <p>Research the current earning potential for several different career options.</p>
<p>What is the earning potential for my career choice?</p> <p>What job opportunities will be available when I am ready to enter the workforce?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p>	<p>Research the current earning potential for several different career options.</p>

<p>Definitions of key terms and concepts Individual/Group Presentations Written responses to queries Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers</p>	<p>Create a career plan that encompasses all seven stages of career planning.</p>
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Unit 2 Assessment Plan		
Formative Assessment		Summative Assessment
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>		<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p>

Unit 2 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Read written instructions b. Students may be provided with note organizers/ study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed.</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities</p>

Unit 2 Connections	
NJSLIS - Technology	Career Readiness Practices
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Refer to the NJ Technology Standards</p> <p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.3: Collaborate in online courses, learning communities,</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Refer to the NJ Career Readiness Practices</p> <p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies.</p>

<p>social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> <p>8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1: Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p>	<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
<p style="text-align: center;">21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <u>21st Century Life and Skills</u></p>	<p style="text-align: center;">Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the <u>NI Student Learning Standards</u></p>
<p>9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.3 Career and Technical Education</p> <p>9.4 Life Literacies & Key Skills</p>	<p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports & projects.</p>

Unit 3: Human Relations in the Workplace

Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to)</i>
<p>What are some benefits of developing positive workplace relationships?</p> <p>What is the history of Human Relations in the workplace?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Assign key terms to student pairs and have students define terms and present their definitions to the class.</p> <p>Analyze the effects of the Western Electric experiment had on the Human Relations movement.</p>
<p>How does affirmative action impact the workplace?</p> <p>What are the government acts that have helped Human Relations in the workplace?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Research government acts that have helped Human Relations in the workplace. Present the finds to the class.</p> <p>Prepare a visual that shows the chain of command and leadership.</p>

Unit 3 Assessment Plan		
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	
<p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>	<p>Tests, Quizzes, Projects</p>	
<p>Unit 3 Suggested Modifications/Accommodations/Extension Activities</p>		
<p>English Language Learners (ELL)</p>	<p>Special Education / 504</p>	<p>Gifted and Talented</p>

<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>a. Read written instructions/Google translate</p> <p>b. Students may be provided with note organizers/ study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p> <p>e. Establish a non-verbal cue to redirect students when not on task.</p>	<p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p> <p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p>	<p>a. Use of Higher Level Questioning Techniques</p> <p>b. Extension/Challenge Questions</p> <p>c. Provide Assessments at a Higher Level of Thinking</p> <p>d. Enrichment Activities</p>

Unit 3 Connections		
<p>NJSLS - Technology</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Refer to the NJ Technology Standards</p>	<p>Career Readiness Practices</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Refer to the NJ Career Readiness Practices</p>	
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>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.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> <p>8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1: Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	

<p>present ideas for feedback through social media or in an online community.</p>	
<p align="center">21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p>	<p align="center">Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p>
<p>9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.3 Career and Technical Education</p> <p>9.4 Life Literacies & Key Skills</p>	<p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports & projects</p>

Unit 4: Communications & Interpersonal Skills

<p align="center">Critical Knowledge & Skills <i>(“Unpacked” Standards)</i></p>	<p align="center">Content-Specific Practices</p>	<p align="center">Standard Mastery Examples <i>(The Student will be able to)</i></p>
<p>What is the most important aspect of communication skills?</p> <p>Why is it important to develop your communication skills for the workplace?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Create mini-speeches that focus on becoming an effective speaker</p> <p>Create a visual that demonstrates several ways to use nonverbal communication.</p>

<p>What is the benefit of looking at the “Big Picture”?</p> <p>Why is it important to develop strategies for conflict resolution?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Create a visual that depicts proper interpersonal skills for the workplace.</p> <p>Develop a presentation that covers several different aspects of Interpersonal skills.</p> <p>Role-play scenarios that use conflict resolution strategies</p>
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Unit 4 - Assessment Plan		
Formative Assessment	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,		Tests, Quizzes, Projects

Unit 4 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>a. Read written instructions/ Google translate</p> <p>b. Students may be provided with note organizers/ study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p> <p>e. Establish a non-verbal cue to redirect students when not on task.</p>	<p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p> <p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p>	<p>a. Use of Higher Level Questioning Techniques</p> <p>b. Extension/Challenge Questions</p> <p>c. Provide Assessments at a Higher Level of Thinking</p> <p>d. Enrichment Activities</p>

Unit 4 Connections		
NJSLS - Technology	Career Readiness Practices	
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	
Refer to the NJ Technology Standards	Refer to the NJ Career Readiness Practices	
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.	

<p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>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.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> <p>8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1: Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p>	<p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>21st Century Skills</p> <p>9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.3 Career and Technical Education</p>	<p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p>Interdisciplinary Connections</p> <p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports & projects</p>

9.4 Life Literacies & Key Skills

Unit 5: Money Management & Investing

Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to:)</i>
<p>How does developing a budget help manage money?</p> <p>What is interest and where does it come from?</p> <p>What are the risks and rewards to investing in the Stock Market?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Develop an actual budget based on the student's bills and weekly paycheck.</p> <p>Complete several practice and word problems to calculate simple and compound interest.</p>
<p>Is the New York Stock Exchange (NYSE) the only exchange in the world?</p> <p>How does the stock market affect the global economy?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Assign key terms to student pairs and have students define terms and identify history of the NYSE. Students then present their findings to the class.</p> <p>Maintain a stock market portfolio and manage \$1,000,000 while buying and trading stock. (Smartstocks.com)</p>
<p>What are other places where you can invest your money?</p>		<p>Create a visual presentation that highlights Stock Markets from around the world.</p>

Unit 5 Assessment Plan		
Formative Assessment		Summative Assessment
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>		<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,		Tests, Quizzes, Projects

Unit 5 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
2. Read written instructions/Google translate b. Students may be provided with note organizers /study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect students when not on task.	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.	2. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities

Unit 5 Connections		
NJSLS - Technology		Career Readiness Practices
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards		<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. 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. 8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and		CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global

<p>use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> <p>8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1: Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p>	<p>competence.</p>
<p>21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the 21st Century Life and Skills</p>	<p>Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the NJ Student Learning Standards</p>
<p>9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.3 Career and Technical Education</p> <p>9.4 Life Literacies & Key Skills</p>	<p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports & projects</p>

Unit 6: Interviewing & Preparing for the Future

("Unpacked" Standards)			<i>(The Student will be able to:)</i>
<p>Why is it important to tell the truth on your resume?</p> <p>What do I need to do to prepare for a job interview?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Create a resume based on their actual work experience.</p> <p>Perform several mock interviews.</p>	
<p>What is ethics and how does it impact the decisions that we make?</p> <p>Why is it important to be a "model worker" and follow all the rules?</p> <p>What has made the biggest impact on you during your high school career?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Research real life scenarios where ethics played a role in people's decisions.</p> <p>Select a company or their company and find then discuss the promotion and advancement policy.</p> <p>Create a visual that details factors that have made an impact on their high school careers.</p>	

Unit 6 Assessment Plan		
Formative Assessment	Summative Assessment	
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickers, Study guides,</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p>	

Unit 6 Suggested Modifications/Accommodations/Extension Activities		
<p>English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>
<p>a. Read written instructions/ Google translate b. Students may be provided with note organizers/ study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect students when not on task.</p>	<p>a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.</p>	<p>a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities</p>

Unit 6 Connections		
<p>NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards</p>	<p>Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices</p>	
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>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.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> <p>8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>	