

TOWNSHIP OF UNION PUBLIC SCHOOLS



Business Professional 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

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.

Curriculum Units/Pacing Guide

| Unit # / Title | Number of Days |
|----------------------------------|----------------|
| Unit 1: Self-Assessment | 15 |
| Unit 2: Exploring Careers | 15 |
| Unit 3: Finding a Job | 20 |
| Unit 4: Joining the Workforce | 15 |
| Unit 5: Professional Development | 25 |

Unit Standards Overview

| Overview | Unit Skills Focus | Content-Specific Practices (when applicable) |
|-----------------------------------|---|--|
| <p>Unit 1 Self-Assessment</p> | <p>Define a job, an occupation, and a career.</p> <p>Describe how skills, interests, and desired lifestyle shape career plans.</p> <p>Explain how work life affects lifestyle.</p> <p>Identify workplace trends.</p> <p>Evaluate job outlooks when choosing a career.</p> <p>Explain how to use the 7 steps in the decision making process in career planning.</p> <p>Determine your values, interests, aptitudes, and abilities.</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 |

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| | | <ul style="list-style-type: none">● 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>Textbook: <u>Succeeding in the World of Work.</u> https://www.myperfectresume.com/ https://www.careeronestop.org https://writing.wisc.edu https://www.livecareer.com</p> | |

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| <p>Unit 2 Exploring Careers</p> | <p>Describe formal and informal methods of researching careers.</p> <p>Evaluate sources of career information.</p> <p>Identify work experiences that can help you.</p> <p>Develop questions to ask when researching and assessing careers.</p> <p>Develop a career profile and set goals.</p> <p>Determine education and training needed for different careers.</p> <p>Evaluate different career possibilities.</p> <p>Choose a career that seems right for you.</p> | |
| <p>Suggested Resources <i>Provide links to specific resources/ activities</i></p> | <p>Textbook: <u>Succeeding in the World of Work.</u> https://www.myperfectresume.com/ https://www.careeronestop.org https://writing.wisc.edu https://www.livecareer.com</p> | |

Unit 3
Finding & Applying
for a Job

Explain why networking is effective for developing job leads.

Create and maintain a career network and contact list.

Use the Internet and other resources to search for career opportunities.

Prepare written materials necessary for job-hunting, including applications, resumes, and cover letter.

Prepare for a job interview.

Develop answers to typical tough interview questions.

Identify the importance of body language in creating a good impression.

Describe how to follow up after a job interview.

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| <p>Suggested Resources <i>Provide links to specific resources/ activities</i></p> | <p>Textbook: <u>Succeeding in the World of Work.</u> https://www.myperfectresume.com/ https://www.careeronestop.org https://writing.wisc.edu https://www.livecareer.com</p> | |
| <p>Unit 4 Joining the Workforce</p> | <p>Describe how to manage the anxieties and challenges of first day at work.</p> <p>Describe how to dress for work.</p> <p>Identify typical forms of payment.</p> <p>Describe common employee benefits.</p> <p>Explain the role of employee performance reviews.</p> <p>Identify the skills and personal qualities employers look for in employees.</p> <p>Describe ways to demonstrate desirable personal qualities (positive attitude, self-esteem, and enthusiasm) on the job.</p> <p>Explain the importance of ethics in the workplace.</p> | |

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| | <p>Identify ethical principles and ways to apply them in a work setting.</p> <p>Describe strategies for handling unethical practices.</p> <p>Explain how labor laws and labor unions affect the workplace.</p> <p>Identify the main antidiscrimination laws and explain their role in protecting workers.</p> <p>Describe effective strategies for handling sexual harassment.</p> | |
| <p>Suggested Resources <i>Provide links to specific resources/ activities</i></p> | <p>Textbook: <u>Succeeding in the World of Work.</u> https://www.myperfectresume.com/ https://www.careeronestop.org https://writing.wisc.edu https://www.livecareer.com</p> | |

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| <p>Unit 5 Professional Development</p> | <p>Identify personal traits and interpersonal skills that will make you an effective coworker.</p> <p>Explain how to organize and manage an effective team.</p> <p>Explain the characteristics of effective leaders.</p> <p>Identify ways of planning and organizing oral messages.</p> <p>Describe the importance of effective speaking and listening skills in the work force.</p> <p>Identify and describe basic writing and reading skills in the work force</p> <p>Demonstrate effective business writing skills.</p> | |
| <p>Suggested Resources <i>Provide links to specific resources/ activities</i></p> | <p>Textbook: <u>Succeeding in the World of Work.</u> https://www.myperfectresume.com/ https://www.careeronestop.org https://writing.wisc.edu https://www.livecareer.com</p> | |

Curricular Units

Unit I: Self-Assessment

| Critical Knowledge & Skills (“Unpacked” Standards) | Content-Specific Practices | Standard Mastery Examples <i>(The Student will be able to:)</i> |
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| <p>How do individual skills, interests, and desired lifestyle shape career plans?</p> <p>How does work life affect lifestyle?</p> <p>What are workplace trends?</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>Define a job, an occupation, and a career.</p> <p>Describe how skills, interests, and desired lifestyle shape career plans.</p> <p>Explain how work life affects lifestyle.</p> <p>Identify workplace trends.</p> |
| <p>What are the 7 steps in the decision making process in career planning?</p> <p>How do you use the “7 steps” to plan a 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>Evaluate job outlooks when choosing a career.</p> <p>Explain how to use the 7 steps in the decision making process in career planning.</p> |

| Unit 1 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> |
| Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides, | Tests, Quizzes, Projects |

| Unit 1 Suggested Modifications/Accommodations/Extension Activities | | |
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| English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
| 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 student 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. | a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities |

| Unit 1 Connections | |
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| 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 |
| 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 use mathematical or logical functions, charts and data from all worksheets to convey the results. 8.1.12.A.5: Create a report from a relational database consisting of | 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. |

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| <p>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 style="text-align: center;">21st Century Skills</p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the 21st Century Life and Skills</p> | <p style="text-align: center;">Interdisciplinary Connections</p> <p style="text-align: center;"><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 2: Exploring Careers

| Critical Knowledge & Skills (“Unpacked” Standards) | Content-Specific Practices (when applicable) | Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
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| <p>What are formal and informal methods of researching careers?</p> <p>What are some work experiences that can help you?</p> <p>What are some questions to ask when researching and assessing careers?</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>Describe formal and informal methods of researching careers.</p> <p>Evaluate sources of career information.</p> <p>Identify work experiences that can help you.</p> <p>Develop questions to ask when researching and assessing careers.</p> |
| <p>How do you develop a career profile and set goals?</p> <p>What education and training are needed for different careers?</p> <p>How do you choose a career that seems right for you?</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 a career profile and set goals.</p> <p>Determine education and training needed for different careers.</p> <p>Evaluate different career possibilities.</p> |

| Unit 2 Assessment Plan | |
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| 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> |
| Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides, | Tests, Quizzes, Projects |

| Unit 2 Suggested Modifications/Accommodations/Extension Activities | | |
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| English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities |

| Unit 2 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>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> |

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| <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 style="text-align: center;">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 style="text-align: center;">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 3: Finding & Applying for a Job

| Critical Knowledge & Skills (“Unpacked” Standards) | Content-Specific Practices | Standard Mastery Examples <i>(The Student will be able to:)</i> |
|---|---|---|
| <p>Why networking is effective for developing job leads?</p> <p>Why is it important to create and maintain a career network and contact list?</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>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> | <p>Create and maintain a career network and contact list.</p> <p>Use the Internet and other resources to search for career opportunities.</p> |
| <p>How do you prepare for a job interview?</p> <p>Why is body language important in creating a good impression?</p> <p>What steps should you take to follow up after 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>Prepare written materials necessary for job-hunting, including applications, resumes, and cover letter.</p> <p>Role Play: Prepare for a job interview, practice answering tough interview questions, and practice developing proper body language.</p> <p>Describe how to follow up after a job interview.</p> |

| Unit 3 Assessment Plan | |
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| 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> |
| Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides, | Tests, Quizzes, Projects |

| Unit 3 Suggested Modifications/Accommodations/Extension Activities | | |
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| English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
| <ul style="list-style-type: none"> 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 student when not on task. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities |

| Unit 3 Connections | |
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| 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</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> |

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| <p>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>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 style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the 21st Century Life and Skills</p> | <p style="text-align: center;">Interdisciplinary Connections</p> <p style="text-align: center;"><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 4: Joining the Workforce

| Critical Knowledge & Skills <i>(“Unpacked” Standards)</i> | Content-Specific Practices | Standard Mastery Examples <i>(The Student will be able to:)</i> |
|--|---|--|
| <p>How can you manage the anxieties and challenges of first day at work?</p> <p>How should you dress for work?</p> <p>What role do employee performance reviews play in 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>Class Discussion on how to manage the anxieties and challenges of first day at work.</p> <p>Brainstorm: What is the proper way to dress for work.</p> <p>Discuss typical forms of payment and common employee benefits.</p> <p>Describe ways to demonstrate desirable personal qualities (positive attitude, self-esteem, and enthusiasm) on the job.</p> |
| <p>What skills and personal qualities employers look for in employees?</p> <p>What is the importance of ethics 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>Class discussion on the importance of ethics in the workplace.</p> <p>Identify ethical principles and ways to apply them in a work setting.</p> |

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| <p>How do labor laws and labor unions affect the workplace?</p> | <p>Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p> | <p>Describe strategies for handling unethical practices.</p> <p>Class Discussion: Explain how labor laws and labor unions affect the workplace.</p> <p>Group Project: Identify the main antidiscrimination laws and explain their role in protecting workers.</p> <p>Describe effective strategies for handling sexual harassment.</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 <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 4 Suggested Modifications/Accommodations/Extension Activities | | |
|---|--|---|
| English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
| <ul style="list-style-type: none"> 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 student when not on task. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities |

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| Unit 4 Connections |
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| <p align="center">NJSLS - Technology</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards</p> | <p align="center">Career Readiness Practices</p> <p align="center"><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>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> |
| <p align="center">21st Century Skills</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the 21st Century Life and Skills</p> | <p align="center">Interdisciplinary Connections</p> <p align="center"><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>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> |

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| 9.2 Career Awareness, Exploration, and Preparation | English: Written reports & projects |
| 9.3 Career and Technical Education | |
| 9.4 Life Literacies & Key Skills | |

Unit 5: Professional Development

| Critical Knowledge & Skills (“Unpacked” Standards) | Content-Specific Practices | Standard Mastery Examples <i>(The Student will be able to:)</i> |
|--|---|---|
| <p>What are the personal traits and interpersonal skills that will make you an effective co-worker?</p> <p>How do you organize and manage an effective team?</p> <p>What are the characteristics of effective leaders?</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>Identify personal traits and interpersonal skills that will make you an effective co-worker.</p> <p>Brainstorm: How to organize and manage an effective team.</p> <p>Explain the characteristics of effective leaders.</p> |

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| <p>What are effective ways of planning and organizing oral messages?</p> <p>Why are effective speaking and listening skills in the work force important?</p> <p>What basic writing and reading skills are needed in the work force?</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>Identify ways of planning and organizing oral messages.</p> <p>Describe the importance of effective speaking and listening skills in the work force.</p> <p>Identify and describe basic writing and reading skills in the work force.</p> |
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| 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> |
| <ul style="list-style-type: none"> 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 student when not on task. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities |

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| Unit 5 Connections |
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9.2 Career Awareness, Exploration, and Preparation

9.3 Career and Technical Education

9.4 Life Literacies & Key Skills

English: Written reports & projects