

# TOWNSHIP OF UNION PUBLIC SCHOOLS



## Public Relations 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 study public relations as the management function that establishes and maintains mutually beneficial relationships between an organization and the public on whom its success or failure depends. Students will develop analytical skills by reviewing past and current case studies and apply the R.A.C.E. approach to resolve the case. Students will recognize the key “publics” multi-national corporations. Several career options in the field of public relations will also be discussed.

## Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Evolution of Public Relations	30
Unit 2: The Publics of Public Relations	30
Unit 3: Preparation & Process	30

# Unit Standards Overview

Overview	Unit Skills Focus	Content-Specific Practices (when applicable)
<p>Unit 1 Evolution of Public Relations</p>	<ul style="list-style-type: none"> <li>● Discuss the role of ethics and "doing the right thing" in public relations.</li> <li>● Understand the history of public relations.</li> <li>● Define public relations.</li> <li>● Identify the role of public relations in the business and social environment, and recognize its impact on government and business decisions.</li> <li>● Understand the history of public relations.</li> <li>● Identify the key individuals and events that contributed to public relations.</li> <li>● Examine the five main elements that helped further develop public relations.</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading activities</li> <li>● Classroom Discussions, Socratic seminars, and Debates</li> <li>● Analysis of graphic organizers and notes</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Class Trips to applicable historical sites/monuments</li> <li>● Definitions of key terms and concepts</li> <li>● Individual/Group Presentations</li> <li>● Document Based Question analysis and essays</li> <li>● Written responses to queries</li> </ul>

		<ul style="list-style-type: none"> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Summary and analysis of guest speakers</li> </ul>
<p><b>Suggested Resources</b>  <i>Provide links to specific resources/activities</i></p>	<p> <a href="http://apps.prsa.org/AboutPRSA/publicrelationsdefined/">http://apps.prsa.org/AboutPRSA/publicrelationsdefined/</a>  <a href="http://www.5wpr.com/about5wpr/">http://www.5wpr.com/about5wpr/</a>  <a href="https://www.bls.gov/ooh/management/public-relations-managers.htm">https://www.bls.gov/ooh/management/public-relations-managers.htm</a>  <a href="https://www.ipra.org">https://www.ipra.org</a>  <a href="http://www.people-press.org/2012/05/15/assessing-the-representativeness-of-public-opinion-surveys/">http://www.people-press.org/2012/05/15/assessing-the-representativeness-of-public-opinion-surveys/</a>  <a href="https://www.huffingtonpost.com/topic/public-opinion">https://www.huffingtonpost.com/topic/public-opinion</a>  <a href="https://www.ted.com/topics/communication">https://www.ted.com/topics/communication</a>  <a href="http://time.com">http://time.com</a>  <a href="https://www.princetonreview.com/careers/171/public-relations">https://www.princetonreview.com/careers/171/public-relations</a>  <a href="https://www.inc.com/laurel-mintz/the-real-difference-between-marketing-branding-pr-and-advertising.html">https://www.inc.com/laurel-mintz/the-real-difference-between-marketing-branding-pr-and-advertising.html</a> </p>	

<p>Unit 2</p> <p>The Publics of Public Relations</p>	<ul style="list-style-type: none"><li>● Explore the role of the media in the practice of public relations</li><li>● Recognize the public relations practitioner's role in working with the print media.</li><li>● List some key principles in dealing with the media.</li><li>● Differentiate between advertising and publicity.</li><li>● Assess the value of publicity to corporations.</li><li>● Demonstrate knowledge of the various standards and practices in the dissemination of news releases.</li><li>● Measure the results of publicity.</li><li>● Evaluate the key points in pitching publicity.</li><li>● Recognize the dos and don'ts of being interviewed and of holding press conferences.</li><li>● Define public service announcements.</li><li>● Create a public service announcement for a nonprofit organization.</li></ul>	
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<p><b>Suggested Resources</b>  <i>Provide links to specific resources/ activities</i></p>	<p><a href="http://apps.prsa.org/AboutPRSA/publicrelationsdefined/">http://apps.prsa.org/AboutPRSA/publicrelationsdefined/</a>  <a href="http://www.5wpr.com/about5wpr/">http://www.5wpr.com/about5wpr/</a>  <a href="https://www.bls.gov/ooh/management/public-relations-managers.htm">https://www.bls.gov/ooh/management/public-relations-managers.htm</a>  <a href="https://www.ipra.org">https://www.ipra.org</a>  <a href="http://www.people-press.org/2012/05/15/assessing-the-representativeness-of-public-opinion-surveys/">http://www.people-press.org/2012/05/15/assessing-the-representativeness-of-public-opinion-surveys/</a>  <a href="https://www.huffingtonpost.com/topic/public-opinion">https://www.huffingtonpost.com/topic/public-opinion</a>  <a href="https://www.ted.com/topics/communication">https://www.ted.com/topics/communication</a>  <a href="http://time.com">http://time.com</a>  <a href="https://www.princetonreview.com/careers/171/public-relations">https://www.princetonreview.com/careers/171/public-relations</a>  <a href="https://www.inc.com/laurel-mintz/the-real-difference-between-marketing-branding-pr-and-advertising.html">https://www.inc.com/laurel-mintz/the-real-difference-between-marketing-branding-pr-and-advertising.html</a></p>	
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<p><b>Unit 3</b>  <b>Preparation &amp; Process</b></p>	<ul style="list-style-type: none"> <li>● Identify and articulate the goals of communication.</li> <li>● Define the various publics that make up populations.</li> <li>● Explore both traditional and contemporary theories of communication.</li> <li>● Analyze some of the most common effects of communication and identify the importance of feedback.</li> <li>● Define public opinion.</li> <li>● Discuss the role and influence of attitude.</li> <li>● Develop methods of shifting attitudes and motivating attitude changes.</li> <li>● Explain the power of persuasion in public relations.</li> <li>● List the ways to influence public opinion</li> </ul>	
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	<ul style="list-style-type: none"> <li>● Explore the kinds of evidence used to persuade.</li> <li>● Compare and contrast working for a corporation and working in an agency.</li> </ul>	
<p><b>Suggested Resources</b>  <i>Provide links to specific resources/activities</i></p>	<p><a href="http://apps.prsa.org/AboutPRSA/publicrelationsdefined/">http://apps.prsa.org/AboutPRSA/publicrelationsdefined/</a>  <a href="http://www.5wpr.com/about5wpr/">http://www.5wpr.com/about5wpr/</a>  <a href="https://www.bls.gov/ooh/management/public-relations-managers.htm">https://www.bls.gov/ooh/management/public-relations-managers.htm</a>  <a href="https://www.ipra.org">https://www.ipra.org</a>  <a href="http://www.people-press.org/2012/05/15/assessing-the-representativeness-of-public-opinion-surveys/">http://www.people-press.org/2012/05/15/assessing-the-representativeness-of-public-opinion-surveys/</a>  <a href="https://www.huffingtonpost.com/topic/public-opinion">https://www.huffingtonpost.com/topic/public-opinion</a>  <a href="https://www.ted.com/topics/communication">https://www.ted.com/topics/communication</a>  <a href="http://time.com">http://time.com</a>  <a href="https://www.princetonreview.com/careers/171/public-relations">https://www.princetonreview.com/careers/171/public-relations</a>  <a href="https://www.inc.com/laurel-mintz/the-real-difference-between-marketing-branding-pr-and-advertising.html">https://www.inc.com/laurel-mintz/the-real-difference-between-marketing-branding-pr-and-advertising.html</a></p>	

## Curricular Units

### Unit I: Evolution of Public Relations



Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to:)</i>
<p>What is public relations?</p> <p>What is the process through which public relations might influence public opinion?</p> <p>What role do public relations play in management and for the public?</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 Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Read and discuss the public relations technique used by certain corporations and individuals during times of crisis.</p> <p>Work with a partner to create a list of ways that they would influence public opinion</p> <p>Pick an organizations and explain the kinds of publics they should concern themselves with and why.</p>
<p>What publics must practitioners communicate with in order to be effective?</p> <p>What is the difference between the functions of public relations and the functions of marketing?</p> <p>What trends are responsible for the growth of public relations in recent years?</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 Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Research a current event on an organization or individual who failed to practice good public relations and explain how they would handle the situation.</p> <p>Use the internet to research careers in public relations and list all the skills and attitudes needed to succeed in this field.</p> <p>Analyze the Martha Stewart case study and answer questions pertaining to how her she handled the case from a public relations perspective.</p> <p>Create a billboard (poster) as part of a public relations campaign to regain a favorable image for a Catholic Church.</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		
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	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NJ Technology Standards</a>	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NJ Career Readiness Practices</a>
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.	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>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;"><b>21st Century Skills</b>  <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  Refer to the <a href="#">21st Century Life and Skills</a></p>	<p style="text-align: center;"><b>Interdisciplinary Connections</b>  <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i>  Refer to the <a href="#">NJ Student Learning Standards</a></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 &amp; 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 &amp; projects</p>

## Unit 2: The Publics of Public Relations

<b>Critical Knowledge &amp; Skills</b> (“Unpacked” Standards)	<b>Content-Specific Practices</b> (when applicable)	<b>Standard Mastery Examples</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>What is the role of the media in the practice of public relations?</p> <p>Why is objectivity important to reporters?</p> <p>What are some key principles in dealing with the media?</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>Make a list of all types of media that they are familiar with, and discuss the role that each form of media plays in public relations.</p> <p>Type an essay on why it is important for reporters to remain objective.</p>
<p>What is the difference between advertising and publicity?</p> <p>What is the value of publicity to corporations?</p> <p>What are some key points to keep in mind when pitching publicity?</p> <p>Why has video become more important for public relations professionals?</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 list on key principles to keep in mind when dealing with the media and range them from most to least important.</p> <p>Use the internet to research the difference between advertising and publicity and report their finding in a brief paper.</p>
<p>How is public relations impacted by network television news?</p> <p>What are the keys to handling television interviews?</p> <p>When should an organization consider using video news release?</p> <p>What are the benefits of public service announcements?</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>Create a news release for a new business.</p> <p>Pick a current issue that they find interesting and create a PSA( Public service announcement) surrounding that topic.</p>

	Summary and analysis of guest speakers	
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Unit 2 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 2 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>
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.	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 2 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NJ Technology Standards</a>	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NJ Career Readiness Practices</a>
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	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.

<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;"><b>21st Century Skills</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">21st Century Life and Skills</a></p>	<p style="text-align: center;"><b>Interdisciplinary Connections</b></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 <a href="#">NJ Student Learning Standards</a></p>
<p><b>9.1 Personal Financial Literacy</b></p> <p><b>9.2 Career Awareness, Exploration, and Preparation</b></p> <p><b>9.3 Career and Technical Education</b></p> <p><b>9.4 Life Literacies &amp; Key Skills</b></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 &amp; projects</p>

## Unit 3: Preparation & Process

Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to:)</i>
<p>Why is it important that public relations professionals understand communication?</p> <p>What are some principal goals of communication?</p> <p>Why is feedback critical to the communications process?</p> <p>What common mistakes do people make when they communicate?</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 the “Tylenol Murders” and write a reaction to the case using all concepts and terms learned thus far.</p> <p>Look up words that has different meaning to different people in society and discuss the importance of using words wisely in public relations</p> <p>Class discussion on the goals of communication.</p>
<p>What is the relationship between public relations and public opinion?</p> <p>What are attitudes and on what characteristics are they based on?</p> <p>How are attitudes influenced?</p> <p>What kinds of evidence persuade people?</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>Answer questions related to a case study on Walmart</p> <p>Research the duties and responsibilities of a public relation practitioner.</p>
<p>What is the management process of public relations?</p> <p>Why is it imperative that public relations report to top management?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p>	<p>Use the internet to look up jobs and salaries in public relations agencies</p>

<p>What are the fundamental differences between working in a corporation and working in an agency? What are some areas of growth for public relations professionals</p>	<p>Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>and departments. Report the differences.  Create a public relations campaign for an organization of your choice to gain public acceptance.</p>
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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>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

Unit 3 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>
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 3 Connections	
NJSLs - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NJ Technology Standards</a>	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NJ Career Readiness Practices</a>
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<p>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>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 style="text-align: center;"><b>21st Century Skills</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">21st Century Life and Skills</a></p>	<p style="text-align: center;"><b>Interdisciplinary Connections</b></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 <a href="#">NJ Student Learning Standards</a></p>
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