

TOWNSHIP OF UNION PUBLIC SCHOOLS



Honors Corporate Internship 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

This course provides students with a virtual work environment in which they assume the role of intern for a corporation called “Corporate View.” Students work independently, as well as cooperatively, developing skills in communication, research, and business decision-making, using office tools and integrated software. This curriculum will enable the students to complete corporate-level work assignments, creating a portfolio that will document their level of competency and computer literacy expertise.

The goal of “Corporate View” is to encourage teamwork and cooperation at all levels, increase the technical skills of its employees, and enhance communications among “Corporate View” business units, departments and teams.

Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Orientation	40
Unit 2: Human Resources & Corporate Communications	28
Unit 3: Research & Development	25
Unit 4: Marketing, Sales, & Customer Support	40
Unit 5: Finance, Legal Services, Information Technology	38
Unit 6: Final Project	9

Unit Standards Overview

Overview	Unit Skills Focus	Content-Specific Practices (when applicable)
<p>Unit 1 Orientation</p>	<p>Define internship, portfolio, mentor, and internship skills.</p> <p>Describe effective teams, team work, team rules, team effectiveness, and team assessment.</p> <p>Determine the correct format for a business letter using the Corporate View style guide.</p> <p>Describe the characteristics, attitudes, and behaviors of successful teams.</p> <p>Define problems with the CF4000SE, determine ways to resolve them, and address criticisms of the product.</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

		<ul style="list-style-type: none">● Summary and analysis of guest speakers
<p>Suggested Resources <i>Provide links to specific resources/ activities</i></p>	<p>https://hechingerreport.org/teacher-voice https://blog.prepscholar.com/job https://www.pbs.org/ https://www.forbes.com/</p>	

<p>Unit 2 Human Resources & Corporate Communications</p>	<p>Describe human resources and the functions performed.</p> <p>Plan a corporate dinner and create a flyer for it.</p> <p>Define skills required when hiring new employees.</p> <p>Define corporate communications.</p> <p>Define and write general, specific, and detailed press releases.</p> <p>Examine diversity in the workplace and prepare a presentation on a selected topic</p>	
<p>Suggested Resources <i>Provide links to specific resources/ activities</i></p>	<p>https://hechingerreport.org/teacher-voice https://blog.prepscholar.com/job https://www.pbs.org/ https://www.forbes.com/</p>	

<p>Unit 3 Research & Development</p>	<p>Create five new products for three different Corporate View strategic business units (TeleView, RetailView, PublishView, MediView, MoneyView, and/or TravelView).</p> <p>Create a new cell phone, including a calling plan, and specification sheet.</p> <p>Create a usability report for the new cell phone.</p> <p>Write a general press release for the new phone.</p> <p>Write a corporate policy addressing the dress code for the company and create a presentation to introduce it.</p>	
<p>Suggested Resources <i>Provide links to specific resources/ activities</i></p>	<p>https://hechingerreport.org/teacher-voice https://blog.prepscholar.com/job https://www.pbs.org/ https://www.forbes.com/</p>	

<p>Unit 4 Marketing, Sales, & Customer Support</p>	<p>Describe marketing, sales, and customer support.</p> <p>Define strategies, market trends, and niche markets.</p> <p>Describe a white paper, summarize its main points, identify implications, audience, and purpose.</p> <p>Describe a survey, its purpose, and the essential parts of it.</p> <p>Describe the creative process of a print ad.</p> <p>Describe how to create a billboard.</p> <p>Create a script and record a 30-second radio spot for the new cell phone to be aired on Z100.</p> <p>Develop a contest to promote the new cell phone.</p> <p>Use MovieMaker to create a one-minute TV commercial for the new cell phone.</p>	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>https://hechingerreport.org/teacher-voice https://blog.prepscholar.com/job https://www.pbs.org/ https://www.forbes.com/</p>	

<p>Unit 5 Finance, Legal Services, Information Technology</p>	<p>Describe finance and accounting.</p> <p>Create a white paper detailing how the use of one of the Big Four firms could improve Corporate View's tax situation.</p> <p>Describe stock ownership and explain how corporate stock works.</p> <p>Describe the importance of professional development and plan a business trip to an accounting seminar.</p> <p>Describe the function of legal services.</p> <p>Analyze state constitutions with regard to laws governing corporations.</p> <p>Evaluate the impact of the law on four Corporate View mission critical functions.</p> <p>Describe patents and copyright laws.</p> <p>Define IT (information technology) and the function it serves.</p> <p>Describe outsourcing and provide examples of which Corporate View functions could be outsourced.</p> <p>Research different careers available in IT and create a job description.</p>	
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<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>https://hechingerreport.org/teacher-voice https://blog.prepscholar.com/job https://www.pbs.org/ https://www.forbes.com/</p>	
<p>Unit 6 Final Project</p>	<p>Describe the benefits offered by Corporate View for new employees, or students can complete option # 2 (see below).</p> <p>Create a travel brochure for any country in the world for Corporate View's Travel View SBU.</p>	

<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>https://hechingerreport.org/teacher-voice https://blog.prepscholar.com/job https://www.pbs.org/ https://www.forbes.com/</p>	
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Curricular Units

Unit I: Orientation

Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to:)</i>
<p>What are the six SBU’s and their functions?</p> <p>What are the different departments of a corporation?</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>Students will identify and understand the functions of the six SBU’s.</p> <p>Students will brainstorm and list the different departments of a corporation.</p>
<p>How do you properly format a business block style letter?</p> <p>What makes an effective team?</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>Students will properly format a block style business letter.</p> <p>Brainstorm and list the qualities that an effective team exhibits.</p> <p>Group/Team Presentations.</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 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 at least two tables and describe the process, and explain the report results. 8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.	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.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 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 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 9.2 Career Awareness, Exploration, and Preparation 9.3 Career and Technical Education 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: Human Resources & Corporate Communications

<p align="center">Critical Knowledge & Skills ("Unpacked" Standards)</p>	<p align="center">Content-Specific Practices (when applicable)</p>	<p align="center">Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>
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<p>What is Corporate Communications?</p> <p>What is Human Resources?</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>Class Discussions: Identify corporate communications and the various functions of human resources.</p> <p>Intern Simulations</p>
<p>How do I properly format a job description?</p> <p>How do I properly format a press release?</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>Students will properly format different professional business documents.</p> <p>Group/Team Presentations.</p>

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 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 at least two tables and describe the process, and explain the report results. 8.1.12.B.2: Apply previous content knowledge by creating 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 competence.

<p>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: Research & Development

Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to:)</i>
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<p>What is Marketing, Sales and Support?</p> <p>What are Finance and Accounting?</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>Create five new products for three different Corporate View strategic business units:</p> <ul style="list-style-type: none"> ● TeleView ● RetailView ● PublishView ● MediView ● MoneyView ● TravelView
<p>How do I properly create promotional materials for a new product?</p> <p>How do I properly market a new product?</p> <p>How do I use the Corporate View intranet?</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>Create a new cell phone, including a calling plan, and specification sheet.</p> <p>Create a usability report for the new cell phone.</p> <p>Write a general press release for the new phone.</p> <p>Write a corporate policy addressing the dress code for the company and create a presentation to introduce it.</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>

Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects
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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 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 at least two tables and describe the process, and explain the report 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.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 4: Marketing, Sales, & Customer Report

Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to:)</i>
<p>What is marketing, sales, and customer support?</p> <p>What are market trends and niche markets?</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>Writing Assignment: Describe marketing, sales, and customer support.</p> <p>Class Discussion: strategies, market trends, and niche markets.</p>

	Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	Describe a white paper, summarize its main points, identify implications, audience, and purpose. Describe a survey, its purpose, and the essential parts of it.
What is a white paper? How do you create a print ad, billboard, radio spot?	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	Describe the creative process of a print ad. Describe how to create a billboard. Create a script and record a 30-second radio spot for the new cell phone to be aired on Z100. Develop a contest to promote the new cell phone. Use MovieMaker to create a one-minute TV commercial for the new cell phone.

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>
a. Read written instructions/Google translate b. Students may be provided with note organizers/study guides to reinforce key topics.	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking

<p>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.</p>	<p>c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.</p>	<p>d. Enrichment Activities</p>
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Unit 4 Connections	
<p align="center">NJSLS - Technology <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 <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. 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>
<p 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 align="center">Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i></p>

	Refer to the NJ Student Learning Standards
9.1 Personal Financial Literacy 9.2 Career Awareness, Exploration, and Preparation 9.3 Career and Technical Education 9.4 Life Literacies & Key Skills	Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum. English: Written reports & projects

Unit 5: Finance, Legal Services, Information Technology

Critical Knowledge & Skills <i>("Unpacked" Standards)</i>	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to:)</i>
What are finance and accounting? How do corporate stocks work? What are the functions of legal services?	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	Class Discussion: Describe finance and accounting. Create a white paper detailing how the use of one of the Big Four firms could improve Corporate View's tax situation.

<p>How do state laws vary when it comes to governing corporations?</p>	<p>Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Describe stock ownership and explain how corporate stock works.</p> <p>Analyze state constitutions with regard to laws governing corporations.</p>
<p>What are patents and copyright laws?</p> <p>What is IT and what function does it serve?</p> <p>What is outsourcing?</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>Evaluate the impact of the law on four Corporate View mission critical functions.</p> <p>Describe patents and copyright laws.</p> <p>Define IT (information technology) and the function it serves.</p> <p>Describe outsourcing and provide examples of which Corporate View functions could be outsourced.</p> <p>Research different careers available in IT and create a job description.</p>

Unit 5 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 5 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>
<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>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>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>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.</p>	<p>c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.</p>	<p>d. Enrichment Activities</p>
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Unit 5 Connections	
<p align="center">NJSLS - Technology <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 <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. 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>
<p 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 align="center">Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i></p>

	Refer to the NJ Student Learning Standards
9.1 Personal Financial Literacy 9.2 Career Awareness, Exploration, and Preparation 9.3 Career and Technical Education 9.4 Life Literacies & Key Skills	Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum. English: Written reports & projects

Unit 6: Final Project

Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to:)</i>
What are the benefits of Corporate View?	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	Final Project-Choose One: Describe the benefits offered by Corporate View for new employees.

	Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	Create a travel brochure for any country in the world for Corporate View's Travel View SBU.
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Unit 6 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 6 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 6 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
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	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.

<p>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>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 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>