

NEW Unit 1: Introduction to Careers

Content Area: **Applied Tech**
Course(s): **MARK ED**
Time Period: **Marking Period 1**
Length: **3-4 weeks**
Status: **Published**

Transfer Goals and Career Ready Practices

WRK.9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
WRK.9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
WRK.9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
WRK.9.2.12.CAP.9	Locate information on working papers, what is required to obtain them, and who must sign them.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
WRK.9.2.12.CAP.14	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Transfer Goals

Students will be able to independently use their learning to understand the purpose of work-based learning, its benefits and applicable child-labor laws governing work-based learning.

Concepts

Essential Questions

- What are the benefits of work-based learning?
- What are the purposes of a training plan and employer agreement?
- What is the FLSA and why is it important to workers?
- What is work-based learning?

Understandings

Students will understand that Work-based learning gives students the ability to gain work skills through classwork and on the job training.

Critical Knowledge and Skills

Knowledge

Students will know:

- work-based learning program
- program coordinator
- training station
- supervisor
- work-based mentor
- cooperative education
- internship
- Social Security
- work permit
- training agreement
- training plan
- training record
- Fair Labor Standards Act (FLSA)
- minimum wage
- overtime pay

Skills

Students will be able to:

- Explain how a work-based training program is organized.
- List the benefits of work-based training programs.
- Describe a training station.
- Discuss how to get a Social Security card and work permit.
- Explain the purpose of a training agreement.
- Describe the importance of following the training plan.
- Explain employment laws that must be followed in the workplace.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Co-op Agreement
- Student Form Submissions
- Professionalism
- Student Questioning
- Interview a Classmate

School Summative Assessment Plan

- Review Test
- Career Cluster Project

Primary Resources

- Rutgers University/NJ Safe Schools Inline New Workers Course
- Naviance Self Assessment Software program

Supplementary Resources

-Current Event Articles

-Internet Resources

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● Additional Support Videos

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Payroll calculations each week

SOCIAL STUDIES - Historical career information and economic developments in the state and country.

GLOBAL AWARENESS - Career opportunity research including global opportunities

Learning Plan / Pacing Guide

Week 1:

- Marketing Education/Co-Op Rules and Regulations.
- Creation of required documents for Co-op Experience (DI – class discussion including each student and their individual work goals; students with IEPs/504s are given extended time and individual help creating their documents; ELL students can translate their research into their native language using Google Translate)

ONGOING – Note-taking and a journal entry are used during our discussion of appropriate job locations for the Marketing Education/Co-op program (ELA).

Week 2:

- Importance of Networking - Interview a classmate activity. (DI- partners are assigned based on the dynamic of the class needs; i.e. IEP/504 students are partnered with another student who can support; gifted students are assigned independent study) Discussion and exploration of child labor laws – NJDOL website exploration, USDOL website exploration, FLSA presentation.

(Analysis of this interview also supports the ELA standards. Those IEP/504/ELL students who need the extra assistance and guidance are supported by the teacher).

- Analyze real-world labor law scenarios

Week 3:

- Analyze real-world labor law scenarios
- Review Test of Co-op rules and Labor Laws (DI- test is a mixture of tradition T/F and matching questions, as well as scenario analysis questions; i.e. IEP/504 students are given extended time

NEW Unit 2: Job Search Process

Content Area: **Applied Tech**
Course(s): **MARK ED**
Time Period: **Marking Period 1**
Length: **3-4 weeks**
Status: **Published**

Standards

12.9.3.MK.5	Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
PFL.9.1.12.A.1	Differentiate among the types of taxes and employee benefits.
PFL.9.1.12.A.2	Differentiate between taxable and nontaxable income.
PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.4	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
PFL.9.1.12.A.7	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.A.10	Demonstrate how exemptions and deductions can reduce taxable income.
PFL.9.1.12.A.13	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
PFL.9.1.12.B.2	Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.
PFL.9.1.12.B.3	Construct a plan to accumulate emergency “rainy day” funds.
PFL.9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
PFL.9.1.12.B.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
PFL.9.1.12.B.6	Design and utilize a simulated budget to monitor progress of financial plans.
PFL.9.1.12.E.2	Analyze and apply multiple sources of financial information when prioritizing financial decisions.
PFL.9.1.12.E.5	Evaluate business practices and their impact on individuals, families, and societies.
WRK.9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on

those skills.

WRK.9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
WRK.9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
MKED.9-12.9.4.12.N.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
MKED.9-12.9.4.12.N.2	Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
MKED.9-12.9.4.12.N.3	Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
MKED.9-12.9.4.12.N.5	Understand economic principles and concepts fundamental to business operations.
MKED.9-12.9.4.12.N.6	Apply sociological knowledge of group behavior to understand customer decision-making.
MKED.9-12.9.4.12.N.7	Apply psychological knowledge of individual behavior to understand customer motivation.
MKED.9-12.9.4.12.N.8	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
MKED.9-12.9.4.12.N.9	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.
MKED.9-12.9.4.12.N.10	Locate, organize, and reference written information from various sources to communicate with others.
MKED.9-12.9.4.12.N.11	Evaluate and use information resources to accomplish specific occupational tasks.
MKED.9-12.9.4.12.N.12	Use correct grammar, punctuation, and terminology to write and edit documents.
MKED.9-12.9.4.12.N.13	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
MKED.9-12.9.4.12.N.14	Interpret verbal and nonverbal cues/behaviors to enhance communication.
MKED.9-12.9.4.12.N.15	Apply active listening skills to obtain and clarify information.
MKED.9-12.9.4.12.N.17	Listen to and speak with diverse individuals to enhance communication skills.
MKED.9-12.9.4.12.N.21	Demonstrate knowledge of personalized communication strategies used in this cluster to determine client needs and wants and to develop responses intended to influence purchasing decisions and enhance future business opportunities.
MKED.9-12.9.4.12.N.22	Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in

	teams to solve problems and make decisions.
MKED.9-12.9.4.12.N.23	Employ critical thinking and interpersonal skills to resolve conflicts.
MKED.9-12.9.4.12.N.25	Conduct technical research to gather information necessary for decision-making.
MKED.9-12.9.4.12.N.26	Employ technological tools to expedite workflow.
MKED.9-12.9.4.12.N.27	Operate electronic mail applications to communicate.
MKED.9-12.9.4.12.N.28	Operate Internet applications to perform tasks.
MKED.9-12.9.4.12.N.29	Operate writing and publishing applications to prepare business communications.
MKED.9-12.9.4.12.N.30	Operate presentation applications to prepare and deliver presentations.
MKED.9-12.9.4.12.N.31	Employ spreadsheet applications to organize and manipulate data.
MKED.9-12.9.4.12.N.33	Employ collaborative/groupware applications to facilitate group work.
MKED.9-12.9.4.12.N.34	Employ computer operations applications to manage work tasks.
MKED.9-12.9.4.12.N.36	Apply technological tools used by marketers to expedite workflow.
MKED.9-12.9.4.12.N.37	Describe the nature and types of business organizations to build an understanding of the scope of organizations.
MKED.9-12.9.4.12.N.46	Demonstrate knowledge of personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments.
MKED.9-12.9.4.12.N.47	Demonstrate knowledge of employee rights and responsibilities and employers' obligations to maintain workplace safety and health.
MKED.9-12.9.4.12.N.48	Identify emergency procedures that are necessary to provide aid in workplace accidents.
MKED.9-12.9.4.12.N.49	Identify response techniques to create a disaster and/or emergency response plan.
MKED.9-12.9.4.12.N.50	Explain health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
MKED.9-12.9.4.12.N.51	Evaluate organizational policies and procedures that contribute to continuous improvement in performance and compliance.
MKED.9-12.9.4.12.N.52	Demonstrate knowledge of safety, health, and environmental controls used to enhance productivity in the workplace.
MKED.9-12.9.4.12.N.54	Employ organizational skills to foster positive working relationships and accomplish organizational goals.
MKED.9-12.9.4.12.N.55	Employ teamwork skills to achieve collective goals and use team members' talents effectively.
MKED.9-12.9.4.12.N.56	Establish and maintain effective relationships in order to accomplish objectives and tasks.
MKED.9-12.9.4.12.N.59	Apply ethical reasoning to a variety of situations in order to make ethical decisions.
MKED.9-12.9.4.12.N.61	Understand management's responsibility to know and abide by laws, regulations, and ethical behavior that affect operations and transactions.
MKED.9-12.9.4.12.N.62	Identify and demonstrate positive work behaviors and personal qualities needed to succeed in the classroom and/or to be employable.
MKED.9-12.9.4.12.N.63	Develop a Personalized Student Learning Plan to meet career goals and objectives.
MKED.9-12.9.4.12.N.64	Demonstrate skills related to seeking and applying for employment in a desired job.
MKED.9-12.9.4.12.N.65	Maintain a career portfolio to document knowledge, skills, and experience in a career field.
MKED.9-12.9.4.12.N.66	Demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals.
MKED.9-12.9.4.12.N.67	Identify and exhibit traits for retaining employment.

MKED.9-12.9.4.12.N.68	Identify and explore careers in one or more career pathways to build an understanding of the opportunities available in the cluster.
MKED.9-12.9.4.12.N.69	Examine requirements for career advancement to plan for continuing education and training.
MKED.9-12.9.4.12.N.72	Examine employment opportunities in entrepreneurship as an option for career planning.
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to independently use their learning to understand the expectations employers have of employees in the workplace.

Concepts

Essential Questions

- How might absenteeism affect your coworkers?
- What are some examples of unethical behavior in the workplace?
- What can a prospective employee do to increase their chance of obtaining a job?
- What can you do to demonstrate cooperation in the workplace?
- What resources can be used to secure a job?
- Why is a resume important?
- Why is loafing on the job a form of dishonesty?

Understandings

Students will understand that .

- employees must act in an ethical manner when handling their job, as well as in interactions with co-workers.

- the job-search process must be taken seriously and there are a number of steps to follow in order to obtain a job.

Critical Knowledge and Skills

Knowledge

Students will know:

- - ethics
 - moral values
 - work ethic
 - integrity
 - confidential
 - loyalty
 - constructive criticism
 - job evaluation
 - attitude
 - self-esteem
 - dependability
 - punctuality
 - individual responsibility
 - initiative

Skills

Students will be able to:

- - Explain the importance of positive personal qualities in an employee.
 - Describe how a good employee works as part of a team.
 - Explain the importance of preparing a personal fact sheet.
 - Identify the parts of a well-prepared résumé.
 - Describe a job portfolio and its importance.
 - List ways to share job-related profiles online.
 - Describe how to prepare for a telephone interview with a prospective employer.
 - Explain the purpose of a letter of application.

- Recall tips for completing an application form.
- Explain how to prepare for an interview.
- Demonstrate appropriate attire and demeanor for interviewing.
- Explain how to make a good impression in an interview.
- Describe the factors to consider before accepting or rejecting a job offer.
- Discuss teams and their role in the workplace.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Student Personal Portfolio - Resume, References, Cover Letter (Ongoing throughout year)
- Student Form Submissions
- Professionalism
- Student Questioning

School Summative Assessment Plan

- Review Test

Primary Resources

- Classroom Discussions and Presentations

Supplementary Resources

-Current Event Articles

-Internet Resources

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
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All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Payroll calculations each week

SOCIAL STUDIES - Historical career information and economic developments in the state and country.

GLOBAL AWARENESS - Career opportunity research including global opportunities

Learning Plan / Pacing Guide

Week 1:

- Creation of Personal Resume, Cover Letter and Reference List for Senior Portfolio
- Creation of required documents for Co-op Experience (DI – class discussion including each student and

their individual work goals; students with IEPs/504s are given extended time and individual help creating their documents; ELL students can translate their research into their native language using Google Translate)

ONGOING – Senior Portfolio, Note-taking and a journal entry are used during our discussion of appropriate job locations for the Marketing Education/Co-op program (ELA).

Week 2:

- Interviewing Do's and Dont's

(Analysis of this interview also supports the ELA standards. Those IEP/504/ELL students who need the extra assistance and guidance are supported by the teacher).

- Analyze real-world work scenarios

Week 3:

- Interviewing Scenarios and Questions

-Review Test of Interviewing (DI- test is a mixture of tradition T/F and matching questions, as well as scenario analysis questions; i.e. IEP/504 students are given extended time

NEW Unit 3: Common Workplace Skills

Content Area: **Applied Tech**
Course(s): **MARK ED**
Time Period: **Marking Period 2**
Length: **2 weeks**
Status: **Published**

Standards

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PFL.9.1.12.A.7	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
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PFL.9.1.12.B.2	Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.
PFL.9.1.12.B.3	Construct a plan to accumulate emergency “rainy day” funds.
PFL.9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
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PFL.9.1.12.B.6	Design and utilize a simulated budget to monitor progress of financial plans.
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WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
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WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on

	those skills.
WRK.9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
MKED.9-12.9.4.12.N.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
MKED.9-12.9.4.12.N.2	Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
MKED.9-12.9.4.12.N.3	Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
MKED.9-12.9.4.12.N.5	Understand economic principles and concepts fundamental to business operations.
MKED.9-12.9.4.12.N.6	Apply sociological knowledge of group behavior to understand customer decision-making.
MKED.9-12.9.4.12.N.7	Apply psychological knowledge of individual behavior to understand customer motivation.
MKED.9-12.9.4.12.N.8	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
MKED.9-12.9.4.12.N.9	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.
MKED.9-12.9.4.12.N.10	Locate, organize, and reference written information from various sources to communicate with others.
MKED.9-12.9.4.12.N.11	Evaluate and use information resources to accomplish specific occupational tasks.
MKED.9-12.9.4.12.N.12	Use correct grammar, punctuation, and terminology to write and edit documents.
MKED.9-12.9.4.12.N.13	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
MKED.9-12.9.4.12.N.14	Interpret verbal and nonverbal cues/behaviors to enhance communication.
MKED.9-12.9.4.12.N.15	Apply active listening skills to obtain and clarify information.
MKED.9-12.9.4.12.N.17	Listen to and speak with diverse individuals to enhance communication skills.
MKED.9-12.9.4.12.N.21	Demonstrate knowledge of personalized communication strategies used in this cluster to determine client needs and wants and to develop responses intended to influence purchasing decisions and enhance future business opportunities.
MKED.9-12.9.4.12.N.22	Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.
MKED.9-12.9.4.12.N.23	Employ critical thinking and interpersonal skills to resolve conflicts.

MKED.9-12.9.4.12.N.25	Conduct technical research to gather information necessary for decision-making.
MKED.9-12.9.4.12.N.26	Employ technological tools to expedite workflow.
MKED.9-12.9.4.12.N.27	Operate electronic mail applications to communicate.
MKED.9-12.9.4.12.N.28	Operate Internet applications to perform tasks.
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MKED.9-12.9.4.12.N.36	Apply technological tools used by marketers to expedite workflow.
MKED.9-12.9.4.12.N.37	Describe the nature and types of business organizations to build an understanding of the scope of organizations.
MKED.9-12.9.4.12.N.46	Demonstrate knowledge of personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments.
MKED.9-12.9.4.12.N.47	Demonstrate knowledge of employee rights and responsibilities and employers' obligations to maintain workplace safety and health.
MKED.9-12.9.4.12.N.48	Identify emergency procedures that are necessary to provide aid in workplace accidents.
MKED.9-12.9.4.12.N.49	Identify response techniques to create a disaster and/or emergency response plan.
MKED.9-12.9.4.12.N.50	Explain health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
MKED.9-12.9.4.12.N.51	Evaluate organizational policies and procedures that contribute to continuous improvement in performance and compliance.
MKED.9-12.9.4.12.N.52	Demonstrate knowledge of safety, health, and environmental controls used to enhance productivity in the workplace.
MKED.9-12.9.4.12.N.54	Employ organizational skills to foster positive working relationships and accomplish organizational goals.
MKED.9-12.9.4.12.N.55	Employ teamwork skills to achieve collective goals and use team members' talents effectively.
MKED.9-12.9.4.12.N.56	Establish and maintain effective relationships in order to accomplish objectives and tasks.
MKED.9-12.9.4.12.N.59	Apply ethical reasoning to a variety of situations in order to make ethical decisions.
MKED.9-12.9.4.12.N.61	Understand management's responsibility to know and abide by laws, regulations, and ethical behavior that affect operations and transactions.
MKED.9-12.9.4.12.N.62	Identify and demonstrate positive work behaviors and personal qualities needed to succeed in the classroom and/or to be employable.
MKED.9-12.9.4.12.N.63	Develop a Personalized Student Learning Plan to meet career goals and objectives.
MKED.9-12.9.4.12.N.64	Demonstrate skills related to seeking and applying for employment in a desired job.
MKED.9-12.9.4.12.N.65	Maintain a career portfolio to document knowledge, skills, and experience in a career field.
MKED.9-12.9.4.12.N.66	Demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals.
MKED.9-12.9.4.12.N.67	Identify and exhibit traits for retaining employment.
MKED.9-12.9.4.12.N.68	Identify and explore careers in one or more career pathways to build an understanding of the opportunities available in the cluster.
MKED.9-12.9.4.12.N.69	Examine requirements for career advancement to plan for continuing education and

	training.
MKED.9-12.9.4.12.N.72	Examine employment opportunities in entrepreneurship as an option for career planning.
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to independently use their learning to understand group dynamics and how to communicate effectively in the workplace.

Concepts

Essential Questions

- What impressions can non-verbal communication have on others?
- Why are communication skills important in the workplace?
- Why is writing an important work skill?

Understandings

Students will understand that .

- listening skills are essential to effective communication
- writing, speaking and non-verbal communication skills are vital to an effective employee

Critical Knowledge and Skills

Knowledge

Students will know:

- -
 - communication
 - sender
 - encoder
 - message
 - channel
 - receiver
 - decoder
 - feedback
 - noise
 - hearing
 - listening
 - comprehension
 - etiquette
 - nonverbal communication
 - formal communication
 - informal communication
 - communication barrier
 - dynamics
 - group dynamics
 - leadership
 - vision
 - delegate

Skills

Students will be able to:

- - Describe the communication process.
 - Explain why listening skills are important for job success.
 - List four ways to improve reading and comprehension skills.
 - Explain why writing is an important work skill.
 - Describe the importance of speaking skills.
 - Explain the importance of nonverbal communication.
 - Explain how formal communication is used in the workplace.
 - Describe how informal communication takes place on the job.

- List how communication barriers can be overcome.
- List important elements of a business letter.
- Describe the purpose and design of a memo.
- Describe group dynamics and the related benefits.
- Explain the different types of authority leaders possess

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Student Personal Portfolio - Resume, References, Cover Letter (Ongoing throughout year)
- Student Form Submissions
- Professionalism
- Student Questioning

School Summative Assessment Plan

- Review Test

Primary Resources

- Classroom Discussions and Presentations

Supplementary Resources

- Current Event Articles

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● Additional Support Videos

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Payroll calculations each week

SOCIAL STUDIES - Historical career information and economic developments in the state and country.

GLOBAL AWARENESS - Career opportunity research including global opportunities

Learning Plan / Pacing Guide

Week 1:

- Discussions about workplace conflict, attitudes and behavior in the workplace and teamwork skills
- Creation of required documents for Co-op Experience (DI – class discussion including each student and

their individual work goals; students with IEPs/504s are given extended time and individual help creating their documents; ELL students can translate their research into their native language using Google Translate)

ONGOING – Senior Portfolio, Note-taking and a journal entry are used during our discussion of appropriate job locations for the Marketing Education/Co-op program (ELA).

Week 2:

- Teamwork activities and skills practice

(Analysis of this interview also supports the ELA standards. Those IEP/504/ELL students who need the extra assistance and guidance are supported by the teacher).

- Analyze real-world work scenarios

-Review Test of Interviewing (DI- test is a mixture of tradition T/F and matching questions, as well as scenario analysis questions; i.e. IEP/504 students are given extended time

NEW Unit 4: Workplace Technology

Content Area: **Applied Tech**
Course(s): **MARK ED**
Time Period: **Marking Period 2**
Length: **2 weeks**
Status: **Published**

Standards

12.9.3.MK.5	Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
PFL.9.1.12.A.1	Differentiate among the types of taxes and employee benefits.
PFL.9.1.12.A.2	Differentiate between taxable and nontaxable income.
PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.4	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
PFL.9.1.12.A.7	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.A.10	Demonstrate how exemptions and deductions can reduce taxable income.
PFL.9.1.12.A.13	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
PFL.9.1.12.B.2	Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.
PFL.9.1.12.B.3	Construct a plan to accumulate emergency “rainy day” funds.
PFL.9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
PFL.9.1.12.B.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
PFL.9.1.12.B.6	Design and utilize a simulated budget to monitor progress of financial plans.
PFL.9.1.12.E.2	Analyze and apply multiple sources of financial information when prioritizing financial decisions.
PFL.9.1.12.E.5	Evaluate business practices and their impact on individuals, families, and societies.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and

	employees in the global workplace.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
MKED.9-12.9.4.12.N.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
MKED.9-12.9.4.12.N.2	Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
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MKED.9-12.9.4.12.N.5	Understand economic principles and concepts fundamental to business operations.
MKED.9-12.9.4.12.N.6	Apply sociological knowledge of group behavior to understand customer decision-making.
MKED.9-12.9.4.12.N.7	Apply psychological knowledge of individual behavior to understand customer motivation.
MKED.9-12.9.4.12.N.8	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
MKED.9-12.9.4.12.N.9	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.
MKED.9-12.9.4.12.N.10	Locate, organize, and reference written information from various sources to communicate with others.
MKED.9-12.9.4.12.N.11	Evaluate and use information resources to accomplish specific occupational tasks.
MKED.9-12.9.4.12.N.12	Use correct grammar, punctuation, and terminology to write and edit documents.
MKED.9-12.9.4.12.N.13	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
MKED.9-12.9.4.12.N.14	Interpret verbal and nonverbal cues/behaviors to enhance communication.
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TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to perform common business tasks and use common technology found in current occupations.

Concepts

Essential Questions

What common forms of technology are used in current occupations?

How is Microsoft Excel used in business applications?

How do you operate a business copier and scanner to perform common tasks?

How do you create common business documents in Microsoft Word?

Understandings

Students will understand that having the basic skills of utilizing a business copier, scanner and Microsoft Excel applications will make them better candidates to obtain employment.

Critical Knowledge and Skills

Knowledge

Students will know:

- how to operate a business copier

- how to operate a business scanner
- how to use Microsoft Excel to create common spreadsheets and reports used in business applications
- how to create common business documents in Microsoft Word

Skills

Students will be able to:

- - Operate the classroom printer functions
 - Operate the classroom copier functions
 - Operate the classroom scanner functions
 - Create Excel spreadsheets
 - Create a business memo in Microsoft Word
 - Create a business Thank You Letter in Microsoft Word
 - Create a business email

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Student Personal Portfolio - Resume, References, Cover Letter (Ongoing throughout year)
- Student Form Submissions
- Professionalism
- Student Questioning

School Summative Assessment Plan

- Performance by students using the copier and scanner and creating Excel spreadsheets

Primary Resources

-Classroom Discussions, Demonstrations and Presentations

Supplementary Resources

-Classroom Copier and Scanner

-Microsoft Excel software

-Internet Resources

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

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- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

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The videos below are just examples of videos that can be used to support each of the Lessons within this

Topic.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

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Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

All assignments have been created in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Payroll calculations each week

SOCIAL STUDIES - Historical career information and economic developments in the state and country.

GLOBAL AWARENESS - Career opportunity research including global opportunities

Learning Plan / Pacing Guide

Week 1:

- Creation of Business Thank You Letter, Business Memo and Emails including personal signatures
- Introduction to Microsoft Excel and spreadsheet basics
- Creation of required documents for Co-op Experience (DI – class discussion including each student and their individual work goals; students with IEPs/504s are given extended time and individual help creating their documents; ELL students can translate their research into their native language using Google Translate)

ONGOING – Senior Portfolio, Note-taking and a journal entry are used during our discussion of appropriate job locations for the Marketing Education/Co-op program (ELA).

Week 2:

- Expanding on Microsoft Excel spreadsheets - practice examples
- Small group demonstrations and performances using the classroom copier and scanner

(Analysis of this interview also supports the ELA standards. Those IEP/504/ELL students who need the extra assistance and guidance are supported by the teacher).

- Analyze real-world work scenarios

Week 3:

- Final demonstrations and Excel examples
- Review Test of Interviewing (DI- test is a mixture of tradition T/F and matching questions, as well as scenario analysis questions; i.e. IEP/504 students are given extended time

NEW Unit 5: Harassment and Conflict Resolution

Content Area: **Applied Tech**
Course(s): **MARK ED**
Time Period: **Marking Period 3**
Length: **2 weeks**
Status: **Published**

Standards

12.9.3.MK.5	Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
PFL.9.1.12.A.1	Differentiate among the types of taxes and employee benefits.
PFL.9.1.12.A.2	Differentiate between taxable and nontaxable income.
PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.4	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
PFL.9.1.12.A.7	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.A.10	Demonstrate how exemptions and deductions can reduce taxable income.
PFL.9.1.12.A.13	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
PFL.9.1.12.B.2	Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.
PFL.9.1.12.B.3	Construct a plan to accumulate emergency “rainy day” funds.
PFL.9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
PFL.9.1.12.B.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
PFL.9.1.12.B.6	Design and utilize a simulated budget to monitor progress of financial plans.
PFL.9.1.12.E.2	Analyze and apply multiple sources of financial information when prioritizing financial decisions.
PFL.9.1.12.E.5	Evaluate business practices and their impact on individuals, families, and societies.
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the

	knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
MKED.9-12.9.4.12.N.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
MKED.9-12.9.4.12.N.2	Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
MKED.9-12.9.4.12.N.3	Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
MKED.9-12.9.4.12.N.5	Understand economic principles and concepts fundamental to business operations.
MKED.9-12.9.4.12.N.6	Apply sociological knowledge of group behavior to understand customer decision-making.
MKED.9-12.9.4.12.N.7	Apply psychological knowledge of individual behavior to understand customer motivation.
MKED.9-12.9.4.12.N.8	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
MKED.9-12.9.4.12.N.9	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.
MKED.9-12.9.4.12.N.10	Locate, organize, and reference written information from various sources to communicate with others.
MKED.9-12.9.4.12.N.11	Evaluate and use information resources to accomplish specific occupational tasks.
MKED.9-12.9.4.12.N.12	Use correct grammar, punctuation, and terminology to write and edit documents.
MKED.9-12.9.4.12.N.13	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
MKED.9-12.9.4.12.N.14	Interpret verbal and nonverbal cues/behaviors to enhance communication.
MKED.9-12.9.4.12.N.15	Apply active listening skills to obtain and clarify information.
MKED.9-12.9.4.12.N.17	Listen to and speak with diverse individuals to enhance communication skills.
MKED.9-12.9.4.12.N.21	Demonstrate knowledge of personalized communication strategies used in this cluster to determine client needs and wants and to develop responses intended to influence purchasing decisions and enhance future business opportunities.
MKED.9-12.9.4.12.N.22	Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.
MKED.9-12.9.4.12.N.23	Employ critical thinking and interpersonal skills to resolve conflicts.
MKED.9-12.9.4.12.N.25	Conduct technical research to gather information necessary for decision-making.
MKED.9-12.9.4.12.N.26	Employ technological tools to expedite workflow.
MKED.9-12.9.4.12.N.27	Operate electronic mail applications to communicate.
MKED.9-12.9.4.12.N.28	Operate Internet applications to perform tasks.
MKED.9-12.9.4.12.N.29	Operate writing and publishing applications to prepare business communications.
MKED.9-12.9.4.12.N.30	Operate presentation applications to prepare and deliver presentations.
MKED.9-12.9.4.12.N.31	Employ spreadsheet applications to organize and manipulate data.
MKED.9-12.9.4.12.N.33	Employ collaborative/groupware applications to facilitate group work.
MKED.9-12.9.4.12.N.34	Employ computer operations applications to manage work tasks.
MKED.9-12.9.4.12.N.36	Apply technological tools used by marketers to expedite workflow.

MKED.9-12.9.4.12.N.37	Describe the nature and types of business organizations to build an understanding of the scope of organizations.
MKED.9-12.9.4.12.N.46	Demonstrate knowledge of personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments.
MKED.9-12.9.4.12.N.47	Demonstrate knowledge of employee rights and responsibilities and employers' obligations to maintain workplace safety and health.
MKED.9-12.9.4.12.N.48	Identify emergency procedures that are necessary to provide aid in workplace accidents.
MKED.9-12.9.4.12.N.49	Identify response techniques to create a disaster and/or emergency response plan.
MKED.9-12.9.4.12.N.50	Explain health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
MKED.9-12.9.4.12.N.51	Evaluate organizational policies and procedures that contribute to continuous improvement in performance and compliance.
MKED.9-12.9.4.12.N.52	Demonstrate knowledge of safety, health, and environmental controls used to enhance productivity in the workplace.
MKED.9-12.9.4.12.N.54	Employ organizational skills to foster positive working relationships and accomplish organizational goals.
MKED.9-12.9.4.12.N.55	Employ teamwork skills to achieve collective goals and use team members' talents effectively.
MKED.9-12.9.4.12.N.56	Establish and maintain effective relationships in order to accomplish objectives and tasks.
MKED.9-12.9.4.12.N.59	Apply ethical reasoning to a variety of situations in order to make ethical decisions.
MKED.9-12.9.4.12.N.61	Understand management's responsibility to know and abide by laws, regulations, and ethical behavior that affect operations and transactions.
MKED.9-12.9.4.12.N.62	Identify and demonstrate positive work behaviors and personal qualities needed to succeed in the classroom and/or to be employable.
MKED.9-12.9.4.12.N.63	Develop a Personalized Student Learning Plan to meet career goals and objectives.
MKED.9-12.9.4.12.N.64	Demonstrate skills related to seeking and applying for employment in a desired job.
MKED.9-12.9.4.12.N.65	Maintain a career portfolio to document knowledge, skills, and experience in a career field.
MKED.9-12.9.4.12.N.66	Demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals.
MKED.9-12.9.4.12.N.67	Identify and exhibit traits for retaining employment.
MKED.9-12.9.4.12.N.68	Identify and explore careers in one or more career pathways to build an understanding of the opportunities available in the cluster.
MKED.9-12.9.4.12.N.69	Examine requirements for career advancement to plan for continuing education and training.
MKED.9-12.9.4.12.N.72	Examine employment opportunities in entrepreneurship as an option for career planning.
TECH.9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to understand and explain the importance of teamwork and constructive interactions with co-workers.

Concepts

Essential Questions

What behaviors constitute workplace harassment?

What behaviors constitute sexual harassment?

What steps should be taken if any type of harassment takes place in the workplace?

Understandings

Students will understand the laws and regulations regarding workplace and sexual harassment.

Critical Knowledge and Skills

Knowledge

Students will know:

- actions that constitute workplace harassment
- actions that constitute sexual harassment
- laws regarding workplace and sexual harassment
- steps which should be taken if workplace or sexual harassment is suspected

Skills

Students will be able to:

- - Explain workplace harassment
 - Explain sexual harassment
 - Describe the steps to take when harassment is suspected in the workplace

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Student Personal Portfolio - Resume, References, Cover Letter (Ongoing throughout year)
- Student Form Submissions
- Professionalism
- Student Questioning

School Summative Assessment Plan

- Review Test

Primary Resources

- Classroom Discussions, Demonstrations and Presentations

Supplementary Resources

- Workplace scenarios
- Relevant articles
- Internet Resources

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● Additional Support Videos

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to

explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Payroll calculations each week

SOCIAL STUDIES - Historical career information and economic developments in the state and country.

GLOBAL AWARENESS - Career opportunity research including global opportunities

Learning Plan / Pacing Guide

Week 1:

- Class Discussions and PowerPoint presentations regarding workplace harassment and sexual harassment. Scenarios presented regarding harassment.

- Creation of required documents for Co-op Experience (DI – class discussion including each student and their individual work goals; students with IEPs/504s are given extended time and individual help creating their documents; ELL students can translate their research into their native language using Google Translate)

ONGOING – Senior Portfolio, Note-taking and a journal entry are used during our discussion of appropriate job locations for the Marketing Education/Co-op program (ELA).

Week 2:

(Analysis of this interview also supports the ELA standards. Those IEP/504/ELL students who need the extra assistance and guidance are supported by the teacher).

- Analyze real-world work scenarios

-Review Test of Interviewing (DI- test is a mixture of tradition T/F and matching questions, as well as scenario analysis questions; i.e. IEP/504 students are given extended time

NEW Unit 6: Business Types and Entrepreneurs

Content Area: **Applied Tech**
Course(s): **MARK ED**
Time Period: **Marking Period 2**
Length: **2 weeks**
Status: **Published**

Standards

12.9.3.MK.5	Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
PFL.9.1.12.A.1	Differentiate among the types of taxes and employee benefits.
PFL.9.1.12.A.2	Differentiate between taxable and nontaxable income.
PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.4	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
PFL.9.1.12.A.7	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.A.10	Demonstrate how exemptions and deductions can reduce taxable income.
PFL.9.1.12.A.13	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
PFL.9.1.12.B.2	Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.
PFL.9.1.12.B.3	Construct a plan to accumulate emergency “rainy day” funds.
PFL.9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
PFL.9.1.12.B.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
PFL.9.1.12.B.6	Design and utilize a simulated budget to monitor progress of financial plans.
PFL.9.1.12.E.2	Analyze and apply multiple sources of financial information when prioritizing financial decisions.
PFL.9.1.12.E.5	Evaluate business practices and their impact on individuals, families, and societies.
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
WRK.9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading

	comprehension tests, drug tests) used by employers in various industry sectors.
WRK.9.2.12.CAP.21	Explain low-cost and low-risk ways to start a business.
WRK.9.2.12.CAP.22	Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
WRK.9.2.12.CAP.23	Identify different ways to obtain capital for starting a business.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
MKED.9-12.9.4.12.N.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
MKED.9-12.9.4.12.N.2	Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
MKED.9-12.9.4.12.N.3	Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
MKED.9-12.9.4.12.N.5	Understand economic principles and concepts fundamental to business operations.
MKED.9-12.9.4.12.N.6	Apply sociological knowledge of group behavior to understand customer decision-making.
MKED.9-12.9.4.12.N.7	Apply psychological knowledge of individual behavior to understand customer motivation.
MKED.9-12.9.4.12.N.8	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
MKED.9-12.9.4.12.N.9	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.
MKED.9-12.9.4.12.N.10	Locate, organize, and reference written information from various sources to communicate with others.
MKED.9-12.9.4.12.N.11	Evaluate and use information resources to accomplish specific occupational tasks.
MKED.9-12.9.4.12.N.12	Use correct grammar, punctuation, and terminology to write and edit documents.
MKED.9-12.9.4.12.N.13	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
MKED.9-12.9.4.12.N.14	Interpret verbal and nonverbal cues/behaviors to enhance communication.
MKED.9-12.9.4.12.N.15	Apply active listening skills to obtain and clarify information.
MKED.9-12.9.4.12.N.17	Listen to and speak with diverse individuals to enhance communication skills.
MKED.9-12.9.4.12.N.21	Demonstrate knowledge of personalized communication strategies used in this cluster to determine client needs and wants and to develop responses intended to influence purchasing decisions and enhance future business opportunities.
MKED.9-12.9.4.12.N.22	Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in

	teams to solve problems and make decisions.
MKED.9-12.9.4.12.N.23	Employ critical thinking and interpersonal skills to resolve conflicts.
MKED.9-12.9.4.12.N.25	Conduct technical research to gather information necessary for decision-making.
MKED.9-12.9.4.12.N.26	Employ technological tools to expedite workflow.
MKED.9-12.9.4.12.N.27	Operate electronic mail applications to communicate.
MKED.9-12.9.4.12.N.28	Operate Internet applications to perform tasks.
MKED.9-12.9.4.12.N.29	Operate writing and publishing applications to prepare business communications.
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MKED.9-12.9.4.12.N.31	Employ spreadsheet applications to organize and manipulate data.
MKED.9-12.9.4.12.N.33	Employ collaborative/groupware applications to facilitate group work.
MKED.9-12.9.4.12.N.34	Employ computer operations applications to manage work tasks.
MKED.9-12.9.4.12.N.36	Apply technological tools used by marketers to expedite workflow.
MKED.9-12.9.4.12.N.37	Describe the nature and types of business organizations to build an understanding of the scope of organizations.
MKED.9-12.9.4.12.N.46	Demonstrate knowledge of personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments.
MKED.9-12.9.4.12.N.47	Demonstrate knowledge of employee rights and responsibilities and employers' obligations to maintain workplace safety and health.
MKED.9-12.9.4.12.N.48	Identify emergency procedures that are necessary to provide aid in workplace accidents.
MKED.9-12.9.4.12.N.49	Identify response techniques to create a disaster and/or emergency response plan.
MKED.9-12.9.4.12.N.50	Explain health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
MKED.9-12.9.4.12.N.51	Evaluate organizational policies and procedures that contribute to continuous improvement in performance and compliance.
MKED.9-12.9.4.12.N.52	Demonstrate knowledge of safety, health, and environmental controls used to enhance productivity in the workplace.
MKED.9-12.9.4.12.N.54	Employ organizational skills to foster positive working relationships and accomplish organizational goals.
MKED.9-12.9.4.12.N.55	Employ teamwork skills to achieve collective goals and use team members' talents effectively.
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MKED.9-12.9.4.12.N.59	Apply ethical reasoning to a variety of situations in order to make ethical decisions.
MKED.9-12.9.4.12.N.61	Understand management's responsibility to know and abide by laws, regulations, and ethical behavior that affect operations and transactions.
MKED.9-12.9.4.12.N.62	Identify and demonstrate positive work behaviors and personal qualities needed to succeed in the classroom and/or to be employable.
MKED.9-12.9.4.12.N.63	Develop a Personalized Student Learning Plan to meet career goals and objectives.
MKED.9-12.9.4.12.N.64	Demonstrate skills related to seeking and applying for employment in a desired job.
MKED.9-12.9.4.12.N.65	Maintain a career portfolio to document knowledge, skills, and experience in a career field.
MKED.9-12.9.4.12.N.66	Demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals.
MKED.9-12.9.4.12.N.67	Identify and exhibit traits for retaining employment.

MKED.9-12.9.4.12.N.68	Identify and explore careers in one or more career pathways to build an understanding of the opportunities available in the cluster.
MKED.9-12.9.4.12.N.69	Examine requirements for career advancement to plan for continuing education and training.
MKED.9-12.9.4.12.N.72	Examine employment opportunities in entrepreneurship as an option for career planning.

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to independently use their learning to understand the concept of a free market economy and how businesses are created and operate in such an economy

Concepts

Essential Questions

- What is a free enterprise system?
- What is an entrepreneur?
- Why are small businesses important to the US economy?
- Why do unions exist today and what purpose do they serve?

- Why is it important to encourage and respect diversity in the workplace?

Understandings

Students will understand that:

- labor unions serve a purpose in many workplaces and exist to protect workers rights
- diversity is inevitable in the workplace and must be respected
- free enterprise systems allow for different business structures, including the ability to create new businesses through entrepreneurship

Critical Knowledge and Skills

Knowledge

Students will know:

- - labor union
 - collective bargaining
 - labor contract
 - stereotyping
 - diversity
 - equity
 - discrimination
 - criminal penalties
 - sexual harassment
 - free enterprise system
 - need
 - want
 - profit
 - supply
 - demand
 - monopoly
 - sole proprietorship
 - partnership
 - corporation
 - entrepreneur
 - entrepreneurship

Skills

Students will be able to:

- - Explain the importance of being prepared for the first day on the job.
 - Describe how to create a positive relationship with your supervisor and coworkers.
 - Discuss how good work habits are related to job success.
 - Identify the effects of job stress at work.
 - Explain the process of the performance evaluation.
 - Explain the purpose of a labor union.
 - Explain when union membership is required.

- Describe the basic types of unions.
- Explain the process of collective bargaining.
- Explain the benefits of diversity in the workplace.
- Describe ways employers and employees can promote workplace diversity.
- Provide examples of discrimination in the workplace.
- Identify laws that prohibit discrimination.
- Explain how to take action against sexual harassment.
- Describe the free enterprise system in the United States.
- Name the three types of business organizations.
- Explain the importance of small businesses to the US economy.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Student Personal Portfolio - Resume, References, Cover Letter (Ongoing throughout year)
- Student Form Submissions
- Professionalism
- Student Questioning

School Summative Assessment Plan

- Review Test

Primary Resources

- Classroom Discussions, Demonstrations and Presentations

Supplementary Resources

-Current Event Articles

-Internet Resources

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● Additional Support Videos

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Payroll calculations each week

SOCIAL STUDIES - Historical career information and economic developments in the state and country.

GLOBAL AWARENESS - Career opportunity research including global opportunities

Learning Plan / Pacing Guide

Week 1:

- Classroom discussions and activities about business types, examples of different businesses and pros and cons of each. Define and explore entrepreneurship and explore examples. Self assessment on what entrepreneurial skills students may possess.

- Creation of required documents for Co-op Experience (DI – class discussion including each student and their individual work goals; students with IEPs/504s are given extended time and individual help creating their documents; ELL students can translate their research into their native language using Google Translate)

ONGOING – Senior Portfolio, Note-taking and a journal entry are used during our discussion of appropriate job locations for the Marketing Education/Co-op program (ELA).

Week 2:

- Famous entrepreneurs project.

(Analysis of this interview also supports the ELA standards. Those IEP/504/ELL students who need the extra assistance and guidance are supported by the teacher).

- Analyze real-world work scenarios

-Review Test of Interviewing (DI- test is a mixture of tradition T/F and matching questions, as well as scenario analysis questions; i.e. IEP/504 students are given extended time

NEW Unit 7: Safety in the Workplace

Content Area: **Applied Tech**
Course(s): **MARK ED**
Time Period: **Marking Period 2**
Length: **2 weeks**
Status: **Published**

Standards

12.9.3.MK.5	Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
PFL.9.1.12.A.1	Differentiate among the types of taxes and employee benefits.
PFL.9.1.12.A.2	Differentiate between taxable and nontaxable income.
PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.4	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
PFL.9.1.12.A.7	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.A.10	Demonstrate how exemptions and deductions can reduce taxable income.
PFL.9.1.12.A.13	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
PFL.9.1.12.B.2	Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.
PFL.9.1.12.B.3	Construct a plan to accumulate emergency “rainy day” funds.
PFL.9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
PFL.9.1.12.B.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
PFL.9.1.12.B.6	Design and utilize a simulated budget to monitor progress of financial plans.
PFL.9.1.12.E.2	Analyze and apply multiple sources of financial information when prioritizing financial decisions.
PFL.9.1.12.E.5	Evaluate business practices and their impact on individuals, families, and societies.
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
WRK.9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.

CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
MKED.9-12.9.4.12.N.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
MKED.9-12.9.4.12.N.2	Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
MKED.9-12.9.4.12.N.3	Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
MKED.9-12.9.4.12.N.5	Understand economic principles and concepts fundamental to business operations.
MKED.9-12.9.4.12.N.6	Apply sociological knowledge of group behavior to understand customer decision-making.
MKED.9-12.9.4.12.N.7	Apply psychological knowledge of individual behavior to understand customer motivation.
MKED.9-12.9.4.12.N.8	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
MKED.9-12.9.4.12.N.9	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.
MKED.9-12.9.4.12.N.10	Locate, organize, and reference written information from various sources to communicate with others.
MKED.9-12.9.4.12.N.11	Evaluate and use information resources to accomplish specific occupational tasks.
MKED.9-12.9.4.12.N.12	Use correct grammar, punctuation, and terminology to write and edit documents.
MKED.9-12.9.4.12.N.13	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
MKED.9-12.9.4.12.N.14	Interpret verbal and nonverbal cues/behaviors to enhance communication.
MKED.9-12.9.4.12.N.15	Apply active listening skills to obtain and clarify information.
MKED.9-12.9.4.12.N.17	Listen to and speak with diverse individuals to enhance communication skills.
MKED.9-12.9.4.12.N.21	Demonstrate knowledge of personalized communication strategies used in this cluster to determine client needs and wants and to develop responses intended to influence purchasing decisions and enhance future business opportunities.
MKED.9-12.9.4.12.N.22	Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.
MKED.9-12.9.4.12.N.23	Employ critical thinking and interpersonal skills to resolve conflicts.
MKED.9-12.9.4.12.N.25	Conduct technical research to gather information necessary for decision-making.
MKED.9-12.9.4.12.N.26	Employ technological tools to expedite workflow.
MKED.9-12.9.4.12.N.27	Operate electronic mail applications to communicate.
MKED.9-12.9.4.12.N.28	Operate Internet applications to perform tasks.
MKED.9-12.9.4.12.N.29	Operate writing and publishing applications to prepare business communications.

MKED.9-12.9.4.12.N.30	Operate presentation applications to prepare and deliver presentations.
MKED.9-12.9.4.12.N.31	Employ spreadsheet applications to organize and manipulate data.
MKED.9-12.9.4.12.N.33	Employ collaborative/groupware applications to facilitate group work.
MKED.9-12.9.4.12.N.34	Employ computer operations applications to manage work tasks.
MKED.9-12.9.4.12.N.36	Apply technological tools used by marketers to expedite workflow.
MKED.9-12.9.4.12.N.37	Describe the nature and types of business organizations to build an understanding of the scope of organizations.
MKED.9-12.9.4.12.N.46	Demonstrate knowledge of personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments.
MKED.9-12.9.4.12.N.47	Demonstrate knowledge of employee rights and responsibilities and employers' obligations to maintain workplace safety and health.
MKED.9-12.9.4.12.N.48	Identify emergency procedures that are necessary to provide aid in workplace accidents.
MKED.9-12.9.4.12.N.49	Identify response techniques to create a disaster and/or emergency response plan.
MKED.9-12.9.4.12.N.50	Explain health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
MKED.9-12.9.4.12.N.51	Evaluate organizational policies and procedures that contribute to continuous improvement in performance and compliance.
MKED.9-12.9.4.12.N.52	Demonstrate knowledge of safety, health, and environmental controls used to enhance productivity in the workplace.
MKED.9-12.9.4.12.N.54	Employ organizational skills to foster positive working relationships and accomplish organizational goals.
MKED.9-12.9.4.12.N.55	Employ teamwork skills to achieve collective goals and use team members' talents effectively.
MKED.9-12.9.4.12.N.56	Establish and maintain effective relationships in order to accomplish objectives and tasks.
MKED.9-12.9.4.12.N.59	Apply ethical reasoning to a variety of situations in order to make ethical decisions.
MKED.9-12.9.4.12.N.61	Understand management's responsibility to know and abide by laws, regulations, and ethical behavior that affect operations and transactions.
MKED.9-12.9.4.12.N.62	Identify and demonstrate positive work behaviors and personal qualities needed to succeed in the classroom and/or to be employable.
MKED.9-12.9.4.12.N.63	Develop a Personalized Student Learning Plan to meet career goals and objectives.
MKED.9-12.9.4.12.N.64	Demonstrate skills related to seeking and applying for employment in a desired job.
MKED.9-12.9.4.12.N.65	Maintain a career portfolio to document knowledge, skills, and experience in a career field.
MKED.9-12.9.4.12.N.66	Demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals.
MKED.9-12.9.4.12.N.67	Identify and exhibit traits for retaining employment.
MKED.9-12.9.4.12.N.68	Identify and explore careers in one or more career pathways to build an understanding of the opportunities available in the cluster.
MKED.9-12.9.4.12.N.69	Examine requirements for career advancement to plan for continuing education and training.
MKED.9-12.9.4.12.N.72	Examine employment opportunities in entrepreneurship as an option for career planning.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to explain and understand common workplace hazards and safety rules.

Concepts

Essential Questions

What is an emergency action plan?

Why are drugs and alcohol a potential safety concern in the workplace?

What is personal protective equipment and why is it necessary in the workplace?

Understandings

Students will understand that having a safe workplace involves planning and training for all employees.

Critical Knowledge and Skills

Knowledge

Students will know:

- why emergency action plans are necessary
- why personal protective equipment is necessary
- why all employees should receive regularly scheduled safety training

Skills

Students will be able to:

- - Explain the importance of emergency action plans
 - Explain personal protective equipment
 - Describe examples of personal protective equipment and their functions
 - Explain why safety training is necessary for all employees

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Student Personal Portfolio - Resume, References, Cover Letter (Ongoing throughout year)
- Student Form Submissions
- Professionalism
- Student Questioning

School Summative Assessment Plan

- Performance by students creating a public safety announcement on a topic covered in class

Primary Resources

-Classroom Discussions, Demonstrations and Presentations

-Rutgers University/Safe Schools PPE Online Training

Supplementary Resources

-Real-life scenarios

-Internet Resources

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● Additional Support Videos

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

All assignments have been created in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Payroll calculations each week

SOCIAL STUDIES - Historical career information and economic developments in the state and country.

GLOBAL AWARENESS - Career opportunity research including global opportunities

Learning Plan / Pacing Guide

Week 1:

- Discussion about Emergency Action Plans and creation of a personal emergency action plan
- Creation of required documents for Co-op Experience (DI – class discussion including each student and their individual work goals; students with IEPs/504s are given extended time and individual help creating their documents; ELL students can translate their research into their native language using Google Translate)

ONGOING – Senior Portfolio, Note-taking and a journal entry are used during our discussion of appropriate job locations for the Marketing Education/Co-op program (ELA).

Week 2:

- Rutgers University/Safe Schools Online PPE training

(Analysis of this interview also supports the ELA standards. Those IEP/504/ELL students who need the extra assistance and guidance are supported by the teacher).

- Analyze real-world work scenarios

Week 3:

- Creation of public safety announcement based on a topic covered

-Review Test of Interviewing (DI- test is a mixture of tradition T/F and matching questions, as well as scenario analysis questions; i.e. IEP/504 students are given extended time

NEW Unit 8: Organizational Structures and Employee Evaluations

Content Area: **Applied Tech**
Course(s): **MARK ED**
Time Period: **Marking Period 3**
Length: **2 weeks**
Status: **Published**

Standards

12.9.3.MK.5	Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
PFL.9.1.12.A.1	Differentiate among the types of taxes and employee benefits.
PFL.9.1.12.A.2	Differentiate between taxable and nontaxable income.
PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.4	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
PFL.9.1.12.A.7	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.A.10	Demonstrate how exemptions and deductions can reduce taxable income.
PFL.9.1.12.A.13	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
PFL.9.1.12.B.2	Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.
PFL.9.1.12.B.3	Construct a plan to accumulate emergency “rainy day” funds.
PFL.9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
PFL.9.1.12.B.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
PFL.9.1.12.B.6	Design and utilize a simulated budget to monitor progress of financial plans.
PFL.9.1.12.E.2	Analyze and apply multiple sources of financial information when prioritizing financial decisions.
PFL.9.1.12.E.5	Evaluate business practices and their impact on individuals, families, and societies.
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.

CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
MKED.9-12.9.4.12.N.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
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MKED.9-12.9.4.12.N.5	Understand economic principles and concepts fundamental to business operations.
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MKED.9-12.9.4.12.N.8	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
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MKED.9-12.9.4.12.N.69	Examine requirements for career advancement to plan for continuing education and training.
MKED.9-12.9.4.12.N.72	Examine employment opportunities in entrepreneurship as an option for career planning.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to understand organizational structures and heirachy, as well as how levels of management assess and evaluate employees.

Concepts

Essential Questions

What is an organizational structure and heirachy chart?

How are employees evaluated on performance?

Understandings

Students will understand that most organizations have multiple layers of heirachy which allows employees to move up in position of importance and advance in their careers.

Students will understand that there are common areas in which employees are evaluated by supervisors.

Critical Knowledge and Skills

Knowledge

Students will know:

- what an organizational chart looks like
- how employees answer to those on higher levels of the organizational chart
- advancement opportunities in a company based on an organizational chart
- what an employee evaluation looks like

Skills

Students will be able to:

- - Create a sample organizational chart
 - Complete a sample employee evaluation

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Student Personal Portfolio - Resume, References, Cover Letter (Ongoing throughout year)
- Student Form Submissions
- Professionalism
- Student Questioning

School Summative Assessment Plan

- Creation of an organizational chart

- Completion of a sample employee evaluation

Primary Resources

- Classroom Discussions, Demonstrations and Presentations

Supplementary Resources

- Microsoft Word
- Internet Resources

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● Additional Support Videos

The videos below are just examples of videos that can be used to support each of the Lessons within this

Topic.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

All assignments have been created in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Payroll calculations each week

SOCIAL STUDIES - Historical career information and economic developments in the state and country.

GLOBAL AWARENESS - Career opportunity research including global opportunities

Learning Plan / Pacing Guide

Week 1 & 2:

- Discussion of organizational structures. Sample organizational structures.
 - Creation of organizational chart
 - Discussion of employee evaluations and completion of sample employee evaluation
 - Creation of required documents for Co-op Experience (DI – class discussion including each student and their individual work goals; students with IEPs/504s are given extended time and individual help creating their documents; ELL students can translate their research into their native language using Google Translate)
- ONGOING – Senior Portfolio, Note-taking and a journal entry are used during our discussion of appropriate job locations for the Marketing Education/Co-op program (ELA).

NEW Unit 9: Life After HS - Personal Expenses & Budgets

Content Area: **Applied Tech**
Course(s): **MARK ED**
Time Period: **Marking Period 3**
Length: **3 weeks**
Status: **Published**

Standards

12.9.3.MK.5	Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
PFL.9.1.12.A.1	Differentiate among the types of taxes and employee benefits.
PFL.9.1.12.A.2	Differentiate between taxable and nontaxable income.
PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.4	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
PFL.9.1.12.A.7	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.A.10	Demonstrate how exemptions and deductions can reduce taxable income.
PFL.9.1.12.A.13	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
PFL.9.1.12.B.2	Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.
PFL.9.1.12.B.3	Construct a plan to accumulate emergency “rainy day” funds.
PFL.9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
PFL.9.1.12.B.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
PFL.9.1.12.B.6	Design and utilize a simulated budget to monitor progress of financial plans.
PFL.9.1.12.E.2	Analyze and apply multiple sources of financial information when prioritizing financial decisions.
PFL.9.1.12.E.5	Evaluate business practices and their impact on individuals, families, and societies.
PFL.9.1.12.CP.1	Summarize how one’s credit history can affect finances, including loan terms, employment, and qualifying for loans.
PFL.9.1.12.CP.2	Identify the advantages of maintaining a positive credit history.
PFL.9.1.12.CP.3	Summarize factors that affect a positive credit rating, including on-time payments, debt versus available credit, length of open credit, and how often you apply for credit.
PFL.9.1.12.CP.4	Identify the skill sets needed to build and maintain a positive credit profile.
PFL.9.1.12.CP.5	Create a plan to improve and maintain an excellent credit rating.
PFL.9.1.12.CP.6	Explain the effect of debt on a person’s net worth.

PFL.9.1.12.CP.7	Summarize factors that affect a particular credit scoring system.
PFL.9.1.12.PB.1	Explain the difference between saving and investing.
PFL.9.1.12.PB.2	Prioritize financial decisions by considering alternatives and possible consequences.
PFL.9.1.12.PB.3	Design a personal budget that will help you reach your long-term and short-term financial goals.
PFL.9.1.12.PB.4	Explain how you would revise your budget to accommodate changing circumstances.
PFL.9.1.12.PB.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
PFL.9.1.12.CDM.1	Identify the purposes, advantages, and disadvantages of debt.
PFL.9.1.12.CDM.2	Compare and contrast the advantages and disadvantages of various types of mortgages.
PFL.9.1.12.CDM.3	Determine ways to leverage debt beneficially.
PFL.9.1.12.CDM.4	Identify issues associated with student loan debt, requirements for repayment, and consequences of failure to repay student loan debt.
WRK.9.2.12.CAP.14	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
WRK.9.2.12.CAP.15	Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.
WRK.9.2.12.CAP.16	Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.
WRK.9.2.12.CAP.18	Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).
WRK.9.2.12.CAP.19	Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.
WRK.9.2.12.CAP.20	Analyze a Federal and State Income Tax Return.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
MKED.9-12.9.4.12.N.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
MKED.9-12.9.4.12.N.2	Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
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MKED.9-12.9.4.12.N.5	Understand economic principles and concepts fundamental to business operations.
MKED.9-12.9.4.12.N.6	Apply sociological knowledge of group behavior to understand customer decision-making.
MKED.9-12.9.4.12.N.7	Apply psychological knowledge of individual behavior to understand customer motivation.
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MKED.9-12.9.4.12.N.9	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.
MKED.9-12.9.4.12.N.10	Locate, organize, and reference written information from various sources to communicate with others.
MKED.9-12.9.4.12.N.11	Evaluate and use information resources to accomplish specific occupational tasks.
MKED.9-12.9.4.12.N.12	Use correct grammar, punctuation, and terminology to write and edit documents.
MKED.9-12.9.4.12.N.13	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
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MKED.9-12.9.4.12.N.47	Demonstrate knowledge of employee rights and responsibilities and employers' obligations to maintain workplace safety and health.
MKED.9-12.9.4.12.N.48	Identify emergency procedures that are necessary to provide aid in workplace accidents.
MKED.9-12.9.4.12.N.49	Identify response techniques to create a disaster and/or emergency response plan.
MKED.9-12.9.4.12.N.50	Explain health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
MKED.9-12.9.4.12.N.51	Evaluate organizational policies and procedures that contribute to continuous

	improvement in performance and compliance.
MKED.9-12.9.4.12.N.52	Demonstrate knowledge of safety, health, and environmental controls used to enhance productivity in the workplace.
MKED.9-12.9.4.12.N.54	Employ organizational skills to foster positive working relationships and accomplish organizational goals.
MKED.9-12.9.4.12.N.55	Employ teamwork skills to achieve collective goals and use team members' talents effectively.
MKED.9-12.9.4.12.N.56	Establish and maintain effective relationships in order to accomplish objectives and tasks.
MKED.9-12.9.4.12.N.59	Apply ethical reasoning to a variety of situations in order to make ethical decisions.
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MKED.9-12.9.4.12.N.64	Demonstrate skills related to seeking and applying for employment in a desired job.
MKED.9-12.9.4.12.N.65	Maintain a career portfolio to document knowledge, skills, and experience in a career field.
MKED.9-12.9.4.12.N.66	Demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals.
MKED.9-12.9.4.12.N.67	Identify and exhibit traits for retaining employment.
MKED.9-12.9.4.12.N.68	Identify and explore careers in one or more career pathways to build an understanding of the opportunities available in the cluster.
MKED.9-12.9.4.12.N.69	Examine requirements for career advancement to plan for continuing education and training.
MKED.9-12.9.4.12.N.72	Examine employment opportunities in entrepreneurship as an option for career planning.

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to understand and explain the importance budgeting and the expenses involved with life after high school.

Concepts

Essential Questions

What is a personal budget and why is it important to have one?

What are common fixed and variable expenses one faces when living on your own?

Understandings

Students will understand that having a personal budget is important for managing expenses and living on your own after high school.

Critical Knowledge and Skills

Knowledge

Students will know:

- fixed vs. variable expenses
- how to create a personal budget

Skills

Students will be able to:

- - Name common expenses
 - Create a personal budget

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Student Personal Portfolio - Resume, References, Cover Letter (Ongoing throughout year)
- Student Form Submissions
- Professionalism
- Student Questioning

School Summative Assessment Plan

- Creation of a personal budget
- Completion of the On Your Own Personal Budget Game

Primary Resources

- Classroom Discussions, Demonstrations and Presentations

Supplementary Resources

- On Your Own Personal Budget Game
- Internet Resources

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● Additional Support Videos

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials

are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

- ❑ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ❑ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Payroll calculations each week

SOCIAL STUDIES - Historical career information and economic developments in the state and country.

GLOBAL AWARENESS - Career opportunity research including global opportunities

Learning Plan / Pacing Guide

Week 1:

- Discussion of fixed vs. variable expenses involved with obtaining a house or apartment. Sample personal budgets. Creation of a personal budget.

- Creation of required documents for Co-op Experience (DI – class discussion including each student and their individual work goals; students with IEPs/504s are given extended time and individual help creating their documents; ELL students can translate their research into their native language using Google Translate)

ONGOING – Senior Portfolio, Note-taking and a journal entry are used during our discussion of appropriate job locations for the Marketing Education/Co-op program (ELA).

Weeks 2-3:

On Your Own Personal Budget Game

NEW Unit 10: Life After HS - Credit & Loans

Content Area: **Applied Tech**
Course(s): **MARK ED**
Time Period: **Marking Period 4**
Length: **2 weeks**
Status: **Published**

Standards

12.9.3.MK.5	Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
PFL.9.1.2. FI.1	Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
PFL.9.1.2.FP.2	Differentiate between financial wants and needs.
PFL.9.1.2.FP.3	Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
PFL.9.1.2.PB.2	Explain why an individual would choose to save money.
PFL.9.1.12.A.1	Differentiate among the types of taxes and employee benefits.
PFL.9.1.12.A.2	Differentiate between taxable and nontaxable income.
PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.4	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
PFL.9.1.12.A.7	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.A.10	Demonstrate how exemptions and deductions can reduce taxable income.
PFL.9.1.12.A.13	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
PFL.9.1.12.B.2	Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.
PFL.9.1.12.B.3	Construct a plan to accumulate emergency “rainy day” funds.
PFL.9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
PFL.9.1.12.B.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
PFL.9.1.12.B.6	Design and utilize a simulated budget to monitor progress of financial plans.
PFL.9.1.12.E.2	Analyze and apply multiple sources of financial information when prioritizing financial decisions.
PFL.9.1.12.E.5	Evaluate business practices and their impact on individuals, families, and societies.
PFL.9.1.12.CP.1	Summarize how one’s credit history can affect finances, including loan terms, employment, and qualifying for loans.
PFL.9.1.12.CP.2	Identify the advantages of maintaining a positive credit history.
PFL.9.1.12.CP.3	Summarize factors that affect a positive credit rating, including on-time payments, debt

	versus available credit, length of open credit, and how often you apply for credit.
PFL.9.1.12.CP.4	Identify the skill sets needed to build and maintain a positive credit profile.
PFL.9.1.12.CP.5	Create a plan to improve and maintain an excellent credit rating.
PFL.9.1.12.FP.1	Create a clear long-term financial plan to ensure its alignment with your values.
PFL.9.1.12.FP.3	Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.
PFL.9.1.12.PB.1	Explain the difference between saving and investing.
PFL.9.1.12.PB.3	Design a personal budget that will help you reach your long-term and short-term financial goals.
PFL.9.1.12.CDM.1	Identify the purposes, advantages, and disadvantages of debt.
PFL.9.1.12.CDM.2	Compare and contrast the advantages and disadvantages of various types of mortgages.
PFL.9.1.12.CDM.3	Determine ways to leverage debt beneficially.
PFL.9.1.12.CDM.4	Identify issues associated with student loan debt, requirements for repayment, and consequences of failure to repay student loan debt.
PFL.9.1.12.CDM.6	Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. (e.g., student loans, credit cards, auto loans, mortgages, etc.).
PFL.9.1.12.CDM.7	Calculate a mortgage payment based on type of loan, down payment, credit score, and loan interest rate.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
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MKED.9-12.9.4.12.N.72	Examine employment opportunities in entrepreneurship as an option for career planning.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
	A budget is a plan that helps an individual obtain his/her financial goals.

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to understand and explain how credit and loans can be both positive and negative.

Concepts

Essential Questions

What is credit?

What are the pros and cons of credit?

What is an APR?

How can you use credit or a loan to make major life purchases?

Understandings

Students will understand that using credit can be a positive in terms of obtaining assets (including education, housing, transportation) now instead of later, but the misuse of credit can have major impacts on expenses.

Critical Knowledge and Skills

Knowledge

Students will know:

- how to obtain a credit card
- how to obtain a loan
- what an APR is and why it is important for credit.

Skills

Students will be able to:

- - Explain what an APR is
 - Explain the pros and cons of credit
 - Name common forms of credit

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Student Personal Portfolio - Resume, References, Cover Letter (Ongoing throughout year)
- Student Form Submissions
- Professionalism
- Student Questioning

School Summative Assessment Plan

- Performance by students by completing a project involving using credit for major life purchases

Primary Resources

- Classroom Discussions, Demonstrations and Presentations

Supplementary Resources

- All Grown Up Webquest
- Internet Resources

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
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- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

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- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

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- Within each lesson, the at-risk students are given choice of topic and resources so that their materials

are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

- ❑ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ❑ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

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Interdisciplinary Connections

MATH - Payroll calculations each week

SOCIAL STUDIES - Historical career information and economic developments in the state and country.

GLOBAL AWARENESS - Career opportunity research including global opportunities

Learning Plan / Pacing Guide

Week 1:

- Discussions and presentations on credit and loans. Exploration of real-life examples of credit and loans
 - Buying a car activity
 - Creation of required documents for Co-op Experience (DI – class discussion including each student and their individual work goals; students with IEPs/504s are given extended time and individual help creating their documents; ELL students can translate their research into their native language using Google Translate)
- ONGOING – Senior Portfolio, Note-taking and a journal entry are used during our discussion of appropriate job locations for the Marketing Education/Co-op program (ELA).

Week 2 -3:

- All Grown Up Webquest

NEW Unit 11: Mock Interviews

Content Area: **Applied Tech**
Course(s): **MARK ED**
Time Period: **Marking Period 4**
Length: **2 weeks**
Status: **Published**

Standards

12.9.3.MK.5	Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
PFL.9.1.12.A.1	Differentiate among the types of taxes and employee benefits.
PFL.9.1.12.A.2	Differentiate between taxable and nontaxable income.
PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.4	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
PFL.9.1.12.A.7	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.A.10	Demonstrate how exemptions and deductions can reduce taxable income.
PFL.9.1.12.A.13	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
PFL.9.1.12.B.2	Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.
PFL.9.1.12.B.3	Construct a plan to accumulate emergency “rainy day” funds.
PFL.9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
PFL.9.1.12.B.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
PFL.9.1.12.B.6	Design and utilize a simulated budget to monitor progress of financial plans.
PFL.9.1.12.E.2	Analyze and apply multiple sources of financial information when prioritizing financial decisions.
PFL.9.1.12.E.5	Evaluate business practices and their impact on individuals, families, and societies.
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
WRK.9.2.12.CAP.9	Locate information on working papers, what is required to obtain them, and who must sign them.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
MKED.9-12.9.4.12.N.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
MKED.9-12.9.4.12.N.2	Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
MKED.9-12.9.4.12.N.3	Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
MKED.9-12.9.4.12.N.5	Understand economic principles and concepts fundamental to business operations.
MKED.9-12.9.4.12.N.6	Apply sociological knowledge of group behavior to understand customer decision-making.
MKED.9-12.9.4.12.N.7	Apply psychological knowledge of individual behavior to understand customer motivation.
MKED.9-12.9.4.12.N.8	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
MKED.9-12.9.4.12.N.9	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.
MKED.9-12.9.4.12.N.10	Locate, organize, and reference written information from various sources to communicate with others.
MKED.9-12.9.4.12.N.11	Evaluate and use information resources to accomplish specific occupational tasks.
MKED.9-12.9.4.12.N.12	Use correct grammar, punctuation, and terminology to write and edit documents.
MKED.9-12.9.4.12.N.13	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
MKED.9-12.9.4.12.N.14	Interpret verbal and nonverbal cues/behaviors to enhance communication.
MKED.9-12.9.4.12.N.15	Apply active listening skills to obtain and clarify information.
MKED.9-12.9.4.12.N.17	Listen to and speak with diverse individuals to enhance communication skills.
MKED.9-12.9.4.12.N.21	Demonstrate knowledge of personalized communication strategies used in this cluster to determine client needs and wants and to develop responses intended to influence purchasing decisions and enhance future business opportunities.
MKED.9-12.9.4.12.N.22	Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.
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MKED.9-12.9.4.12.N.29	Operate writing and publishing applications to prepare business communications.
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MKED.9-12.9.4.12.N.31	Employ spreadsheet applications to organize and manipulate data.
MKED.9-12.9.4.12.N.33	Employ collaborative/groupware applications to facilitate group work.
MKED.9-12.9.4.12.N.34	Employ computer operations applications to manage work tasks.
MKED.9-12.9.4.12.N.36	Apply technological tools used by marketers to expedite workflow.
MKED.9-12.9.4.12.N.37	Describe the nature and types of business organizations to build an understanding of the scope of organizations.
MKED.9-12.9.4.12.N.46	Demonstrate knowledge of personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments.
MKED.9-12.9.4.12.N.47	Demonstrate knowledge of employee rights and responsibilities and employers' obligations to maintain workplace safety and health.
MKED.9-12.9.4.12.N.48	Identify emergency procedures that are necessary to provide aid in workplace accidents.
MKED.9-12.9.4.12.N.49	Identify response techniques to create a disaster and/or emergency response plan.
MKED.9-12.9.4.12.N.50	Explain health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
MKED.9-12.9.4.12.N.51	Evaluate organizational policies and procedures that contribute to continuous improvement in performance and compliance.
MKED.9-12.9.4.12.N.52	Demonstrate knowledge of safety, health, and environmental controls used to enhance productivity in the workplace.
MKED.9-12.9.4.12.N.54	Employ organizational skills to foster positive working relationships and accomplish organizational goals.
MKED.9-12.9.4.12.N.55	Employ teamwork skills to achieve collective goals and use team members' talents effectively.
MKED.9-12.9.4.12.N.56	Establish and maintain effective relationships in order to accomplish objectives and tasks.
MKED.9-12.9.4.12.N.59	Apply ethical reasoning to a variety of situations in order to make ethical decisions.
MKED.9-12.9.4.12.N.61	Understand management's responsibility to know and abide by laws, regulations, and ethical behavior that affect operations and transactions.
MKED.9-12.9.4.12.N.62	Identify and demonstrate positive work behaviors and personal qualities needed to succeed in the classroom and/or to be employable.
MKED.9-12.9.4.12.N.63	Develop a Personalized Student Learning Plan to meet career goals and objectives.
MKED.9-12.9.4.12.N.64	Demonstrate skills related to seeking and applying for employment in a desired job.
MKED.9-12.9.4.12.N.65	Maintain a career portfolio to document knowledge, skills, and experience in a career field.
MKED.9-12.9.4.12.N.66	Demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals.
MKED.9-12.9.4.12.N.67	Identify and exhibit traits for retaining employment.
MKED.9-12.9.4.12.N.68	Identify and explore careers in one or more career pathways to build an understanding of the opportunities available in the cluster.
MKED.9-12.9.4.12.N.69	Examine requirements for career advancement to plan for continuing education and training.
MKED.9-12.9.4.12.N.72	Examine employment opportunities in entrepreneurship as an option for career planning.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and

transition (e.g., 2.1.12.PGD.1).

TECH.9.4.12.CT.1

Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

TECH.9.4.12.DC.6

Select information to post online that positively impacts personal image and future college and career opportunities.

TECH.9.4.12.TL.1

Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to understand and explain the importance of preparation and practice for a job interview.

Concepts

Essential Questions

What documents should be brought to a job interview?

What preparation should you do before a job interview?

What common questions generally arise in a job interview?

Understandings

Students will understand that practicing and preparing before a job interview, as well as coming with a resume, cover letter and reference list will increase ones chances of obtaining a job.

Critical Knowledge and Skills

Knowledge

Students will know:

- how to dress for an interview
- how to prepare for an interview through research
- how to address and interviewer
- what materials to bring to a job interview
- what to do after an interview

Skills

Students will be able to:

- - Explain the importance of doing company research before a job interview
 - Explain why preparation sample answers for common interview questions can benefit an interviewee
 - Complete a mock interview

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Student Personal Portfolio - Resume, References, Cover Letter (Ongoing throughout year)
- Student Form Submissions
- Professionalism
- Student Questioning

School Summative Assessment Plan

- Performance by students in a mock interview with an industry professional

Primary Resources

-Classroom Discussions, Demonstrations and Presentations

Supplementary Resources

-Sample interview questions

-Internet Resources

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

• Additional Support Videos

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

All assignments have been created in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Payroll calculations each week

SOCIAL STUDIES - Historical career information and economic developments in the state and country.

GLOBAL AWARENESS - Career opportunity research including global opportunities

Learning Plan / Pacing Guide

Week 1:

- Creation of required documents for the mock interview
 - Research on company information
 - Practice sample questions
 - Creation of required documents for Co-op Experience (DI – class discussion including each student and their individual work goals; students with IEPs/504s are given extended time and individual help creating their documents; ELL students can translate their research into their native language using Google Translate)
- ONGOING – Senior Portfolio, Note-taking and a journal entry are used during our discussion of appropriate job locations for the Marketing Education/Co-op program (ELA).

Week 2:

- Mock Interviews with human resource department representatives from Johnson Matthey
- Thank you letters to interviewers
- Reflections on mock interview performance

NEW Unit 12: Senior Portfolio

Content Area: **Applied Tech**
Course(s): **MARK ED**
Time Period: **Marking Period 4**
Length: **2 weeks**
Status: **Published**

Standards

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WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
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CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
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TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to create a portfolio of essential documents for the job search process.

Concepts

Essential Questions

What is a portfolio and how can it be useful in the job search process?

Understandings

Students will understand that having a prepared personal work portfolio will aid them in future job searches.

Critical Knowledge and Skills

Knowledge

Students will know:

- how to create common job search documents in Microsoft Word

Skills

Students will be able to:

- - Explain the importance of positive personal qualities in an employee.
 - Describe how a good employee works as part of a team.
 - Explain the importance of preparing a personal fact sheet.
 - Identify the parts of a well-prepared résumé.
 - Describe a job portfolio and its importance.
 - List ways to share job-related profiles online.
 - Describe how to prepare for a telephone interview with a prospective employer.
 - Explain the purpose of a letter of application.
 - Recall tips for completing an application form.
 - Explain how to prepare for an interview.
 - Demonstrate appropriate attire and demeanor for interviewing.
 - Explain how to make a good impression in an interview.
 - Describe the factors to consider before accepting or rejecting a job offer.
 - Discuss teams and their role in the workplace.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Student Personal Portfolio - Resume, References, Cover Letter (Ongoing throughout year)
- Student Form Submissions
- Professionalism
- Student Questioning

School Summative Assessment Plan

- Completed portfolio documents

Primary Resources

-Classroom Discussions, Examples

Supplementary Resources

-Microsoft Word software

-Internet Resources

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

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English Language Learners (N.J.A.C.6A:15)

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

All assignments have been created in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Payroll calculations each week

SOCIAL STUDIES - Historical career information and economic developments in the state and country.

GLOBAL AWARENESS - Career opportunity research including global opportunities

Learning Plan / Pacing Guide

Week 1:

- Creation of required documents for Co-op Experience (DI – class discussion including each student and their individual work goals; students with IEPs/504s are given extended time and individual help creating their documents; ELL students can translate their research into their native language using Google Translate)

ONGOING – Senior Portfolio, Note-taking and a journal entry are used during our discussion of appropriate job locations for the Marketing Education/Co-op program (ELA).

Week 2:

- Creation of required documents for Co-op Experience (DI – class discussion including each student and their individual work goals; students with IEPs/504s are given extended time and individual help creating their documents; ELL students can translate their research into their native language using Google Translate)

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