

# **Fair Lawn Public Schools**

## **Fair Lawn, NJ**

**Management**

**Adopted August**

**2015**

**Revised August 2015  
Developed August 2015**

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The Management course has been designed for students who wish to pursue business as a career after high school and is aligned with the New Jersey Common Core Standards.

**Management**

# Fair Lawn School District

## Committee Credits

Thomas Albano, Teacher  
Shannon Carriere, Teacher  
Lauren Gimon, Supervisor

**Spring 2015**

# Management

## I. Course Synopsis

Management is a 5 credit year long course that is designed for a student who wishes to pursue a career in business after high school. Students who take Management have most likely taken another business course prior to taking this course. The students in this course will most likely study Finance, Management, Accounting, Marketing or Entrepreneurship in college. The course is broken down into 4 areas which include Management and Leadership styles, Business Ownership, Personal Development and Career Exploration. Throughout the course, business concepts will be taught with an emphasis on enduring understandings, essential questions, real-world application, technology, and cross-curricular interaction.

## II. Philosophy & Rationale

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

**Mission:** 21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

**Vision:** To integrate 21st Century life and career skills across the K-12 curriculum and in Career and Technical Education (CTE) programs to foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

### III. Scope & Sequence

**Unit 1: Business Organizations (8 Weeks):**

- Forms of Business Ownership
- Characteristics of Successful Entrepreneurs
- Assessment of Risk
- Leadership Styles
- Organizing
- Planning
- Strategic Planning
- Setting Goals
- Forecasting Trends

**Unit 2: Business Research (8 Weeks):**

- Evaluating a business environment
- Performing a SWOT analysis
- Analyzing Product, Place, Price and Promotion of the business
- Conducting Marketing Research
- Surveying the landscape of a business
- Making Recommendations

**Unit 3: Forecasting Trends (4 Weeks):**

- Analysis of economic conditions
- Analysis of Government Laws & Regulations
- Challenges faced by businesses
- Tax responsibilities
- Employee rights

**Unit 4: Making Recommendations (4 Weeks):**

- Effectively communicating information
- Analyzing Data
- Results driven recommendations
- Preparation of a business meeting

**Unit 5: Career Exploration (6 Weeks):**

- Self Assessment
- Career Paths
- Career Clusters
- Analysis of Degrees

Career Plans  
Setting Career Goals  
Analysis of Work Environments

**Unit 6: Career Portfolio (6 Weeks):**

Analysis of Career Portfolios  
Development of Resume  
Effective Cover Letters  
Purpose and Trends of Career Portfolios

**Unit 7: Interviewing (4 Weeks):**

Applying for Jobs  
The Pre-Interview Process  
Interview Planning  
Post-Interview reflection  
Follow-up communications

## IV. Unit Descriptions

### Unit 1: Business Organizations

#### Enduring Understanding

1. There are 3 ways to become an entrepreneur: start a business from an idea, purchase a business for sale, purchase a franchise.
2. Entrepreneurs solve problems.
3. Sole Proprietorship, Partnerships and Corporations are the major forms of business ownership
4. Entrepreneurs create jobs.
5. There are 5 functions of Management: Planning, Organizing, Leading, Staffing and Controlling.
6. Setting goals are fundamental to any business organization.

#### Essential Questions

1. How are new businesses started?
2. What are common traits of successful business owners?
3. How do the 5 functions of Management lead to a sound business organization?
4. How can formulating SMART goals help an organization grow?
5. How does the form of business ownership chosen effect profits, taxes and regulations?

#### Learning Objectives

Students will be able to:

1. Explain the importance of management.
2. Define entrepreneur and describe the similarities and differences between an entrepreneur and a manager.
3. Analyze what makes a successful business.
4. Understand the different requirements needed to start up each type of business.
5. Determine the difference between sole proprietorship, partnership and corporation.
6. Formulate SMART goals for a business organization.
7. Be able to apply different forms of leadership styles to various business organizations.
8. Compare and determine which form of business ownership suits them best.
9. Formulate ways in which businesses contribute to our society.
10. Evaluate current economic conditions that impact entrepreneurs.

- See Technology & Career Readiness & 21st Century Skills Standards Curriculum Appendix

### Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.

### NJCCS Standard 9.2 – Career Awareness, Exploration, and Preparation

- 9.2.12.C.4 – Analyze how economic conditions and societal changes influence employment trends and future education.
- 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.
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### NJCCS Standard 9.3 – Career and Technical Education

- 9.3.12.BM.2. – Describe laws, rules and regulations as they apply to effective business operations.
- 9.3.12.BM.3 – Explore, develop and apply strategies for ensuring a successful business career.
- 9.3.12.BM.6 – Implement, monitor and evaluate business processes to ensure efficiency and quality results.
- 9.3.12.BM-ADM.2 – Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-BIM.5 – Plan, organize and manage an organization/department to achieve business goals.
- 9.3.12.BM-MGT.6 – Plan, monitor and manage day-to-day business activities to sustain continued business functioning.

### Suggested Activities/Modifications

*Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:*

1. Activities
  - a. Interview someone who owns a business. Students will find out how long the business has been in operation and how many family members are employed in

- the business. Students will ask the owner what the advantages and disadvantages are of owning a family business.
- b. Research a local business that is for sale. Create a chart detailing the benefits and drawbacks to purchasing this business.
  - c. Create Wordles after developing SMART goals for a local business.
  - d. Create a skit about three people who want to become entrepreneurs but don't know which form of business ownership is best for them.
  - e. Explore and research business trends currently in the marketplace. Students will forecast how long these trends will last and what will happen to them in the future.
2. English Language Learners.
    - a. Students may use a bilingual dictionary.
    - b. Read written instructions.
    - c. Students may be provided with note organizers / study guides to reinforce key topics.
    - d. Provide modified assessments when necessary.
    - e. Student may complete assessments in alternate setting when requested.
  3. Special Education/504 Students.
    - a. Modifications in accordance with individual students' 504 plans and IEP's
    - b. Students may be provided with note organizers / study guides to reinforce key topics.
    - c. Extended time on assessments when needed.
    - d. Preferred seating to be determined by student and teacher.
    - e. Provide modified assessments when necessary.
    - f. Student may complete assessments in alternate setting when requested.
    - g. Establish a non-verbal cue to redirect student when not on task.
    - h. Maintain strong teacher / parent communication.
  4. Gifted and Talented Students.
    - a. Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share.
    - b. Provide enrichment activities to expand upon the curriculum.
    - c. Use higher level questioning techniques in class and on assessments.

## Unit 2: Business Research

### Enduring Understanding

1. Research is fundamental to determining areas of improvement within a business.
2. Decision making is crucial to any business venture.
3. Quantitative research is objective and is obtained through questionnaires.
4. Qualitative research is subjective and is obtained based off of visual analysis and observations.
5. A SWOT analysis allows a business to organize its strengths, weaknesses opportunities and threats.
6. A SWOT analysis is performed to determine areas of improvement and opportunities currently available not being capitalized upon.
7. The marketing mix is crucial to getting the right product to the right customer at the right price at the right time.

### Essential Question(s)

1. How is the SWOT Analysis an effective analytical tool?
2. How do the 4P's of marketing help a business identify new markets?
3. How do customer profiles allow a business to target and create products that customers want and need?
4. What necessary steps need to be taken to assure effective market research?
5. When should a business conduct quantitative research v. qualitative research?

### Learning Objectives

Students will be able to:

1. Describe the key functions performed in marketing.
2. Define and perform a SWOT analysis.
3. Demonstrate how and when to use different business strategies for different situations.
4. Identify the four P's of the marketing mix and explain how they are used to reach a business's customers.
5. Explain how to construct a customer profile.
6. Describe the key functions performed in market research.

### New Jersey Core Curriculum Standards – Technology

- See Technology & Career Readiness & 21st Century Skills Standards Curriculum Appendix

### Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.

- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.

#### NJCCS Standard 9.2 – Career Awareness, Exploration, and Preparation

- 9.2.12.C.4 – Analyze how economic conditions and societal changes influence employment trends and future education.

#### NJCCS Standard 9.3 – Career and Technical Education

- 9.3.12.BM.1 – Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
- 9.3.12.BM.4 – Identify, demonstrate and implement solutions in managing effective business customer relationships.
- 9.3.12.BM.6 – Implement, monitor and evaluate business processes to ensure efficiency and quality results.
- 9.3.12.BM-ADM.2 – Assess, evaluate and disseminate information for business decision making.
- 9.3.12.BM-BIM.5 – Plan, organize and manage an organization/department to achieve business goals.
- 9.3.12.BM-MGT.8 – Create strategic plans used to manage business growth, profit and goals.

#### Suggested Activities/Modifications

*Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:*

1. Activities
  - a. Students will create a SWOT analysis using Juicy Platters as their chosen business.
  - b. Students will conduct market research for the Fair Lawn High School school store.
  - c. Using Starbucks students will demonstrate their knowledge of the 4 P's by creating a presentation focusing on Starbucks.
  - d. Students will create a customer profile for 3 local businesses.
  - e. Students will conduct a meeting and report to the class which marketing strategies are used at 3 local businesses.
  - f. Develop a questionnaire and use it to obtain primary data.
  - g. In teams select a product or business and identify the target market.

- h. Invite a guest speaker from a local market research firm to talk about the steps in market research.
- 2. English Language Learners.
  - a. Students may use a bilingual dictionary.
  - b. Read written instructions.
  - c. Students may be provided with note organizers / study guides to reinforce key topics.
  - d. Provide modified assessments when necessary.
  - e. Student may complete assessments in alternate setting when requested.
- 3. Special Education/504 Students.
  - a. Modifications in accordance with individual students' 504 plans and IEP's
  - b. Students may be provided with note organizers / study guides to reinforce key topics.
  - c. Extended time on assessments when needed.
  - d. Preferred seating to be determined by student and teacher.
  - e. Provide modified assessments when necessary.
  - f. Student may complete assessments in alternate setting when requested.
  - g. Establish a non-verbal cue to redirect student when not on task.
  - h. Maintain strong teacher / parent communication.
- 4. Gifted and Talented Students.
  - a. Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share.
  - b. Provide enrichment activities to expand upon the curriculum.
  - c. Use higher level questioning techniques in class and on assessments.

### **Unit 3: Forecasting Trends**

#### Enduring Understanding

1. Economic conditions impact how a business is run.
2. Reading of economic conditions influences business decisions.
3. Government regulations force business owners to adapt their businesses.
4. Global economic conditions impact business owners on every level.
5. Business owners are required to pay employer taxes.
6. Every employee has specific rights which protect them in the workplace.

#### Essential Question(s)

1. What impact does each phase of an economic cycle have on a business?
2. How do businesses forecast different economic conditions?
3. How do business owners adapt to new business ownership regulations?
4. How does a free enterprise system impact other economic systems?
5. What laws and rights protect employees/employers?
6. How do business owners determine management needs?
7. How do business owners respond to changing economic, employment and government regulations?

### Learning Objectives

Students will be able to:

1. Explain the different phases of the economic cycle.
2. Recognize different trends in an economic system.
3. Identify trends that arise in an economic system.
4. Make predictions based on previous trends in an economic system.
5. Adapt a business plan based on new regulations set forth by the government.
6. Analyze the design and management of a system.
7. Analyze the implication of new tax laws pertaining to employers.
8. Apply specific labor laws to different scenarios.
9. Forecast and determine current and future employment needs.

### New Jersey Core Curriculum Standards – Technology

- See Technology & Career Readiness & 21st Century Skills Standards Curriculum Appendix

### Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.

### NJCCS Standard 9.2 – Career Awareness, Exploration, and Preparation

- 9.2.12.C.4 – Analyze how economic conditions and societal changes influence employment trends and future education.

- 9.2.12.C.7-Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8-Assess the impact of litigation and court decisions on employment laws and practices.

### NJCCS Standard 9.3 – Career and Technical Education

- 9.3.12.BM.2-Describe law,rules and regulations as they apply affective business operations.
- 9.3.12.BM.5-Implement systems, strategies and techniques used to manage information in a business.
- 9.3.12.BM-ADM.1– Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
- 9.3.12.BM-MGT.1 – Describe and follow laws and regulations affecting business operations and transactions.
- 9.3.12.BM-MGT.2 – Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-MGT.3 – Apply economic concepts fundamental to global business operations
- 9.3.12.BM-MGT.6 – Plan, monitor and manage day to day business activities to sustain continued business functioning.
- 9.3.12.BM-HR.1-Describe and follow laws and regulations affecting human resource regulations.
- 9.3.12.BM-OP.1-Describe and follow laws and regulations affecting business operations and transactions.

### Suggested Activities/Modifications

*Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:*

1. Activities
  - a. Create a brochure to be distributed to new hires regarding labor laws.
  - b. Interview two small business owners in Fair Lawn and ask the owners whether they are influenced by government regulations and if so how.
  - c. Prepare an oral presentation on different types of economies that exist.
  - d. Prepare an oral presentation on the Small Business Administration and its functions and present their findings to the class.
  - e. Develop a plan for an entrepreneur to penetrate a new market internationally.
2. English Language Learners.
  - a. Students may use a bilingual dictionary.
  - b. Read written instructions.

- c. Students may be provided with note organizers / study guides to reinforce key topics.
  - d. Provide modified assessments when necessary.
  - e. Student may complete assessments in alternate setting when requested.
3. Special Education/504 Students.
- a. Modifications in accordance with individual students' 504 plans and IEP's
  - b. Students may be provided with note organizers / study guides to reinforce key topics.
  - c. Extended time on assessments when needed.
  - d. Preferred seating to be determined by student and teacher.
  - e. Provide modified assessments when necessary.
  - f. Student may complete assessments in alternate setting when requested.
  - g. Establish a non-verbal cue to redirect student when not on task.
  - h. Maintain strong teacher / parent communication.
4. Gifted and Talented Students.
- a. Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share.
  - b. Provide enrichment activities to expand upon the curriculum.
  - c. Use higher level questioning techniques in class and on assessments.

#### **Unit 4: Making Recommendations**

##### Enduring Understanding

1. There are different ways of communicating information to employees.
2. Disseminating information based off of market research is essential to every business.
3. Collaboration between business owners, employees and customers is crucial to success.
4. Businesses need to adapt based on information gathered.
5. In depth analysis of a market leads to businesses making changes.

##### Essential Question(s)

1. How to business owners effectively communicate information to managers and employees?
2. What information can be gathered through market research?
3. How do key managers analyze information?
4. How do business owners keep open lines of communication between employees and customers?

5. How can businesses adapt based off of information gathered?
6. How do businesses structure business meetings?

### Learning Objectives

Students will be able to:

1. Effectively communicate new business ideas to employees.
2. Prepare reports which demonstrate effective research conducted.
3. Conduct a mock business meeting.
4. Understand effective ways to create a successful work environment.
5. Use information gathered to make recommendations to business owners.
6. Identify strategies used to effectively communicate why decisions are made.
7. Employ a variety of communication tools used in business meetings.

### New Jersey Core Curriculum Standards – Technology

- See Technology & Career Readiness & 21st Century Skills Standards Curriculum Appendix

### Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use Technology to enhance productivity.

### NJCCS Standard 9.2 – Career Awareness, Exploration, and Preparation

- 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.

### NJCCS Standard 9.3 – Career and Technical Education

- 9.3.12.BM.5-Implement systems, strategies and techniques used to manage information in a business.
- 9.3.12.BM.6-Implement, monitor and evaluate business processes to ensure efficiency and quality results.

- 9.3.12.BM-MGT.2 – Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-MGT.6 – Plan, monitor and manage day to day business activities to sustain continued business functioning.
- 9.3.12.BM-MGT.7-Plan, organize and manage an organization/department to achieve business goals.
- 9.3.12.BM-OP.4-Plan, monitor and manage day to day business activities to maintain and improve operational functions.

### Suggested Activities/Modifications

*Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:*

1. Activities
  - a. Prepare a memorandum to a local business explaining a trend that is currently happening that is not being capitalized upon by this business.
  - b. Formulate ways in which a business owner can conduct a business meeting relaying information obtained through market research.
  - c. Create a survey for customers to take after visiting a business.
2. English Language Learners.
  - a. Students may use a bilingual dictionary.
  - b. Read written instructions.
  - c. Students may be provided with note organizers / study guides to reinforce key topics.
  - d. Provide modified assessments when necessary.
  - e. Student may complete assessments in alternate setting when requested.
3. Special Education/504 Students.
  - a. Modifications in accordance with individual students' 504 plans and IEP's
  - b. Students may be provided with note organizers / study guides to reinforce key topics.
  - c. Extended time on assessments when needed.
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  - e. Provide modified assessments when necessary.
  - f. Student may complete assessments in alternate setting when requested.
  - g. Establish a non-verbal cue to redirect student when not on task.
  - h. Maintain strong teacher / parent communication.
4. Gifted and Talented Students.

- a. Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share.
- b. Provide enrichment activities to expand upon the curriculum.
- c. Use higher level questioning techniques in class and on assessments.

## **Unit 5: Career Exploration**

### Enduring Understanding

1. What you hope to get out of a career needs to be understood before you choose it.
2. Career planning is a lifelong process.
3. Choosing a career that matches your personalities and skills has long term benefits.
4. Career interest surveys and self assessments shouldn't be the determining factor in a long term career.
5. There is a definitive relationship between education level and career planning and choice.
6. The career choices you make will determine what type of lifestyle, employment environment and compensation/benefits you will live by.
7. Each career requires different levels of degrees, training, licenses and certificates.

### Essential Question(s)

1. What issues are important when thinking about a career?
2. How do my career choices affect the systems in which I operate?
3. How does education impact expected earnings?
4. How do self-assessments and career inventories help individuals explore careers?
5. How are the 16 career clusters grouped?
6. How do economic conditions impact career choices?
7. What careers are predicted to grow and why?
8. How does the choice of college/university impact career choices?
9. Why is having a career plan important to staying focused throughout all phases of career planning?
10. Why is self reflection and visualization such an important part of career planning?
11. What factors need to be considered before choosing a career?

### Learning Objectives

Students will be able to:

1. Assess how well your career planning strategies facilitate reaching your career goals.
2. Demonstrate a positive attitude toward work and learning.
3. Complete a variety of self assessment tools and career inventories to help them get a better understanding of potential careers.
4. Identify the benefits and drawbacks of using self assessments and career inventories in the career planning process.
5. Analyze the effects of the changing workplace on the individual, employers, workers, labor organizations, the economy, and society.
6. Demonstrate an understanding of the ways in which work, family, and leisure roles are interrelated.
7. Set long-term career goals and develop a plan for progressing toward those goals
8. Identify based on results of self assessments and career inventories which career cluster(s) are most appealing to them.
9. Visualize themselves in a variety of careers.
10. Explore colleges, universities and technical schools offerings.
11. Create career goals based on their results from self assessments and career inventories.
12. Analyze your career plan and make adjustments to reflect ongoing career management needs.

#### New Jersey Core Curriculum Standards – Technology

- See Technology & Career Readiness & 21st Century Skills Standards Curriculum Appendix

#### Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.

#### NJCCS Standard 9.2 – Career Awareness, Exploration, and Preparation

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.

- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 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.
- 9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

### NJCCS Standard 9.3 – Career and Technical Education

- 9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.
- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
- 9.3.12.ED.8 Demonstrate ethical and legal behavior within and outside of education and training settings.
- 9.3.12.ED-ADM.5 Model leadership skills for personnel in order to improve the performance of the learning organization.

### Suggested Activities/Modifications

*Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:*

1. Activities
  - a. Create a wordle using words related to possible careers.
  - b. Invite a career counselor in as a guest speaker.
  - c. Attend a local college campus and visit their career planning center.
  - d. Interview someone who you consider successful in their career.
  - e. Create a poster demonstrating the different levels of degrees available after high school.
2. English Language Learners.
  - a. Students may use a bilingual dictionary.
  - b. Read written instructions.
  - c. Students may be provided with note organizers / study guides to reinforce key topics.
  - d. Provide modified assessments when necessary.
  - e. Student may complete assessments in alternate setting when requested.
3. Special Education/504 Students.

- a. Modifications in accordance with individual students' 504 plans and IEP's
  - b. Students may be provided with note organizers / study guides to reinforce key topics.
  - c. Extended time on assessments when needed.
  - d. Preferred seating to be determined by student and teacher.
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  - f. Student may complete assessments in alternate setting when requested.
  - g. Establish a non-verbal cue to redirect student when not on task.
  - h. Maintain strong teacher / parent communication.
4. Gifted and Talented Students.
- a. Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share.
  - b. Provide enrichment activities to expand upon the curriculum.
  - c. Use higher level questioning techniques in class and on assessments.

## **Unit 6: Career Portfolio**

### Enduring Understanding

1. Portfolios offer a better way to demonstrate their learning experience that adds value to their potential for specific kinds of work.
2. Career Portfolios help an individual prepare for interviews Convince others of your skills, abilities and qualities Communicate clearly (focusing the interview conversation), showcase your skills Demonstrate the results of your work Establish the habit of documenting your accomplishments and results, create a personal data base, assess your own progress in your career development, see and evaluate the patterns in your own work preferences and values.
3. A resume is a short, concise document that states relevant information regarding your education, skills, experiences, accomplishments, and job-related interests.
4. A resume is a work in progress that changes as your professional life changes.
5. A cover letter is a key marketing tool to convince the employer to take the time to look at your resume.
6. A well-written cover letter is more important than an impressive resume because it reveals your work ethic and attention to detail.
7. Although resume writing trends evolve, there are basic sections that all resumes have.

8. A resume and cover letter doesn't guarantee you a job interview.
9. An effective resume and cover letter should summarize who you are, what you can offer a potential employer and why you are the best candidate.

#### Essential Question(s)

1. When is a resume needed during the career planning process?
2. Is a cover letter necessary each time a resume is sent to a potential employer?
3. How do employers prefer to receive resumes?
4. When is it appropriate to prepare each of the 4 types of resumes (chronological, functional, combination, targeted)?
5. How can having a professional resume help an individual receive a call for an interview?
6. What sections make up a career portfolio?
7. When should a career portfolio be shared with an employer?
8. Should a career portfolio be prepared online?

#### Learning Objectives

Students will be able to:

1. Identify trends in career portfolios.
2. Write effective cover letters for potential career opportunities.
3. Determine when a functional, chronological, combined or targeted resume is necessary.
4. Explore trends in resume development.
5. Create an effective resume that summarizes their professional experience up to this point.
6. Gather and prepare an online career portfolio that highlights all facets of an individual's professional life.
7. Identify basic work history.

#### New Jersey Core Curriculum Standards – Technology

- See Technology & Career Readiness & 21st Century Skills Standards Curriculum Appendix

#### Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.

- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.

### NJCCS Standard 9.3 – Career and Technical Education

- 9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.
- 9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.
- 9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.
- 9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-ADM.3 Plan, monitor and manage day-to-day business activities.
- 9.3.12.BM-MGT.2 Access, evaluate and disseminate information for business decision making.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

### Suggested Activities/Modifications

*Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:*

1. Activities
  - a. Prepare an employee manual for a company.
  - b. Create job descriptions and present in writing and orally to a class.
  - c. Prepare resumes for famous people based on their life history.
  - d. Create a functional and chronological resume.
  - e. Invite a human resource manager from the Board of Education to speak to students about the importance of career portfolios.
  - f. Compare and contrast student resumes and have peers evaluate each others resumes.
2. English Language Learners.
  - a. Students may use a bilingual dictionary.
  - b. Read written instructions.
  - c. Students may be provided with note organizers / study guides to reinforce key topics.

- d. Provide modified assessments when necessary.
  - e. Student may complete assessments in alternate setting when requested.
3. Special Education/504 Students.
- a. Modifications in accordance with individual students' 504 plans and IEP's
  - b. Students may be provided with note organizers / study guides to reinforce key topics.
  - c. Extended time on assessments when needed.
  - d. Preferred seating to be determined by student and teacher.
  - e. Provide modified assessments when necessary.
  - f. Student may complete assessments in alternate setting when requested.
  - g. Establish a non-verbal cue to redirect student when not on task.
  - h. Maintain strong teacher / parent communication.
4. Gifted and Talented Students.
- a. Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share.
  - b. Provide enrichment activities to expand upon the curriculum.
  - c. Use higher level questioning techniques in class and on assessments.

## **Unit 7: Interviewing**

### Enduring Understanding

1. The interview process has evolved and now many companies start with screening interviews, followed by in-person interviews, second interview, and third interviews.
2. Preparing for and practicing for a job interview are vital to the interviewing process.
3. Not all companies interview potential candidates the same way.
4. A job interview doesn't guarantee a job offer.
5. Pre-planning before an interview and reflection after an interview are necessary steps in the career planning process.

### Essential Question(s)

1. Where are job applications posted for students to obtain?
2. What needs to be done prior to an actual interview to help prepare for the interview?
3. How can participating in a mock interview help prepare for an actual interview?
4. What documents should an interviewee have in their possession during an interview?

5. What are common questions that will be asked during an interview?

### Learning Objectives

Students will be able to:

1. Identify where job applications are found and how to ask for one.
2. Complete a job application and a brief interview.
3. Identify locations where job applications can be found.
4. Identify proper and improper attire for a job interview.
5. Identify how to interview appropriate for different types of interviews.
6. Answer three to five questions about themselves, their experience, and their availability.
7. Answer common interview questions asked during an interview.
8. Find job ads using different methods.
9. Prepare follow-up correspondence including thank you letters and inquiries with interviewers.

### New Jersey Core Curriculum Standards – Technology

- See Technology & Career Readiness & 21st Century Skills Standards Curriculum Appendix

### Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
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- 9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-ADM.3 Plan, monitor and manage day-to-day business activities.
- 9.3.12.BM-MGT.2 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-HR.2 Access, evaluate and disseminate information for human resources management decision making
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

### Suggested Activities/Modifications

*Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:*

1. Activities
  - a. Students will role play a work situation to demonstrate positive working relationships with customers, employers and employees. Students will work through a conflict resolution situation where there is an employee dispute. (G & T)
  - b. Students will participate in a mock-interview.
  - c. Students will write a letter to an employer thanking them for an interview.
  - d. Students will interview each other and provide positive feedback to classmates.
  - e. Students will work in teams to create a scoring rubric for a job interview.
  - f. Students will write job descriptions
  - g. Students will complete a list of 10 most commonly asked interview questions. Students will answer specific career related questions (G & T)
2. English Language Learners.
  - a. Students may use a bilingual dictionary.
  - b. Read written instructions.
  - c. Students may be provided with note organizers / study guides to reinforce key topics.
  - d. Provide modified assessments when necessary.
  - e. Student may complete assessments in alternate setting when requested.
3. Special Education/504 Students.
  - a. Modifications in accordance with individual students' 504 plans and IEP's

- b. Students may be provided with note organizers / study guides to reinforce key topics.
  - c. Extended time on assessments when needed.
  - d. Preferred seating to be determined by student and teacher.
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  - g. Establish a non-verbal cue to redirect student when not on task.
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4. Gifted and Talented Students.
- a. Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share.
  - b. Provide enrichment activities to expand upon the curriculum.
  - c. Use higher level questioning techniques in class and on assessments.

## V. Course Materials

1. *Magazine Subscriptions: Business Week, Inc. Magazine, The Wall Street Journal Classroom Edition*
2. *Web Based Tools: Google Drive, Kahoot, Remind, Socrative*
3. *Study Guides are provided for each topic*

## VI. Assessments

1. Quizzes
2. Concept Tests
3. Computer Labs
4. Homework
5. Final Exam
6. Class work
7. Oral presentations
8. Exit tickets
9. Kahoot

## VII. Cross Curricular Aspects

- In unit 1, management students have the opportunity to collaborate with the Business of Sports and Entertainment class to organize and execute a fundraising event. Students will use the 5 functions of management( Planning, Organizing, Leading, Staffing and Controlling) to help build and put on this event. Students will decide upon a charity which the proceeds will go to, then create an idea to help raise money for that cause. This event will take place in the 2nd marking period allowing the students to properly plan and execute the event.
- During Unit 4, management students will have the opportunity to work with culinary arts students to help make recommendations on their “Dinner and a Movie” night. Management students will observe and help in putting on the event. Upon completion of the event management students will draft a survey for participants to fill out. Students will then collect the data and analyze it. Finally management students will create recommendations for culinary arts students to better their event.
- During Unit 6 students will begin to learn and work on resume and cover letter writing. One potential cross curricular activity is to work with some of the English classes to help identify different vocab words which will help in creating a stronger resume/cover letter. Management students will be able to have the English students look over both the resume and cover letter of each management student and provide them with feedback to help in creating a well built resume and cover letter.

- In Unit 7 students will have the opportunity to work with marketing students on interviewing skills, and ways to better market themselves during college/job interviews. Students will work together to come up with different ideas to answer questions when being asked by an interviewer. Students will also describe and put together a “DO” and “DO NOT” list for interviewees, as well as talk about proper attire to be worn during the interview.
- Senior citizens night dinner & a movie.