



Department of Career and Technical Education

Introduction to Business and Financial Management

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Last updated: August 2017

Effective Fall 2017

Course Description

Introduction to Business and Financial Management is an introductory course designed to give students an overview of the Business Management, Marketing, and Finance career clusters. The course helps students prepare for the growing complexities of the business world by examining basic principles of business, marketing, and finance in addition to exploring key aspects of leadership, ethical and social responsibilities, and careers. Students' academic skills in communications, mathematics, and economics are reinforced with activities modeled in the context of business topics.

Scope and Sequence

Month	
September MP 1	Managing and Management Responsibilities
October MP 1	Managing and Management Responsibilities
November MP 2	Planning, Organizing, Staffing and Leading an Organization
December MP 2	Planning, Organizing, Staffing and Leading an Organization
January MP 3	The Environment of Business Management
February MP 3	The Environment of Business Management

March MP 3	Exploring the Working World/Self-Assessment
April MP 4	Exploring the Working World/Self-Assessment
May MP 4	Finding a Job
June MP 4	Finding a Job

Unit 1

Managing and Management Responsibilities

Summary and Rationale

Students will explore the role and work of managers, the historical development of management, and managing in the 21st century. In addition, they will understand the role of managers, effective supervision and information used in decision making, along with leadership skills, styles and the handling of personnel.

Recommended Pacing

2 months

Standards

Century Life and Careers

9.3.12.BM.2	Describe laws, rules and regulations as they apply to effective business operations.
9.3.12.BM.6	Implement, monitor and evaluate business processes to ensure efficiency and quality results.
9.3.12.BM-ADM.3	Plan, monitor and manage day-to-day business activities.

9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
9.3.12.ED.5	Demonstrate group collaboration skills to enhance professional education and training practice.
9.3.12.ED-PS.3	Identify resources and support services to meet learners' needs.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Instructional Focus	
Enduring Understandings:	Essential Questions:
Students will explore the many levels and styles of management throughout time in order to understand and evaluate the skills, motivational techniques and enforcement of company rules faced by managers today in the business world.	<ul style="list-style-type: none"> • What makes an effective manager? • What can employees do both on and off the job to prepare to be an effective manager? • How would a manager increase motivation among employees? • Which human relations' skills could enhance team building and professionalism among staff? • How should managers handle company rules' violation effectively? • What are several things business and managers can do to help employees prevent or eliminate problems on the job that result from trying to balance work and personal life?
Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> • Management Case Studies • Individual Project - Interviewing a Business Manager • Oral Presentations • Chapter & Unit Tests/Quizzes 	

Objectives (SLO)	
<p>Students will know:</p> <ul style="list-style-type: none"> ● What is the role of a manager? ● What are the main functions of a manager? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain the different roles of a manager in various business types and sizes ● Explain the five main functions of manager: <ul style="list-style-type: none"> Planning Organizing Staffing Leading Controlling ● Identify various types of technology used in organizations by managers ●
<ul style="list-style-type: none"> ● How has the role of a manager changed from the Industrial Revolution through today? ● What are the most widely used and accepted theories of Management? 	<ul style="list-style-type: none"> ● <u>Activity</u>: Students will work with a partner at the start of this lesson to research information on the Industrial Revolution and identify several interesting facts about how the Industrial Revolution changed business and society. ● Explain the four theories of management: <ul style="list-style-type: none"> Classical Management Administrative Management Behavioral Management Quality Management ● <u>Activity</u>: Students will work in four teams. Each team will prepare a short description and comic strip for the types of activities managers would emphasize with each theory. ● <u>Class Discussion</u>: How would the work environment be different using each approach? ● <u>Case Study</u>: Amber & Travis' views on management roles from each of their part-time positions.

<ul style="list-style-type: none"> ● What are the day-to-day responsibilities of supervisors? ● What steps can businesses take to improve the skills of supervisors? 	<ul style="list-style-type: none"> ● Explain the role of a supervisor, as the first-level manager for many companies: <ul style="list-style-type: none"> *Communicate goals and directions of management to employees *Explain employee concerns and ideas to mgmt *Evaluate & improve employee performance *Encourage employees to do their best work ● <u>Activity</u>: Students will work in groups to discuss the similarities and differences between the coach of an athletic team and a work coach. Present and discuss with the class. ● Understand the problem-solving process to improve supervisor and employee skills. ● <u>Activity</u>: Students will work with a partner to outline the steps they would take to solve a problem: <ol style="list-style-type: none"> (a) Identify the problem (b) Gather relevant information (c) Determine alternative courses of action (d) Evaluate each alternative (e) Select an optimal solution (f) Implement the decision (g) Evaluate the decision and make changes as needed
<ul style="list-style-type: none"> ● What are the characteristics for an effective leader? 	<ul style="list-style-type: none"> ● <u>Beginning of Chapter Activity</u>: Students will create a list of the qualities they believe are needed to be an effective leader. ● <u>Videos</u>: Steve Jobs: https://www.youtube.com/watch?v=dVLERJ5IdrA 9 Tips for Great Leaders: https://www.youtube.com/watch?v=B0w-ASaOb94 ● Class Discussion on above, along with a review of the following traits: intelligence, judgment, objectivity, initiative, dependability, cooperation, honesty, courage, confidence, stability and understanding.
<ul style="list-style-type: none"> ● Identify important human relations skills ● Why are soft skills highly desired by employers? 	<ul style="list-style-type: none"> ● Explain the following human relations skills: Self-understanding, Understanding Others, and Developing Job Satisfaction ● Understanding of soft skills -- traits related to an individual's character, attitude & personality <ul style="list-style-type: none"> Communication Teamwork Networking Problem Solving & Critical Thinking Professionalism ● <u>Case Study</u>: Supervising a New Work Group

- What is the role of a manager in dealing with employees' personal issues, as well as establishing and enforcing work rules?

- Explain management's role in balancing work and personal life.
- Understanding the importance of enforcing work rules uniformly and consistently.
- Activity: Students will work in small groups to compare rules established by school, parents, and athletic competitions to understand the importance of enforcing rules equally among all. What would be the result of not dealing with a rule violation or showing favoritism?

Suggested Resources/Technology Tools

- Microsoft Suite
- Google Classroom
- Business Management text by Burrow, Kleindl & Becraft
- Apps for Creation of Comics
- Videos - Listed in Activities
- Current online articles from Forbes, NY Times and Wall Street Journal

21ST CENTURY LIFE AND CAREER STANDARDS

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing citizen and employee.**
- Apply appropriate academic and technical skills.**
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.**
- Consider the environmental social and economics impacts of decisions.**
- Demonstrate creativity and innovation.**
- Employ valid and reliable research strategies.**
- Utilize critical thinking to make sense of problems and persevere in solving them.**
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.**
- Use technology to enhance productivity.**
- Work productively in teams while using cultural global competence.**

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 2

Planning, Organizing, Staffing and Leading an Organization

Summary and Rationale

Students will understand the importance of preparing and following a business plan, as well as the tools used by managers. In addition, organization charts and the division of work will be discussed to portray the importance of a business operating efficiently. The staffing and leading functions of management will show the need to bring the right people together and useful motivational tools to create a functioning work environment.

Recommended Pacing

6 weeks

Standards

Century Life and Careers

9.3.12.BM.2	Describe laws, rules and regulations as they apply to effective business operations.
9.3.12.BM.6	Implement, monitor and evaluate business processes to ensure efficiency and quality results.
9.3.12.BM-ADM.3	Plan, monitor and manage day-to-day business activities.
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
9.3.12.ED.5	Demonstrate group collaboration skills to enhance professional education and training practice.
9.3.12.ED-PS.3	Identify resources and support services to meet learners' needs.

Interdisciplinary Connections

Standard x.x

Integration of Technology	
Instructional Focus	
Enduring Understandings:	Essential Questions:
Students will understand the importance of planning to business success, along with staffing and motivating employees in order for the goals of the business to be met.	<ul style="list-style-type: none"> • How will a business plan aid in a company's success? • How does the use of effective goals increase the probability that business plans will be successful? • How can a clear and meaningful vision and mission help increase employee motivation and enthusiasm for a business? • How can businesses use information from competitors and customers when establishing quality standards for their products and services? • What are some reasons that managers with well-developed plans may still have problems when implementing those plans? • Which type of standard is most important to improving the overall effectiveness of a business and why?
Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> • Case Studies • Individual Project - Analysis of a Corporation's Business Plan (Test Grade) • Oral Presentations • Chapter & Unit Tests/Quizzes 	
Objectives (SLO)	

<p>Students will know:</p> <ul style="list-style-type: none"> ● The importance of planning to business success ● Differentiate between strategic and operational planning 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain the parts of a business plan and the importance of the plan to an organization ● Understand the differences between external and internal analysis when using strategic planning (where the company is going in the next 3 yrs) ● Understand the importance of effective operational planning: how the work will be done, who will do it and what resources are needed
<ul style="list-style-type: none"> ● The characteristics of effective goals ● Identify different types of planning tools and how they are used in a business 	<ul style="list-style-type: none"> ● Understand the steps to creating goals: Be specific and meaningful Achievable Clearly communicated Consistent with each other and the company ● <u>Activity:</u> Use a graphic organizer to set personal goals. Discuss goals as a group. <u>How would companies set goals in a similar fashion for new products? (Ex. Apple’s latest iPhone)</u> ● Understand the planning tools used for a business: Budgets, Schedules, Standards, Policies, Procedures and Research. ● <u>Group Project:</u> Locate the budget of a corporation online. Review the information companies incorporate into a budget. Present to the class.
<ul style="list-style-type: none"> ● Understand the strengths and weaknesses of various forms of organizational structures 	<ul style="list-style-type: none"> ● <u>Intro. to Chapter: “Focus on Innovation”-</u> Students will work with a partner as they read about a corporation’s use of a game to generate new product ideas and cost savings. Discuss their ideas of using this concept. ● Explain each of the following types of organizational structures, when each would be used and adv/disadv of each: Line Organization Line and Staff Organization Matrix Organization Team Organization ● <u>Activity:</u> Case study about solving planning conflicts
<ul style="list-style-type: none"> ● Identify staffing activities performed by managers ● Identify important leading activities performed by managers 	<ul style="list-style-type: none"> ● <u>Activity at the start of the lesson:</u> “Reality Check” article about a new telemarketing department. What are the primary reasons for problems in the new department? What might Jasmine do to help employees? ● Explain the various staffing activities for a manager: Hiring Creating effective work teams

- Explain the various leading activities:
Problem solving
Consensus Building
Financial Analysis
Effective Communications
Employee Motivation
- Group Work: Students will work in teams of 4 to identify a business that has a complex problem, such as decreased sales. Students will identify reasons for the decreases and offer solutions, as well as the pros and cons for the solutions.

- Understand the basic steps in the “Controlling” function for a manager

- Explain the 3 basic steps in the final step of management functions, “Controlling”:
Setting Standards - Quantity, Quality, Time and Cost
Measuring and Comparing Performance Against each standard
Taking corrective action when standards are not met
- Activity: Work in groups of 4 for a discussion of the case “Cutting Employee Compensation”. Each group will be given different critical thinking questions and present their findings to the class

Suggested Resources/Technology Tools

- Microsoft Suite
- Google Classroom
- Business Management text by Burrow, Kleindl & Becraft
- Videos
- Current online articles from Forbes, NY Times and Wall Street Journal

21ST CENTURY LIFE AND CAREER STANDARDS

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing citizen and employee.**
- Apply appropriate academic and technical skills.**
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.**
- Consider the environmental social and economics impacts of decisions.**
- Demonstrate creativity and innovation.**
- Employ valid and reliable research strategies.**
- Utilize critical thinking to make sense of problems and persevere in solving them.**
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.**
- Use technology to enhance productivity.**
- Work productively in teams while using cultural global competence.**

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 3

The Environment of Business Management

Summary and Rationale

Students will develop an understanding of the types and characteristics of businesses and the various business environments—social, ethical, economic and international—that affect the work of managers.

Recommended Pacing

Two Months

Standards

Century Life and Careers

9.3.12.BM.2	Describe laws, rules and regulations as they apply to effective business operations.
9.3.12.BM.6	Implement, monitor and evaluate business processes to ensure efficiency and quality results.
9.3.12.BM-ADM.3	Plan, monitor and manage day-to-day business activities.
9.3.12.BM-MGT.3	Apply economic concepts fundamental to global business operations.
9.3.12.BM-MGT.4	Employ and manage techniques, strategies and systems to enhance business relationships.
9.3.12.BM-MGT.5	Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
9.3.12.ED.5	Demonstrate group collaboration skills to enhance professional education and training practice.
9.3.12.ED-PS.3	Identify resources and support services to meet learners' needs.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Instructional Focus	

Enduring Understandings:	Essential Questions:
<p>Students will understand the differences between a service and goods-producing business, along with the effects of innovation and global competition on US businesses. In addition, they will discover how social, ethical, economic and international concerns impact the management of a business.</p>	<ul style="list-style-type: none"> • How has global competition impacted US businesses? • How does a nation measure its economic growth and prosperity? • What characteristics of US workers has changed during the past 10 years? • How have the values of Americans changed? • What are some ways US corporations can be socially responsible? • How do ethics relate to business practices? • What are the main reasons for growth of international businesses?
Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> • Group Project reviewing and analyzing changing characteristics and values among baby boomers and younger workers. Relate the findings to changing business practices. • Oral Presentations of group project above • Case Studies (Quiz grade) • Chapter & Unit Tests/Quizzes 	
Objectives (SLO)	
<p>Students will know:</p> <ul style="list-style-type: none"> • The differences between a retail and service business. • The effects of innovation on businesses 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain the major differences between a goods-producing business (retail) and a service firm • <u>Activity</u>: Create a list of retail and service businesses you frequently visit. • How do the service businesses support the work of retail stores? • Why are service businesses growing at a faster rate than retail? • Will retail businesses at the malls survive the increase in internet shopping? Why/why not? • Identify several ways that innovation affects businesses. • <u>Video: Forbes' list of 2016 most innovative companies:</u> https://www.youtube.com/watch?v=2Ju_WrM4-BA

<ul style="list-style-type: none"> ● Identify the impact global competition has had on US businesses. ● Identify ways in which businesses can improve their business practices 	<ul style="list-style-type: none"> ● Understand how quality and price affects global competition among businesses. ● <u>Group Discussion</u>: What types of consumer goods does the US face serious global competition? ● Understand the impact of managers knowing only one language and the importance of being fluent in at least two to compete globally. ● Identify three ways to achieve efficiency: <ul style="list-style-type: none"> ○ Specialization ○ Better technology and innovation ○ Reorganization of work activities ● <u>Group Activity</u>: Divide students into three groups, as outlined above, to achieve efficiency. Each group will describe ways an automobile manufacturer could use their method to increase efficiency. Present to class. ● <u>Case Study - Class Discussion</u>: “Focus On Business”, p. 153
<ul style="list-style-type: none"> ● Identify how a nation measures its economic growth and prosperity. 	<ul style="list-style-type: none"> ● Explain the concept of Gross Domestic Product (GDP) ● Review of 2014 GDP for the top 10 countries. ● <u>Activity</u>: Students will research the GDP for 2015 and 2016. ● What does GDP measure? ● What types of transactions are not included in GDP? ● How does this affect our economy? ● Explain the 2nd measure - “Individual Well-Being”
<ul style="list-style-type: none"> ● Understand the benefits and risks of business ownership to the nation and individuals. 	<ul style="list-style-type: none"> ● Explain why so many people start small businesses but ultimately fail. ● Give some examples of small businesses in Nutley and/or your family/friends. ● How does this affect the economy? ● Explain why many people choose to own a franchise? ● Why have franchise purchases increased? ● What are the benefits and risks to owning a franchise? ● <u>Project -- Individual or Partner</u>: Research a franchise as to requirements, start-up costs, percent owed to franchise each month, benefits and risks. ● Presentation to class.
<ul style="list-style-type: none"> ● Describe the changing nature of the US worker characteristics 	<ul style="list-style-type: none"> ● Explain why the population in the US has doubled between 1940 and 2010. Increase taking place due to immigration. ● Explain the change in the ethnic population and geographic shifts. ● <u>Activity</u>: Have student select cities or areas they would want to live based on job opportunities. Next, locate a list of the top ten cities for job opportunities. Compare

	<p>student choices with the list.</p> <ul style="list-style-type: none"> ● Explain factors influencing shifts in US worker characteristics: <ul style="list-style-type: none"> ○ Change in labor force ○ Poverty ○ Equal Employment ○ Comparable Worth ● <u>Group Research</u>: Identify a list of employer practices that have enhanced the quality of work life for employees.
<ul style="list-style-type: none"> ● Describe the dilemma posed by the need for business to grow and the need to protect the natural environment. 	<ul style="list-style-type: none"> ● Explain how employers are redesigning jobs to improve health and safety. ● How are businesses supporting sustainability? ● <u>Group Activity</u>: Divide students into groups of 3. Each will research lawsuits relating to environmental issues recently filed against businesses. (Ex. tobacco firms, companies polluting rivers or wetlands) ● Present findings to the class.
<ul style="list-style-type: none"> ● Describe how ethics relates to business practice. ● Understand how businesses can be socially responsible. 	<ul style="list-style-type: none"> ● Explain why Ethics is important to a business. ● <u>Class Discussion</u>: Read “The Supervisor’s Secret”, p. 164. What would you do if you were Rayshawn? Support your decision. ● Explain what it means for a business to be “Socially Responsible”. ● Describe who the “stakeholders” are for a business, large and small. ● Describe who the “stakeholders” are for public companies. ● <u>Case Study</u>: Corporate Generosity or Tax Deduction, p. 189.
Suggested Resources/Technology Tools	
<ul style="list-style-type: none"> ● Microsoft Suite ● Google Classroom ● Business Management text by Burrow, Kleindl & Becraft ● Videos ● Current online articles from Forbes, NY Times and Wall Street Journal 	
21ST CENTURY LIFE AND CAREER STANDARDS	

Please select all standards that apply to this unit of study:

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- Demonstrate creativity and innovation.**
- Employ valid and reliable research strategies.**
- Utilize critical thinking to make sense of problems and persevere in solving them.**
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.**
- Use technology to enhance productivity.**
- Work productively in teams while using cultural global competence.**

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 4

Exploring the Working World/Self-Assessment

Summary and Rationale

Students will explore the world of work; understand how skills, interests and desired lifestyle shape career plans; identify workplace trends, changing technology, diversity and teamwork; evaluate job outlooks.

Recommended Pacing

6 weeks

Standards

Century Life and Careers

9.3.12.BM.3

Explore, develop and apply strategies for ensuring a successful business career.

9.3.12.ED.2

Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.5

Demonstrate group collaboration skills to enhance professional education and training practice.

**9.3.12.ED-
PS.3**

Identify resources and support services to meet learners' needs.

Interdisciplinary Connections

Standard x.x

Integration of Technology

Instructional Focus

Enduring Understandings:

Students will explore the world of work in order to understand what skills are necessary for various career paths.

Essential Questions:

- Why is it important to do a self- assessment when choosing a career?
- What are skills, transferrable skills, occupations, career

- paths and lifestyle?
- Why is it important to use a plan of action?
- What are the seven steps in the career decision-making process?
- How do you use the decision-making process to choose a career?

Evidence of Learning (Assessments)

- Completion of Graphic Organizer to determine career path
- Oral presentations of career paths and necessary skills for business, marketing and finance.
- Completion of answers to common interview questions
- Chapter & Unit Tests/Quizzes

Objectives (SLO)

Students will know:

- The difference between a job and career
- How different skills apply for various careers
- How work life effects a person's lifestyle
- Current trends for our global economy
- Technology trends for careers
- Various salaries for career clusters

Students will be able to:

- Define a job, an occupation and a career
- Describe how skills, interests, and desired lifestyle may shape career plans
- Explain how work life affects lifestyle
- Identify workplace trends such as the global economy, changing technology, diversity and teamwork.
- Evaluate job outlooks when making career plans.

Suggested Resources/Technology Tools

- Microsoft Suite
- Google Classroom
- Videos
- Business Periodicals
- Current Events

21ST CENTURY LIFE AND CAREER STANDARDS

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- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.**
- Consider the environmental social and economics impacts of decisions.**

- Demonstrate creativity and innovation.**
- Employ valid and reliable research strategies.**
- Utilize critical thinking to make sense of problems and persevere in solving them.**
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.**
- Use technology to enhance productivity.**
- Work productively in teams while using cultural global competence.**

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Unit 5

Exploring Careers

Summary and Rationale

Students will gather information about specific careers and form a career plan, while outlining goals for their career.

Recommended Pacing

6 weeks

Standards

9.3.12.BM.

3

Explore, develop and apply strategies for ensuring a successful business career.

9.3.12.BM -MGT.3	Apply economic concepts fundamental to global business operations.
9.3.12.BM -MGT.7	Plan, organize and manage an organization/department to achieve business goals.
9.3.12.BM -HR.5	Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
9.3.12.ED. 2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
9.3.12.FN- ACT.4	Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop an accounting or finance career.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Students will be able to choose a career and develop a career plan. 	<ul style="list-style-type: none"> What are the differences between formal and informal methods of researching careers? What are career clusters? What is a cooperative program? How does job shadowing aid in your career goals? What are career expectations?

- What do you include in your career plan?

Evidence of Learning (Assessments)

- Oral presentations of careers
- Evaluation of Career Plan
- Thematic Project – Identify a successful entrepreneur in the student’s chosen career field. Brainstorm questions to ask individuals about their chosen career field; create a career plan listing short, intermediate and long-term goals.
- Chapter & Unit Tests/Quizzes

Objectives (SLO)

Students will know:

- Formal and informal methods of researching careers.
- Sources of career information.
- Identify work experiences to help explore careers.
- Identify the characteristics used to develop a career profile
- The education and training needed for different careers

Students will be able to:

- Evaluate different career possibilities
- Choose a career that matches their skills, abilities and goals.
- Develop a career plan and set intermediate career goals
- Determine the education and training needed to reach their career goals

Suggested Resources/Technology Tools

- Microsoft Suite
- Google Classroom
- Glencoe Online Tools
- Videos
- Websites for job requirements, such as US Bureau of Labor
- Current Events

21ST CENTURY LIFE AND CAREER STANDARDS

Please select all standards that apply to this unit of study:

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- Apply appropriate academic and technical skills.**
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.**
- Consider the environmental social and economics impacts of decisions.**
- Demonstrate creativity and innovation.**
- Employ valid and reliable research strategies.**

- Utilize critical thinking to make sense of problems and persevere in solving them.**
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.**
- Use technology to enhance productivity.**
- Work productively in teams while using cultural global competence.**

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 3

Finding a Job

Summary and Rationale

Students will learn how to explore job leads, apply for a job and develop interviewing skills

Recommended Pacing

6 weeks

Standards

9.3.12.BM. 3	Explore, develop and apply strategies for ensuring a successful business career.
9.3.12.ED. 2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
9.3.12.FN- ACT.4	Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop an accounting or finance career.

Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Students will develop the necessary skills to interview and apply for various positions for their careers. 	<ul style="list-style-type: none"> What is networking? How do you develop job leads? What is a personal fact sheet and how does it aid in completing a job application? Who are the best references when applying for a job? What is a resume? What should be included in a resume? What should be included in a cover letter when sending out a resume?
Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> Resume and Cover Letter Answers to Interview Questions Thematic Project – Chapter & Unit Tests/Quizzes 	
Objectives (SLO)	

Students will know:

- The correct setup for a resume
- The purpose of a cover letter
- Items to include in a cover letter
- Best answers for interview questions
- How to develop a list of job leads through the internet and networking

Students will be able to:

- Define networking and explain why it is an effective way to develop job leads
- Explain how to use the internet and other resources to find career opportunities
- Explain how to prepare for and complete a job application.
- Write an effective resume and cover letter.
- Develop answers to typical and tough interview questions
- Identify the importance of body language in creating a good impression
- Project a positive attitude and use good communication skills
- Follow up after a job interview

Suggested Resources/Technology Tools

- Microsoft Suite
- Google Classroom
- Glencoe Online Tools
- Videos
- Websites for available job postings, such as www.monster.com, www.careerbuilder.com and www.indeed.com
- Current Events

21ST CENTURY LIFE AND CAREER STANDARDS

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing citizen and employee.**
- Apply appropriate academic and technical skills.**
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.**
- Consider the environmental social and economics impacts of decisions.**
- Demonstrate creativity and innovation.**
- Employ valid and reliable research strategies.**
- Utilize critical thinking to make sense of problems and persevere in solving them.**
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.**
- Use technology to enhance productivity.**
- Work productively in teams while using cultural global competence.**

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>