

TRENTON PUBLIC SCHOOLS

**ENTREPRENEURIAL STUDIES and
SMALL BUSINESS MANAGEMENT**
Program of Study and Curriculum Framework

**ADMINISTRATIVE OFFICES – CENTRAL REGISTRATION BUILDING
108 N. Clinton Avenue
2nd Floor ~ Room 216**

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PREFACE

This course of study is devoted to the study of entrepreneurialism and, ultimately, prepares students to perform development, marketing and management functions associated with owning and operating a small business.

The primary aspects of this course and its related units of study are as follows:

1. A structured assembly of theory and practical tasks are presented in order to provide the instruction and training required for establishing and operating a small business, specifically that associated with the screening print industry.
2. The required task performances were appropriately organized across 20 Units of Study, and divided into the following areas in order to successfully complete the program objectives:
 - (a) Related Information: The class/shop technical and theoretical content associated with the specific trade performance.
 - (b) NJ Standards: The concepts, principles and problems directly related to the specific trade performance.
 - (c) Desired Performance Outcomes: The terminal behavior that the learner should be able to demonstrate upon completion of the specific task performance.

Upon completion of these tasks the student will be able to demonstrate his or her proficiency within the specified entry-level career areas.

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INTRODUCTION

ENTREPRENEURIAL STUDIES AND SMALL BUSINESS MANAGEMENT

(CIP Code: 52.0701)

CIP Code: 52.0701 Program Definition: Entrepreneurship/Entrepreneurial Studies. A program that generally prepares individuals to perform development, marketing and management functions associated with owning and operating a business.

In keeping with the standard Trenton Public Schools CTE programmatic model, the Entrepreneurial Studies and Small Business Management curriculum is organized around a comprehensive three-year program of study, according to the following sequence:

Sophomore Year (Half-Year/Second Semester/Block):	Foundations of Entrepreneurial Studies
Junior Year (Full-Year):	Small Business Management I
Senior Year (Full-Year):	Small Business Management II/Structured Learning Experience (SLE)

Program Overview:

The Entrepreneurial Studies and Small Business Management program of study offers a comprehensive curriculum that is intended to equip learners with the knowledge, skills, and dispositions essential to effectively prepare each to perform development, marketing and management functions associated with owning and operating a small screen printing business. Students are initially provided exploratory learning opportunities that serve to establish foundational knowledge and proficiencies relevant to success in business. Units of study include, but are not limited to: entrepreneurial basics; management styles and team development; effective communication; starting a small business; marketing and sales; career planning and portfolios; marketing and sales; employability and workplace readiness; and the business plan.

Throughout the three-year experience, the program provides our students essential authentic learning opportunities that will enable each to become acquainted with the tools, language and standards of the entrepreneurial industry. Students will also gain critical 21st century career and life skills, including that which will ensure that they can: think critically; obtain, analyze and apply information; solve problems (individually and collaboratively); communicate effectively (written and verbal); and work effectively and cooperatively with all others. In addition, students will develop individual skills and dispositions that will prepare them to effectively manage personal, emotional and physical situations in the service of others.

The Small Business/Entrepreneurial Studies curriculum is balanced in the study of essential related content and theory – and – practical application in authentic contexts. At the conclusion of the Program, students will be able to thoughtfully identify the types of jobs and/or post-secondary training

programs offered in the industry. Each will be able to make informed, realistic career choices, as well as perform essential functions and tasks that relate to employee responsibility in a specific job situation.

Structured Learning Experience (SLE) Option

The second semester/block of the Senior Year/ Small Business II program provides qualified students the unique opportunity for postsecondary and apprenticeship training in the context of the SLE option. The SLE option is specifically intended to provide an authentic bridge between school and career - one that will best enable students to further their industry-specific knowledge, skills and dispositions. SLE options include, but are not limited to approved college coursework, apprenticeships, work study and related capstone projects.

TRENTON PUBLIC SCHOOLS CAREER AND TECHNICAL EDUCATION (CTE)

MISSION

Consistent with the New Jersey Department of Education and the National Association of State Directors of Career Technical Education Consortium (NASDCTE), the Trenton Public School District is determined to provide all of its students educational opportunities that will enable them to gain the essential life and career skills to function optimally as positively engaged citizens in a dynamic global society, and productive members of a 21st century global workforce – one that specifically rewards innovation, creativity, and the ability to comfortably adapt to change.

GUIDING PRINCIPLES

In order to achieve its mission, the Trenton Public Schools CTE Programs are built upon the following guiding principles:

- All students will be made aware of the type of CTE programs offered, as well as the 21st century workforce and respective career-ladder opportunities.
- A comprehensive assessment program will be implemented in order to identify individual students who possess a need and desire for a particular vocational education.
- All CTE students shall be formatively assessed to determine individual career interest and abilities. Furthermore, individual participants of CTE programs will be provided the necessary career guidance and counseling services so as to ensure that career opportunities and job placements are specifically aligned to the student's career goals.
- The Trenton Public Schools will establish and maintain an effective career placement program in collaboration with local public and private employment and training agencies to support the seamless transition from a career and technical education program to employment and/or advanced education.
- All CTE students will be provided the opportunity to gain employability and professional skills, and dispositions appropriate to their career goals.
- All CTE programs will provide authentic learning opportunities and related training experiences.

- All CTE programs will recognize the unique and diverse needs of each student and, in turn, provide the most personalized and differentiated instructional program.
- All CTE professional staff - including teachers, counselors, and administrators - shall be highly qualified, thus having attained the professional standards established at the state and local levels.
- All CTE programs will be continuously assessed, evaluated and renewed, so as to ensure each remains current, of high quality and reflective of societal, economic and/or occupational changes.

ENTREPRENEURIAL STUDIES/SMALL BUSINESS MANAGEMENT

GENERAL GOALS AND DESIRED OUTCOMES

1. To develop an understanding of the overall scope and complexity of entrepreneurialism and small business management, including: critical issues and risks; vocabulary and definitions; essential skills and dispositions; and specific career opportunities available.
2. To understand and apply basic accounting principles, concepts and techniques.
3. To understand and apply basic marketing principles, concepts and skills.
4. To apply understanding of entrepreneurialism and the screen printing industry in an authentic context.
5. To develop appropriate occupational intelligence skills that will enable an employee to function in the industrial work environment.
6. To stress and, ideally, establish a sense of pride in:
 - the maintenance of appropriate personal appearance and grooming;
 - a high quality of professionalism;
 - efficiency in the use of materials;
 - accuracy in the operation of equipment; and
 - collegial relations.

ENTREPRENEURIAL STUDIES/SMALL BUSINESS MANAGEMENT

EMPLOYMENT ORIENTATION GOALS

1. To provide occupational learning experiences designed to help youngsters with special needs to develop capabilities for vocational and social independence in a competitive environment.
2. To offer a core curriculum of occupationally related academic and social experiences structured on a highly individualized basis, and flexible enough to meet the varied and unique needs of the student.
3. To provide a coordinated program of personal, social and occupational development by articulation with all stake holders, including the sending school personnel, special services support staff, parents and/or guardians.
4. To provide learning activities designed to evaluate students' aptitude and interest, and develop self-appraisal in each of the occupational clusters, including regular mainstream program areas.
5. To provide learning activities designed to help the student explore each of the occupational clusters offered.
6. To provide learning activities designed to help the student develop academic and social skills in those areas of work that are common to all occupational clusters.
7. To provide instructional activities to ensure the development of vocational maturity in an area of particular interest, and with the skills required for entry level employment.
8. To provide an overall program which will develop the essential work habits of attendance, punctuality, dependability, speed, accuracy, endurance, persistence and safety.
9. To provide the student with the opportunity to participate in clinical experience and on-the-job training.
10. To provide learning experiences designed to help students develop job-seeking skills.
11. To assist students in making a successful transition from school to productive employment.

UNIT OF STUDY No. 1:

Entrepreneurial Basics (First/Sophomore Year)

<i>Objectives</i>	<i>NJ Standards Addressed</i>			<i>Recommended Strategies and Instructional Activities</i>	<i>Instructional Resources</i>	<i>Formative and Summative Assessments</i>
<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> List the principles that contribute to personal and professional success. Explain the concept of self-management. Display effective ways to manage time. Exhibit good study habits. Define ethics and reflect upon their morals. List the characteristics of a healthy and positive attitude. Explain the basic processes of effective communication. Compare and contrast local 	<p><u>NJCCCS/ 21st Century Life and Career Standards</u></p> <p>9.4.12.D.1</p> <p>9.4.12.D.2</p> <p>9.4.12.D.3</p> <p>9.4.12.D.4</p> <p>9.4.12.D.5</p> <p>9.4.12.D.6</p> <p>9.4.12.D.7</p> <p>9.4.12.D.8</p> <p>9.4.12.D.9</p> <p>9.4.12.D.10</p> <p>9.4.12.D.11</p> <p>9.4.12.D.12</p> <p>9.4.12.D.13</p> <p>9.4.12.D.15</p> <p>9.4.12.D.32</p>	<p><u>Common Core ELA/Reading</u></p> <p>Informational Text</p> <p><i>Key Ideas and Details</i></p> <p>RI.11-12.3.</p> <p><i>Craft and Structure</i></p> <p>RI.11-12.4.</p> <p><i>Integration of Knowledge and Ideas</i></p> <p>RI.11-12.7.</p> <p><i>Range of Reading and Level of Text Complexity</i></p> <p>RI.11-12.10</p>	<p><u>Common Core ELA/Writing</u></p> <p><i>Text Types and Purposes</i></p> <p>W.11-12.2.</p> <p><i>Production and Distribution of Writing</i></p> <p>W.11-12.4.</p> <p>W.11-12.5.</p> <p>W.11-12.6.</p>			<p>Role play of effective communication</p> <p>Case Studies: Ethical Decision Making</p> <p>Short and Long Term Goals</p>

<p>program policies, procedures, and expectations to industry policies, procedures, and expectations.</p> <p>9. Create a personal mission statement.</p> <p>10. Explain how to set long and short term goals.</p> <p>11. Identify skills and knowledge needed to be a successful entrepreneur</p> <p>12. Identify requirements for entry and advancement, career ladders, and employment opportunities.</p> <p>13. Understand perceptions and definitions of entrepreneurship.</p> <p>14. Understand the definitions of "small business" and why this is important.</p>	<p>9.4.12.D.33</p> <p>9.4.12.D.34</p> <p>9.4.12.D.35</p> <p>9.4.12.N.(4).1</p> <p>9.4.12.N.(4).2</p> <p>9.4.12.N.(4).3</p>					
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15. Articulate the role small business plays in the U.S 16. Understand tools for turning a business idea into reality.						
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UNIT OF STUDY No. 2:

Introduction to Screen Printing (First/Sophomore Year)

<i>Objectives</i>	<i>NJ Standards Addressed</i>			<i>Recommended Strategies and Instructional Activities</i>	<i>Instructional Resources</i>	<i>Formative and Summative Assessments</i>
<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> 1. Define graphic communications. 2. Define screen printing and identify products produced by screen printing. 3. List in order the technical production flow from idea to finished product. 4. Identify major contributions in the history of screen printing. 5. Comprehend basic screen printing technology. 	<p><u>NJCCCS/ 21st Century Life and Career Standards</u></p> <p>9.4.12.D.1</p> <p>9.4.12.D.2</p> <p>9.4.12.D.3</p> <p>9.4.12.D.4</p> <p>9.4.12.D.5</p> <p>9.4.12.D.6</p> <p>9.4.12.D.7</p> <p>9.4.12.D.8</p> <p>9.4.12.D.9</p> <p>9.4.12.D.10</p> <p>9.4.12.D.11</p> <p>9.4.12.D.12</p> <p>9.4.12.D.13</p> <p>9.4.12.D.15</p> <p>9.4.12.C.(3).4</p>	<p><u>Common Core ELA/Reading</u></p> <p>Informational Text</p> <p><i>Key Ideas and Details</i></p> <p>RI.11-12.3.</p> <p><i>Craft and Structure</i></p> <p>RI.11-12.4.</p> <p><i>Integration of Knowledge and Ideas</i></p> <p>RI.11-12.7.</p> <p><i>Range of Reading and Level of Text Complexity</i></p> <p>RI.11-12.10</p> <p><i>Text Types and Purposes</i></p>	<p><u>Common Core Mathematics</u></p>			<p>Quiz on screen printing technology and history</p> <p>Timeline of technical production process</p> <p>Student product: screen print</p>

	9.4.12.C.(3).5					
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UNIT OF STUDY No. 3:

Safety *(First/Sophomore Year)*

<i>Objectives</i>	<i>NJ Standards Addressed</i>			<i>Recommended Strategies and Instructional Activities</i>	<i>Instructional Resources</i>	<i>Formative and Summative Assessments</i>
<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> List safety rules involving flammable liquids. List the steps to be taken in case of injury in the lab. Identify location(s) of first aid kit(s). Identify location(s) of eye wash station(s). Identify where protective safety equipment is needed. Follow proper safety procedures when operating equipment. Follow the approved shop dress code for safe operation. Pass the general lab safety test. 	<p><u>NJCCCS/ 21st Century Life and Career Standards</u></p> <p>9.4.12.D.1</p> <p>9.4.12.D.2</p> <p>9.4.12.D.3</p> <p>9.4.12.D.4</p> <p>9.4.12.D.5</p> <p>9.4.12.D.6</p> <p>9.4.12.D.7</p> <p>9.4.12.D.8</p> <p>9.4.12.D.9</p> <p>9.4.12.D.10</p> <p>9.4.12.D.11</p> <p>9.4.12.D.12</p> <p>9.4.12.D.13</p> <p>9.4.12.D.15</p> <p>9.4.12.D.38</p>	<p><u>Common Core ELA/Reading</u></p> <p>Informational Text</p> <p><i>Key Ideas and Details</i></p> <p>RI.11-12.3.</p> <p><i>Craft and Structure</i></p> <p>RI.11-12.4.</p> <p><i>Integration of Knowledge and Ideas</i></p> <p>RI.11-12.7.</p> <p><i>Range of Reading and Level of Text Complexity</i></p> <p>RI.11-12.10</p> <p><i>Text Types and Purposes</i></p> <p>Writing</p>	<p><u>Common Core Mathematics</u></p>			<p>Safety Rules Poster</p> <p>Case Studies of Emergency Situations</p> <p>General Lab Safety Test</p>

9. Read, comprehend, and follow instructions on warning labels.	9.4.12.C.36					
10. Demonstrate common sense when working with others.	9.4.12.C.37	W.11-12.2.				
	9.4.12.C.38					
	9.4.12.C.39	<i>Production and Distribution of Writing</i>				
	9.4.12.C.40	W.11-12.4.				
	9.4.12.C.41	W.11-12.5.				
	9.4.12.C.42	W.11-12.6.				
	9.4.12.C.43					

UNIT OF STUDY No. 4:

Image and Layout (First/Sophomore Year)

<i>Objectives</i>	<i>NJ Standards Addressed</i>			<i>Recommended Strategies and Instructional Activities</i>	<i>Instructional Resources</i>	<i>Formative and Summative Assessments</i>
<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> 1. Demonstrate design and layout. 2. Identify the basic fundamentals of type. 3. Identify appropriate uses of type. 4. Identify the basic elements of design. 5. Identify appropriate uses of the basic elements of design. 6. Identify the basic principles of design. 7. Identify appropriate uses of 	<p><u>NJCCCS/ 21st Century Life and Career Standards</u></p> <p>9.4.12.D.1</p> <p>9.4.12.D.2</p> <p>9.4.12.D.3</p> <p>9.4.12.D.4</p> <p>9.4.12.D.5</p> <p>9.4.12.D.6</p> <p>9.4.12.D.7</p> <p>9.4.12.D.8</p> <p>9.4.12.D.9</p> <p>9.4.12.D.10</p> <p>9.4.12.D.11</p> <p>9.4.12.D.12</p> <p>9.4.12.D.13</p> <p>9.4.12.D.15</p> <p>9.4.12.C.(3).1</p>	<p><u>Common Core ELA/Reading</u></p> <p>Informational Text</p> <p><i>Key Ideas and Details</i></p> <p>RI.11-12.3.</p> <p><i>Craft and Structure</i></p> <p>RI.11-12.4.</p> <p><i>Integration of Knowledge and Ideas</i></p> <p>RI.11-12.7.</p> <p><i>Range of Reading and Level of Text Complexity</i></p> <p>RI.11-12.10</p> <p><i>Text Types and Purposes</i></p> <p>Writing</p>	<p><u>Common Core Mathematics</u></p> <p>G.CO.1.</p> <p>G.CO.2.</p> <p>G.CO.3.</p> <p>G.CO.4.</p> <p>G.CO.5.</p> <p>G.CO.12.</p> <p>G-C.2.</p> <p>G-GMD.4.</p> <p>G-MG.3.</p>			<p>Student demonstration of the use of type</p> <p>Preparation of a digital image</p> <p>Student demonstration of a final layout</p>

the basic principles of design.	9.4.12.C.(3).2					
	9.4.12.C.(3).3	W.11-12.2.				
8. Identify the basic layout elements.	9.4.12.C.(3).4	<i>Production and Distribution of Writing</i>				
	9.4.12.C.(3).5					
9. Identify appropriate uses of the basic layout elements.	9.4.12.C.(3).6	W.11-12.4.				
	9.4.12.C.(3).7	W.11-12.5.				
		W.11-12.6.				
10. Produce thumbnails, rough, and final layouts.						
11. Correctly use the basic fundamentals of type in a final layout.						
12. Demonstrate Digital Image Preparation.						
13. Create a document with appropriate margins in a page layout program.						

<p>14. Create a document with appropriate formatting in a page layout program.</p> <p>15. Import text and images into a page layout document.</p> <p>16. Identify basic scanning hardware.</p> <p>17. Identify image & non-image areas on a offset printing plate.</p> <p>18. Capture a digital image with the use of a scanner.</p>						
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UNIT OF STUDY No. 5:

Screen Preparation Techniques (First/Sophomore Year)

<i>Objectives</i>	<i>NJ Standards Addressed</i>			<i>Recommended Strategies and Instructional Activities</i>	<i>Instructional Resources</i>	<i>Formative and Summative Assessments</i>
<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> 1. Define screen tension parameters. 2. Identify screen fabric classifications. 3. Identify mesh count 4. Identify screen frame types. 5. Properly degrease and abraid a screen. 6. Identify hand cut screen stencils. 7. Identify indirect screen stencils. 8. Identify direct screen stencils. 9. Properly reclaim a screen. 	<p><u>NJCCCS/ 21st Century Life and Career Standards</u></p> <p>9.4.12.D.1</p> <p>9.4.12.D.2</p> <p>9.4.12.D.3</p> <p>9.4.12.D.4</p> <p>9.4.12.D.5</p> <p>9.4.12.D.6</p> <p>9.4.12.D.7</p> <p>9.4.12.D.8</p> <p>9.4.12.D.9</p> <p>9.4.12.D.10</p> <p>9.4.12.D.11</p> <p>9.4.12.D.12</p> <p>9.4.12.D.13</p> <p>9.4.12.D.15</p> <p>9.4.12.C.(3).1</p>	<p><u>Common Core ELA/Reading</u></p> <p>Informational Text</p> <p><i>Key Ideas and Details</i></p> <p>RI.11-12.3.</p> <p><i>Craft and Structure</i></p> <p>RI.11-12.4.</p> <p><i>Integration of Knowledge and Ideas</i></p> <p>RI.11-12.7.</p> <p><i>Range of Reading and Level of Text Complexity</i></p> <p>RI.11-12.10</p> <p><i>Text Types and Purposes</i></p> <p>Writing</p>	<p><u>Common Core Mathematics</u></p> <p>G.CO.1.</p> <p>G.CO.2.</p> <p>G.CO.3.</p> <p>G.CO.4.</p> <p>G.CO.5.</p> <p>G.CO.12.</p> <p>G-C.2.</p> <p>G-GMD.4.</p> <p>G-MG.3.</p>			<p>Test – screening (tension parameters and fabric classifications)</p> <p>Demonstration – reclaiming a screen</p>

	9.4.12.C.(3).2					
	9.4.12.C.(3).3	W.11-12.2.				
	9.4.12.C.(3).4	<i>Production and Distribution of Writing</i>				
	9.4.12.C.(3).5					
	9.4.12.C.(3).6	W.11-12.4.				
	9.4.12.C.(3).7	W.11-12.5.				
		W.11-12.6.				

UNIT OF STUDY No. 6:

Screen Printing Process (First/Sophomore Year)

<i>Objectives</i>	<i>NJ Standards Addressed</i>			<i>Recommended Strategies and Instructional Activities</i>	<i>Instructional Resources</i>	<i>Formative and Summative Assessments</i>
<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> Demonstrate the mounting of a screen into a press and build bed, check squeegee and add ink. Identify basic screen printing equipment and operations. Identify the parts of the screen. Identify basic safety and operation procedures for screen printing. Perform basic setup for printing a single-color job. Complete a printed single-color screen print. Identify squeegee durometer. Identify squeegee 	<p><u>NJCCCS/ 21st Century Life and Career Standards</u></p> <p>9.4.12.D.1</p> <p>9.4.12.D.2</p> <p>9.4.12.D.3</p> <p>9.4.12.D.4</p> <p>9.4.12.D.5</p> <p>9.4.12.D.6</p> <p>9.4.12.D.7</p> <p>9.4.12.D.8</p> <p>9.4.12.D.9</p> <p>9.4.12.D.10</p> <p>9.4.12.D.11</p> <p>9.4.12.D.12</p> <p>9.4.12.D.13</p> <p>9.4.12.D.15</p> <p>9.4.12.C.(3).1</p>	<p><u>Common Core ELA/Reading</u></p> <p>Informational Text</p> <p><i>Key Ideas and Details</i></p> <p>RI.11-12.3.</p> <p><i>Craft and Structure</i></p> <p>RI.11-12.4.</p> <p><i>Integration of Knowledge and Ideas</i></p> <p>RI.11-12.7.</p> <p><i>Range of Reading and Level of Text Complexity</i></p> <p>RI.11-12.10</p> <p><i>Text Types and Purposes</i></p> <p>Writing</p>	<p><u>Common Core Mathematics</u></p> <p>G.CO.1.</p> <p>G.CO.2.</p> <p>G.CO.3.</p> <p>G.CO.4.</p> <p>G.CO.5.</p> <p>G.CO.12.</p> <p>G-C.2.</p> <p>G-GMD.4.</p> <p>G-MG.3.</p>			<p>Demonstration – Mounting a screen</p> <p>Test – Identifying parts of the screen</p> <p>Product – Color screen print</p>

blades.	9.4.12.C.(3).2	W.11-12.2.				
9. Identify squeegee handles.	9.4.12.C.(3).3	<i>Production and Distribution of Writing</i>				
	9.4.12.C.(3).4					
10. Set up for a single color screen print.	9.4.12.C.(3).5	W.11-12.4.				
11. Produce a single color screen print.	9.4.12.C.(3).6	W.11-12.5.				
	9.4.12.C.(3).7	W.11-12.6.				

UNIT OF STUDY No. 7:

Substrates and Inks (First/Sophomore Year)

<i>Objectives</i>	<i>NJ Standards Addressed</i>			<i>Recommended Strategies and Instructional Activities</i>	<i>Instructional Resources</i>	<i>Formative and Summative Assessments</i>
<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> Identify the various types of inks used in the graphics and printing industry. Articulate the types of substrate and their performance. Examine the different types of inks used in lithography, flexography, digital, and screen printing. Define the three basic ingredients of lithographic inks. <ul style="list-style-type: none"> -Vehicle -Pigment -Additives Interpret a Pantone Matching System (PMS) Chart and explain its importance. Demonstrate the process by which 	<p><u>NJCCCS/ 21st Century Life and Career Standards</u></p> <p>9.4.12.D.1</p> <p>9.4.12.D.2</p> <p>9.4.12.D.3</p> <p>9.4.12.D.4</p> <p>9.4.12.D.5</p> <p>9.4.12.D.6</p> <p>9.4.12.D.7</p> <p>9.4.12.D.8</p> <p>9.4.12.D.9</p> <p>9.4.12.D.10</p> <p>9.4.12.D.11</p> <p>9.4.12.D.12</p> <p>9.4.12.D.13</p> <p>9.4.12.D.15</p> <p>9.4.12.C.(3).1</p>	<p><u>Common Core ELA/Reading</u></p> <p>Informational Text</p> <p><i>Key Ideas and Details</i></p> <p>RI.11-12.3.</p> <p><i>Craft and Structure</i></p> <p>RI.11-12.4.</p> <p><i>Integration of Knowledge and Ideas</i></p> <p>RI.11-12.7.</p> <p><i>Range of Reading and Level of Text Complexity</i></p> <p>RI.11-12.10</p> <p><i>Text Types and Purposes</i></p> <p>Writing</p>	<p><u>Common Core Mathematics</u></p> <p>A-REI.1</p> <p>A-REI.2</p>			<p>Test – Inks and Substrates</p> <p>Interpret a PMS chart</p> <p>Mixing Demonstration</p>

<p>inks are mixed.</p> <p>7. Articulate ink drawdowns of standard density process colors.</p>	<p>9.4.12.C.(3).2</p> <p>9.4.12.C.(3).3</p> <p>9.4.12.C.(3).4</p> <p>9.4.12.C.(3).5</p> <p>9.4.12.C.(3).6</p> <p>9.4.12.C.(3).7</p>	<p>W.11-12.2.</p> <p><i>Production and Distribution of Writing</i></p> <p>W.11-12.4.</p> <p>W.11-12.5.</p> <p>W.11-12.6.</p>				
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UNIT OF STUDY No. 8:

T-Shirt Design (First/Sophomore Year)

<i>Objectives</i>	<i>NJ Standards Addressed</i>			<i>Recommended Strategies and Instructional Activities</i>	<i>Instructional Resources</i>	<i>Formative and Summative Assessments</i>
<p><i>The student will be able to:</i></p> <p>1. To learn how each of the printing processes differ from one another.</p> <p>2. To understand the fundamentals of the screen printing process.</p> <ul style="list-style-type: none"> • Design and image generation • The image carrier • Squeegee and flood bar • Substrates • Inks • Presses • Finishing and converting 	<p><u>NJCCCS/ 21st Century Life and Career Standards</u></p> <p>9.4.12.D.1</p> <p>9.4.12.D.2</p> <p>9.4.12.D.3</p> <p>9.4.12.D.4</p> <p>9.4.12.D.5</p> <p>9.4.12.D.6</p> <p>9.4.12.D.7</p> <p>9.4.12.D.8</p> <p>9.4.12.D.9</p> <p>9.4.12.D.10</p> <p>9.4.12.D.11</p> <p>9.4.12.D.12</p> <p>9.4.12.D.13</p> <p>9.4.12.D.15</p> <p>9.4.12.D.17</p>	<p><u>Common Core ELA/Reading</u></p> <p>Informational Text</p> <p><i>Key Ideas and Details</i></p> <p>RI.11-12.3.</p> <p><i>Craft and Structure</i></p> <p>RI.11-12.4.</p> <p><i>Integration of Knowledge and Ideas</i></p> <p>RI.11-12.7.</p> <p><i>Range of Reading and Level of Text Complexity</i></p> <p>RI.11-12.10</p> <p><i>Text Types and Purposes</i></p> <p>Writing</p>	<p><u>Common Core Mathematics</u></p> <p>A-REI.1</p> <p>A-REI.2</p> <p>G.CO.1.</p> <p>G.CO.2.</p> <p>G.CO.3.</p> <p>G.CO.4.</p> <p>G.CO.5.</p> <p>G.CO.12.</p> <p>G-C.2.</p> <p>G-GMD.4.</p> <p>G-MG.3.</p>			<p>Test – The screen printing process</p> <p>Project – Design a T Shirt</p>

3. To understand various aspects of quality control.	9.4.12.D.18 9.4.12.D.20 9.4.12.C.(3).1 9.4.12.C.(3).2	W.11-12.2. <i>Production and Distribution of Writing</i>				
4. To further develop basic computer skills.	9.4.12.C.(3).3 9.4.12.C.(3).4 9.4.12.C.(3).5	W.11-12.4. W.11-12.5. W.11-12.6.				
5. To put basic math and learning skills to use.	9.4.12.C.(3).6 9.4.12.C.(3).7					
6. To develop oral and written communication skills.						
7. To develop career awareness of the screen printing industry.						
8. Use safe work procedures according to standard practices.						
9. Correctly use tools,						

<p>materials, and equipment used for screen-printing.</p> <p>10. Apply the physical properties of a variety of inks and substrates for screen-printing.</p> <p>11. Achieve proficiency in technical aspects of screen-printing.</p> <p>12. Identify production concerns for screen-printing.</p> <p>13. Describe typical procedures for creating a screen-printed product in a logical time line.</p> <p>14. Identify the attributes of a high quality screen-printed product.</p> <p>15. An overall knowledge of the process and variables involved in screen-printing.</p>						
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<p>16. Compare and contrast the various stencil methods and their applications.</p> <p>17. Analyze the quality of commercially produced screen-printed products.</p> <p>18. Accurately use and define appropriate terminology.</p>						
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UNIT OF STUDY No. 9:

Management Styles and Team Development (Second/Junior Year)

<i>Objectives</i>	<i>NJ Standards Addressed</i>	<i>Recommended Strategies and Instructional Activities</i>	<i>Instructional Resources</i>	<i>Formative and Summative Assessments</i>
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<i>The student will be able to:</i>	<u>NJCCCS/ 21st Century Life and Career Standards</u>	<u>Common Core ELA/Reading</u>	<u>Common Core Mathematics</u>			Management Case Studies
1. Solve problems in accordance with management policy and mission statement.	9.4.12.D.1	Informational Text				Develop a Mission Statement
	9.4.12.D.2	<i>Key Ideas and Details</i>				
2. Make informed decisions in accordance with management policy and mission statement.	9.4.12.D.3	RI.11-12.3.				Personal Leadership Style Inventory
	9.4.12.D.4	<i>Craft and Structure</i>				
	9.4.12.D.5	RI.11-12.4.				
	9.4.12.D.6	<i>Integration of Knowledge and Ideas</i>				
	9.4.12.D.7	RI.11-12.7.				
	9.4.12.D.8	<i>Range of Reading and Level of Text Complexity</i>				
	9.4.12.D.9	RI.11-12.10				
	9.4.12.D.10	<i>Text Types and Purposes</i>				
	9.4.12.D.11	Writing				
	9.4.12.D.12	W.11-12.2.				
	9.4.12.D.13	<i>Production and Distribution of</i>				
	9.4.12.D.15					
	9.4.12.D.17					
	9.4.12.D.18					
	9.4.12.D.44					

styles.	9.4.12.D.45	<i>Writing</i>				
8. Identify work improvement concepts.	9.4.12.D.46	W.11-12.4.				
	9.4.12.D.47	W.11-12.5.				
9. Describe the supervisor's role as a change agent.	9.4.12.D.48	W.11-12.6.				
	9.4.12.D.49					
	9.4.12.N.(4).1					
	9.4.12.N.(4).4					
	9.4.12.N.(4).5					

UNIT OF STUDY No. 10:

Effective Communication (Second/Junior Year)

<i>Objectives</i>	<i>NJ Standards Addressed</i>	<i>Recommended Strategies and Instructional Activities</i>	<i>Instructional Resources</i>	<i>Formative and Summative Assessments</i>
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<i>The student will be able to:</i>	<u>NJCCCS/ 21st Century Life and Career Standards</u>	<u>Common Core ELA/Reading</u>	<u>Common Core Mathematics</u>			Role Play – Communication
1. Demonstrate effective communication: verbal, nonverbal, written, and electronic.	9.4.12.D.1	Informational Text	A-REI.1			Written Communication –
	9.4.12.D.2	<i>Key Ideas and Details</i>	A-REI.2			Generating a report
	9.4.12.D.3					
2. Explain nature of staff communication and use of inter-departmental/company communication.	9.4.12.D.4	RI.11-12.3.				
	9.4.12.D.5	<i>Craft and Structure</i>				
	9.4.12.D.6	RI.11-12.4.				
3. Establish internal communication processes.	9.4.12.D.7	<i>Integration of Knowledge and Ideas</i>				
	9.4.12.D.8	RI.11-12.7.				
4. Explain nature of positive customer/client relations.	9.4.12.D.9	<i>Range of Reading and Level of Text Complexity</i>				
	9.4.12.D.10					
	9.4.12.D.11	RI.11-12.10				
5. Demonstrate listening strategies that improve understanding and performance on the job.	9.4.12.D.12	<i>Text Types and Purposes</i>				
	9.4.12.D.13	Writing				
	9.4.12.D.15	W.11-12.2.				
6. Interpret business policies to customers/clients.	9.4.12.D.16	<i>Production and Distribution of</i>				
	9.4.12.D.17					
7. Demonstrate ability to locate,	9.4.12.D.18					

<p>understand, and interpret information found in manuals, graphs, schedules, charts, diagrams, and Internet resources to generate a report.</p> <p>8. Train employees to communicate effectively.</p> <p>9. Develop a dynamic telephone personality.</p> <p>10. Communicate establishment's mission statement concerning services.</p>	<p>9.4.12.D.20</p> <p>9.4.12.D.71</p>	<p><i>Writing</i></p> <p>W.11-12.4.</p> <p>W.11-12.5.</p> <p>W.11-12.6.</p>				
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UNIT OF STUDY No. 11:

Starting a Small Business (Second/Junior Year)

<i>Objectives</i>	<i>NJ Standards Addressed</i>			<i>Recommended Strategies and Instructional Activities</i>	<i>Instructional Resources</i>	<i>Formative and Summative Assessments</i>
<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> Understand importance of assessing overall market climate. Develop skills to gather market information. Explain the profit motive. Weigh risks of starting a small business. Understand importance of business planning. Understand basics of writing a business plan. Describe effects of supply, demand and scarcity on businesses. 	<p><u>NJCCCS/ 21st Century Life and Career Standards</u></p> <p>9.4.12.D.1</p> <p>9.4.12.D.2</p> <p>9.4.12.D.3</p> <p>9.4.12.D.4</p> <p>9.4.12.D.5</p> <p>9.4.12.D.6</p> <p>9.4.12.D.7</p> <p>9.4.12.D.8</p> <p>9.4.12.D.9</p> <p>9.4.12.D.10</p> <p>9.4.12.D.11</p> <p>9.4.12.D.12</p> <p>9.4.12.D.13</p> <p>9.4.12.D.15</p> <p>9.4.12.D.32</p>	<p><u>Common Core ELA/Reading</u></p> <p>Informational Text</p> <p><i>Key Ideas and Details</i></p> <p>RI.11-12.3.</p> <p><i>Craft and Structure</i></p> <p>RI.11-12.4.</p> <p><i>Integration of Knowledge and Ideas</i></p> <p>RI.11-12.7.</p> <p><i>Range of Reading and Level of Text Complexity</i></p> <p>RI.11-12.10</p> <p><i>Text Types and Purposes</i></p> <p>Writing</p>	<p><u>Common Core Mathematics</u></p> <p>A-REI.1</p> <p>A-REI.2</p>			<p>Develop a risk/benefits analysis</p> <p>Appropriately graph supply and demand curves</p> <p>Test – Business terminology</p>

8. Graph supply and demand curves.	9.4.12.D.34	W.11-12.2.				
9. Describe concept of equilibrium.	9.4.12.D.35 9.4.12.D.36	<i>Production and Distribution of Writing</i>				
10. Understand funding landscape and options.	9.4.12.D.37 9.4.12.D.65	W.11-12.4. W.11-12.5.				
11. Become familiar with agencies and their relationship to a business and its owner.	9.4.12.D.68	W.11-12.6.				

UNIT OF STUDY No. 12:

*Marketing and Sales
(Second/Junior Year)*

<i>Objectives</i>	<i>NJ Standards Addressed</i>			<i>Recommended Strategies and Instructional Activities</i>	<i>Instructional Resources</i>	<i>Formative and Summative Assessments</i>
<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> 1. Explain marketing and its role. 2. Explain functions of marketing and related activities. 3. Explain relationship of marketing to business and the economy. 4. Explain types of business ownership. 5. Compare and contrast the different forms of business ownership. 6. Identify the risks involved in ownership of a business. 7. Identify 	<p><u>NJCCCS/ 21st Century Life and Career Standards</u></p> <p>9.4.12.D.1</p> <p>9.4.12.D.2</p> <p>9.4.12.D.3</p> <p>9.4.12.D.4</p> <p>9.4.12.D.5</p> <p>9.4.12.D.6</p> <p>9.4.12.D.7</p> <p>9.4.12.D.8</p> <p>9.4.12.D.9</p> <p>9.4.12.D.10</p> <p>9.4.12.D.11</p> <p>9.4.12.D.12</p> <p>9.4.12.D.13</p> <p>9.4.12.D.15</p> <p>9.4.12.N.(1).2</p>	<p><u>Common Core ELA/Reading</u></p> <p>Informational Text</p> <p><i>Key Ideas and Details</i></p> <p>RI.11-12.3.</p> <p><i>Craft and Structure</i></p> <p>RI.11-12.4.</p> <p><i>Integration of Knowledge and Ideas</i></p> <p>RI.11-12.7.</p> <p><i>Range of Reading and Level of Text Complexity</i></p> <p>RI.11-12.10</p> <p><i>Text Types and Purposes</i></p> <p>Writing</p>	<p><u>Common Core Mathematics</u></p> <p>A-REI.1</p> <p>A-REI.2</p>			<p>Compare Contrast chart of types of businesses</p> <p>Self-assessment of entrepreneurial skills</p> <p>Mock advertisement</p>

<p>characteristics, aptitudes, and skills of a successful entrepreneur.</p> <p>8. Identify the business skills needed to operate a small business efficiently and effectively.</p> <p>9. Identify your entrepreneurial aptitudes and skills.</p> <p>10. Develop a plan for opening a business.</p> <p>11. Explain the purpose and importance of selling.</p> <p>12. Identify sales techniques used by the hospitality industry.</p> <p>13. Identify an effective sales presentation.</p> <p>14. Analyze and prepare multi-media</p>	<p>9.4.12.N.(1).3</p> <p>9.4.12.N.(1).4</p> <p>9.4.12.N.(1).10</p> <p>9.4.12.N.(1).11</p> <p>9.4.12.N.(1).12</p> <p>9.4.12.N.(1).14</p>	<p>W.11-12.2.</p> <p><i>Production and Distribution of Writing</i></p> <p>W.11-12.4.</p> <p>W.11-12.5.</p> <p>W.11-12.6.</p>				
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<p>advertisements.</p> <p>15. Prepare press release.</p> <p>16. Review promotional brochures and literature.</p> <p>17. Develop a publicity and public relations plan.</p> <p>18. Prepare and analyze questionnaire for customers.</p> <p>19. Explain marketing and its role in the industry and the free enterprise system.</p> <p>20. Explain elements in the marketing mix (price, product, promotion, place, and people).</p> <p>21. Explain functions of the business and marketing plan.</p> <p>22. Explain concept of service vs. product marketing strategies.</p>						
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<p>23. Explain concept of target markets and market identification (e.g., market segmentation).</p> <p>24. Identify industry specific channels of distribution.</p> <p>25. Identify effective sales techniques (e.g., steps in sales process, cross-selling, alternative options).</p> <p>26. Identify an effective sales presentation (e.g., feature-benefit analysis).</p> <p>27. Identify pros and cons of using the Internet as a sales tool.</p>						
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UNIT OF STUDY No. 13:

The School Store: Entry Level (Second/Junior Year)

<i>Objectives</i>	<i>NJ Standards Addressed</i>			<i>Recommended Strategies and Instructional Activities</i>	<i>Instructional Resources</i>	<i>Formative and Summative Assessments</i>
<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> 1. Differentiate between fixed and variable costs. 2. Determine profitability of a business. 3. Exhibit customer service skills by waiting on customers. 4. Process a variety of payments (credit card, check, and cash) and make appropriate change. 	<p><u>NJCCCS/ 21st Century Life and Career Standards</u></p> <p>9.4.12.D.1</p> <p>9.4.12.D.2</p> <p>9.4.12.D.3</p> <p>9.4.12.D.4</p> <p>9.4.12.D.5</p> <p>9.4.12.D.6</p> <p>9.4.12.D.7</p> <p>9.4.12.D.8</p> <p>9.4.12.D.9</p>	<p><u>Common Core ELA/Reading</u></p> <p>Informational Text</p> <p><i>Key Ideas and Details</i></p> <p>RI.11-12.3.</p> <p><i>Craft and Structure</i></p> <p>RI.11-12.4.</p> <p><i>Integration of Knowledge and Ideas</i></p> <p>RI.11-12.7.</p> <p><i>Range of Reading and Level of Text</i></p>	<p><u>Common Core Mathematics</u></p> <p>A-REI.1</p> <p>A-REI.2</p>			<p>Profit Margin determination exercise</p> <p>Demonstration: Sales transactions</p>

5. Demonstrate an ability to order and check in merchandise	9.4.12.D.10 9.4.12.D.11 9.4.12.D.12 9.4.12.D.13	<i>Complexity</i> RI.11-12.10				
6. Demonstrate accounting skills and maintain balance sheets.	9.4.12.D.15 9.4.12.D.(6).1 9.4.12.D.(6).2	Writing W.11-12.2.				
7. Calculate and apply sales tax.	9.4.12.D.(6).3 9.4.12.D.(6).5 9.4.12.N.(5).3 9.4.12.N.(5).7 9.4.12.N.(5).8 9.4.12.N.(5).9	<i>Production and Distribution of Writing</i> W.11-12.4. W.11-12.5. W.11-12.6.				

UNIT OF STUDY No. 14:

Security *(Second/Junior Year)*

<i>Objectives</i>	<i>NJ Standards Addressed</i>			<i>Recommended Strategies and Instructional Activities</i>	<i>Instructional Resources</i>	<i>Formative and Summative Assessments</i>
<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> Demonstrate general safety and security practices. Set up and maintain system for storage and protection of valuables. Set up and maintain security procedures for guests, facilities, equipment and supplies. 	<p><u>NJCCCS/ 21st Century Life and Career Standards</u></p> <p>9.4.12.D.1</p> <p>9.4.12.D.2</p> <p>9.4.12.D.3</p> <p>9.4.12.D.4</p> <p>9.4.12.D.5</p> <p>9.4.12.D.6</p> <p>9.4.12.D.7</p> <p>9.4.12.D.8</p> <p>9.4.12.D.9</p>	<p><u>Common Core ELA/Reading</u></p> <p>Informational Text</p> <p><i>Key Ideas and Details</i></p> <p>RI.11-12.3.</p> <p><i>Craft and Structure</i></p> <p>RI.11-12.4.</p> <p><i>Integration of Knowledge and Ideas</i></p> <p>RI.11-12.7.</p> <p><i>Range of Reading</i></p>	<p><u>Common Core Mathematics</u></p>			<p>Quiz: Safety Measures</p> <p>Case Studies: Safety in the Workplace</p> <p>Presentation on Safety measures</p>

4. Identify components of training and supervision.	9.4.12.D.10 9.4.12.D.11 9.4.12.D.12	<i>and Level of Text Complexity</i> RI.11-12.10				
5. Develop and maintain a program for staff security.	9.4.12.D.13 9.4.12.D.15 9.4.12.N.(4).14	<i>Text Types and Purposes</i> Writing				
6. Establish and apply appropriate procedures for handling emergency situations.	9.4.12.N.(4).15 9.4.12.D.39 9.4.12.D.38 9.4.12.D.40	W.11-12.2. <i>Production and Distribution of Writing</i> W.11-12.4.				
7. Call fire, police, and emergency medical services as needed.	9.4.12.D.41 9.4.12.D.42	W.11-12.5. W.11-12.6.				
8. Provide and maintain firefighting equipment.						
9. Provide and maintain emergency first aid equipment and/or supplies.						

10. Perform Cardiopulmonary Resuscitation (CPR). 11. Document details of any emergency. 12. Follow company emergency procedures.						
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UNIT OF STUDY No. 15:

The School Store: Management & Personnel (Third/Senior Year)

<i>Objectives</i>	<i>NJ Standards Addressed</i>	<i>Recommended Strategies and</i>	<i>Instructional Resources</i>	<i>Formative and Summative</i>
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				<i>Instructional Activities</i>		<i>Assessments</i>
<i>The student will be able to:</i>	<u>NJCCCS/ 21st Century Life and Career Standards</u>	<u>Common Core ELA/Reading</u>	<u>Common Core Mathematics</u>			
1. Develop job descriptions for needed store personnel.	9.4.12.D.1	Informational Text				Job postings and descriptions
	9.4.12.D.2	<i>Key Ideas and Details</i>				Project: Employee training program
2. Develop or locate a job application form for store personnel.	9.4.12.D.3	RI.11-12.3.				Role play: Being the Interviewer
	9.4.12.D.4	<i>Craft and Structure</i>				
3. Coordinate employee interviews for following year's positions in school store and all sales personnel (all class members).	9.4.12.D.5	RI.11-12.4.				
	9.4.12.D.6	<i>Integration of Knowledge and Ideas</i>				
	9.4.12.D.7					
	9.4.12.D.8	RI.11-12.7.				
4. Devise an employee handbook for the school store.	9.4.12.D.9	<i>Range of Reading and Level of Text Complexity</i>				
	9.4.12.D.10					
5. Develop an employee training plan for various positions within the store.	9.4.12.D.11	RI.11-12.10				
	9.4.12.D.12					
	9.4.12.D.13	<i>Text Types and Purposes</i>				
6. Develop a daily employee schedule.	9.4.12.D.15	Writing				
	9.4.12.D.(5).4					
7. Develop a plan for handling employee evaluations.	9.4.12.D.50	W.11-12.2.				

8. Conduct interviews of prospective employees.	9.4.12.D.51 9.4.12.D.52	<i>Production and Distribution of Writing</i> W.11-12.4. W.11-12.5. W.11-12.6.				
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UNIT OF STUDY No. 16:
Career Planning and Portfolios
(Third/Senior Year)

<i>Objectives</i>	<i>NJ Standards Addressed</i>	<i>Recommended Strategies and</i>	<i>Instructional Resources</i>	<i>Formative and Summative</i>
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				<i>Instructional Activities</i>		<i>Assessments</i>
<i>The student will be able to:</i>	<u>NJCCCS/ 21st Century Life and Career Standards</u>	<u>Common Core ELA/Reading</u>	<u>Common Core Mathematics</u>			
1. Conduct a job search and secure information about a job.	9.4.12.D.1	Informational Text				First draft of resume and cover letter
	9.4.12.D.2	<i>Key Ideas and Details</i>				Project: Career Ladder and Portfolio
2. Prepare a working resume and cover letter. Letter of application, follow-up letter, acceptance/rejection letter, and letter of resignation.	9.4.12.D.3	RI.11-12.3.				
	9.4.12.D.4	<i>Craft and Structure</i>				
	9.4.12.D.5	RI.11-12.4.				
	9.4.12.D.6	<i>Integration of Knowledge and Ideas</i>				
3. Identify documents that may be required when applying for a job.	9.4.12.D.7					
	9.4.12.D.8	RI.11-12.7.				
	9.4.12.D.9	<i>Range of Reading and Level of Text Complexity</i>				
4. Demonstrate competence in job interview techniques.	9.4.12.D.10					
	9.4.12.D.11	RI.11-12.10				
	9.4.12.D.12	<i>Text Types and Purposes</i>				
5. Identify sources of information for career planning.	9.4.12.D.13					
	9.4.12.D.15	Writing				
6. List the various jobs within a selected occupation.	9.4.12.D.53	W.11-12.2.				
	9.4.12.D.54					

7. Diagram a career ladder for the selected occupation.	9.4.12.D.55	<i>Production and Distribution of Writing</i>					
	9.4.12.D.56						
	9.4.12.D.57						
8. Identify postsecondary programs and educational training available for advancement in the field.	9.4.12.D.58						
	9.4.12.D.59	W.11-12.4.					
	9.4.12.D.60	W.11-12.5.					
	9.4.12.D.61	W.11-12.6.					
9. Recognize the importance of a portfolio for a job search and begin planning a portfolio.	9.4.12.D.62						
	9.4.12.D.63						
	9.4.12.D.64						

UNIT OF STUDY No. 17:

Employability and Workplace Readiness (Third/Senior Year)

<i>Objectives</i>	<i>NJ Standards Addressed</i>			<i>Recommended Strategies and Instructional Activities</i>	<i>Instructional Resources</i>	<i>Formative and Summative Assessments</i>
<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> List the principles that contribute to personal and professional success. Explain the concept of self-management. Display effective ways to manage time. Exhibit good study habits. Define ethics and reflect upon their morals. List the characteristics of a healthy and positive attitude. Explain the basic processes of effective 	<p><u>NJCCCS/ 21st Century Life and Career Standards</u></p> <p>9.4.12.D.1</p> <p>9.4.12.D.2</p> <p>9.4.12.D.3</p> <p>9.4.12.D.4</p> <p>9.4.12.D.5</p> <p>9.4.12.D.6</p> <p>9.4.12.D.7</p> <p>9.4.12.D.8</p> <p>9.4.12.D.9</p> <p>9.4.12.D.10</p> <p>9.4.12.D.11</p> <p>9.4.12.D.12</p> <p>9.4.12.D.13</p>	<p><u>Common Core ELA/Reading</u></p> <p>Informational Text</p> <p><i>Key Ideas and Details</i></p> <p>RI.11-12.3.</p> <p><i>Craft and Structure</i></p> <p>RI.11-12.4.</p> <p><i>Integration of Knowledge and Ideas</i></p> <p>RI.11-12.7.</p> <p><i>Range of Reading and Level of Text Complexity</i></p> <p>RI.11-12.10</p> <p><i>Text Types and</i></p>	<p><u>Common Core Mathematics</u></p>			<p>Personal Mission Statement along with set goals</p> <p>Research: Occupational and Educational opportunities</p> <p>Project: The job hunt – Locate and apply for a job opening (including mock interview)</p>

communication.	9.4.12.D.15	<i>Purposes</i>				
8. Review local program and vocational/career-technical center policies and procedures including dress code, attendance, academic requirements, discipline, and the school technology acceptable use policy and transportation regulations	9.4.12.D.53	Writing				
	9.4.12.D.54	W.11-12.2.				
	9.4.12.D.55	<i>Production and Distribution of Writing</i>				
	9.4.12.D.56					
	9.4.12.D.57	W.11-12.4.				
	9.4.12.D.58	W.11-12.5.				
	9.4.12.D.59	W.11-12.6.				
	9.4.12.D.60					
	9.4.12.D.61					
9. Review the requirements for a job.	9.4.12.D.62					
	9.4.12.D.63					
10. Investigate educational opportunities.	9.4.12.D.64					
11. Investigate occupational opportunities.						
12. Confer with prospective employers.						
13. Identify job trends.						
14. Locate a job						

<p>opening.</p> <p>15. Complete a resume.</p> <p>16. Prepare for an interview.</p> <p>17. Participate in an interview.</p> <p>18. Complete tests required.</p> <p>19. Complete forms required.</p> <p>20. Complete an application letter.</p> <p>21. Complete a follow-up letter.</p> <p>22. Complete an acceptance letter.</p> <p>23. Evaluate a job offer.</p> <p>24. Evaluate a job rejection.</p> <p>25. Match an interest to job area.</p>						
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UNIT OF STUDY No. 18:

The Screen Printing Industry (Third/Senior Year)

<i>Objectives</i>	<i>NJ Standards Addressed</i>			<i>Recommended Strategies and Instructional Activities</i>	<i>Instructional Resources</i>	<i>Formative and Summative Assessments</i>
<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> 1. Articulate an understanding of the scope of the screen printing industry. 2. Explain how each of the printing processes differ from one another. 3. Articulate the fundamentals of the screen printing process. <ul style="list-style-type: none"> • Design and image generation. • The image carrier • Squeegee and flood bar • Substrates • Inks • Presses • Finishing and converting 	<p style="text-align: center;"><u>NJCCCS/ 21st Century Life and Career Standards</u></p> <p>9.4.12.D.1</p> <p>9.4.12.D.2</p> <p>9.4.12.D.3</p> <p>9.4.12.D.4</p> <p>9.4.12.D.5</p> <p>9.4.12.D.6</p> <p>9.4.12.D.7</p> <p>9.4.12.D.8</p> <p>9.4.12.D.9</p> <p>9.4.12.D.10</p> <p>9.4.12.D.11</p> <p>9.4.12.D.12</p> <p>9.4.12.D.13</p>	<p style="text-align: center;"><u>Common Core ELA/Reading</u></p> <p>Informational Text</p> <p><i>Key Ideas and Details</i></p> <p>RI.11-12.3.</p> <p><i>Craft and Structure</i></p> <p>RI.11-12.4.</p> <p><i>Integration of Knowledge and Ideas</i></p> <p>RI.11-12.7.</p> <p><i>Range of Reading and Level of Text Complexity</i></p> <p>RI.11-12.10</p> <p><i>Text Types and Purposes</i></p>	<p style="text-align: center;"><u>Common Core Mathematics</u></p> <p>A-REI.1</p> <p>A-REI.2</p> <p>G.CO.1.</p> <p>G.CO.2.</p> <p>G.CO.3.</p> <p>G.CO.4.</p> <p>G.CO.5.</p> <p>G.CO.12.</p> <p>G-C.2.</p> <p>G-GMD.4.</p> <p>G-MG.3.</p>			<p>Project: Deliver a training on the screen printing process</p> <p>Develop a plan for a screen printing shop complete with equipment and projected costs</p>

<p>4. Identify and plan for the economic issues of screen printing:</p> <ul style="list-style-type: none"> • Equipment costs • Material costs • Labor costs <p>5. Communicate safety and environmental issues.</p> <p>6. Convey various aspects of quality control.</p> <p>7. Exhibit basic computer literacy.</p> <p>8. Display a career awareness of the screen printing industry.</p>	<p>9.4.12.D.15</p> <p>9.4.12.C.(3).1</p> <p>9.4.12.C.(3).2</p> <p>9.4.12.C.(3).3</p> <p>9.4.12.C.(3).4</p> <p>9.4.12.C.(3).5</p> <p>9.4.12.C.(3).6</p> <p>9.4.12.C.(3).7</p>	<p style="text-align: center;">Writing</p> <p>W.11-12.2.</p> <p><i>Production and Distribution of Writing</i></p> <p>W.11-12.4.</p> <p>W.11-12.5.</p> <p>W.11-12.6.</p>				
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UNIT OF STUDY No. 19:

The Business Plan (Third/Senior Year)

<i>Objectives</i>	<i>NJ Standards Addressed</i>			<i>Recommended Strategies and Instructional Activities</i>	<i>Instructional Resources</i>	<i>Formative and Summative Assessments</i>
<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> 1. Explain the purpose of a business plan. 2. Articulate the primary reasons for writing a business plan. 3. Explain the difference between a summary business plan, a full business plan, and an operational business plan. 4. Convey an understanding of all parts of a business plan. 5. Explain why the executive summary may be the most 	<p><u>NJCCCS/ 21st Century Life and Career Standards</u></p> <p>9.4.12.D.1</p> <p>9.4.12.D.2</p> <p>9.4.12.D.3</p> <p>9.4.12.D.4</p> <p>9.4.12.D.5</p> <p>9.4.12.D.6</p> <p>9.4.12.D.7</p> <p>9.4.12.D.8</p> <p>9.4.12.D.9</p> <p>9.4.12.D.10</p> <p>9.4.12.D.11</p>	<p><u>Common Core ELA/Reading</u></p> <p>Informational Text</p> <p><i>Key Ideas and Details</i></p> <p>RI.11-12.3.</p> <p><i>Craft and Structure</i></p> <p>RI.11-12.4.</p> <p><i>Integration of Knowledge and Ideas</i></p> <p>RI.11-12.7.</p> <p><i>Range of Reading and Level of Text Complexity</i></p> <p>RI.11-12.10</p>	<p><u>Common Core Mathematics</u></p> <p>A-REI.1</p> <p>A-REI.2</p>			<p>Test – The Business Plan</p> <p>Project – Completed Business Plan</p>

<p>important section of a business plan.</p> <p>6. Describe a milestone and how milestones are used in business plans.</p> <p>7. Explain why it's important to include separate sections on a firm's industry and its target market in a business plan.</p> <p>8. Explain why the "Management Team and Company Structure" section of a business plan is particularly important.</p> <p>9. Describe the purposes of a "sources and uses of funds" statement and an "assumptions sheet."</p> <p>10. Develop a business plan for a small business venture</p> <p>11. Detail the parts of an oral presentation of a business plan.</p>	<p>9.4.12.D.12</p> <p>9.4.12.D.13</p> <p>9.4.12.D.15</p> <p>9.4.12.D.(3).1</p> <p>9.4.12.D.(3).2</p> <p>9.4.12.D.(3).4</p> <p>9.4.12.D.(3).5</p> <p>9.4.12.D.(3).6</p>	<p><i>Text Types and Purposes</i></p> <p>Writing</p> <p>W.11-12.2.</p> <p><i>Production and Distribution of Writing</i></p> <p>W.11-12.4.</p> <p>W.11-12.5.</p> <p>W.11-12.6.</p>				
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UNIT OF STUDY No. 20:
Final Product Presentation
(Third/Senior Year)

<i>Objectives</i>	<i>NJ Standards Addressed</i>			<i>Recommended Strategies and Instructional Activities</i>	<i>Instructional Resources</i>	<i>Formative and Summative Assessments</i>
<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> 1. Create and deliver a presentation with the audience in mind 2. Effectively communicate ideas through a presentation. 3. Describe the process of product development. 4. Effectively collaborate with their peers to enhance the product being developed and presentation. 5. Utilize technology to effectively convey 	<p><u>NJCCCS/ 21st Century Life and Career Standards</u></p> <p>9.4.12.D.1</p> <p>9.4.12.D.2</p> <p>9.4.12.D.3</p> <p>9.4.12.D.4</p> <p>9.4.12.D.5</p> <p>9.4.12.D.6</p> <p>9.4.12.D.7</p> <p>9.4.12.D.8</p> <p>9.4.12.D.9</p> <p>9.4.12.D.10</p> <p>9.4.12.D.11</p>	<p><u>Common Core ELA/Reading</u></p> <p>Informational Text</p> <p><i>Key Ideas and Details</i></p> <p>RI.11-12.3.</p> <p><i>Craft and Structure</i></p> <p>RI.11-12.4.</p> <p><i>Integration of Knowledge and Ideas</i></p> <p>RI.11-12.7.</p> <p><i>Range of Reading and Level of Text Complexity</i></p> <p>RI.11-12.10</p>	<p><u>Common Core Mathematics</u></p> <p>TBD</p>			<p>Public speaking skills exhibited in the presentation of their product</p> <p>Content of their presentation</p> <p>Effective use of technology in their presentation</p> <p>Writing: Plan reflection</p>

<p>ideas.</p> <p>6. Refelct on their project to enhance future productivity</p>	<p>9.4.12.D.12</p> <p>9.4.12.D.13</p> <p>9.4.12.D.14</p> <p>9.4.12.D.15</p> <p>9.4.12.D.21</p> <p>9.4.12.D.22</p> <p>9.4.12.D.23</p> <p>9.4.12.D.24</p> <p>9.4.12.D.25</p> <p>9.4.12.D.26</p> <p>9.4.12.D.27</p> <p>9.4.12.D.28</p> <p>9.4.12.D.29</p> <p>9.4.12.D.31</p> <p>9.4.12.D.32</p> <p>9.4.12.D.33</p> <p>9.4.12.D.34</p> <p>9.4.12.D.44</p> <p>9.4.12.D.45</p>	<p><i>Text Types and Purposes</i></p> <p>Writing</p> <p>W.11-12.2.</p> <p><i>Production and Distribution of Writing</i></p> <p>W.11-12.4.</p> <p>W.11-12.5.</p> <p>W.11-12.6.</p>				
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	9.4.12.D.46					
	9.4.12.D.47					
	9.4.12.D.48					
	9.4.12.N.(1).2					
	9.4.12.N.(1).3					
	9.4.12.N.(1).4					
	9.4.12.N.(1).5					

GLOSSARY OF STANDARDS

New Jersey Core Curriculum Content Standards

21st Century Life and Careers (9.1-9.4)

(Retrieved June 21, 2011 from: https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx)

Standard 9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.)

Business, Management & Administration Career Cluster (Strand D)

Academic Foundations:

Academic concepts lay the foundation for the full range of career and postsecondary education opportunities within the career cluster.

- 9.4.12.D.1** Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
- 9.4.12.D.2** Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
- 9.4.12.D.3** Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
- 9.4.12.D.4** Solve mathematical problems and use the information to make business decisions and enhance business management duties.
- 9.4.12.D.5** Examine and apply business and economic principles and concepts in making informed business decisions that support continued business operations.

Communication Skills:

All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.

- 9.4.12.D.6** Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
- 9.4.12.D.7** Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.
- 9.4.12.D.8** Locate, organize, and reference written information from various sources to communicate with others.
- 9.4.12.D.9** Evaluate and use information resources to accomplish specific occupational tasks.
- 9.4.12.D.10** Use correct grammar, punctuation, and terminology to write and edit documents.
- 9.4.12.D.11** Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
- 9.4.12.D.12** Interpret verbal and nonverbal cues/behaviors to enhance communication.
- 9.4.12.D.13** Apply active listening skills to obtain and clarify information.
- 9.4.12.D.14** Develop and interpret tables, charts, and figures to support written and oral communications.
- 9.4.12.D.15** Listen to and speak with diverse individuals to enhance communication skills.

Problem-Solving and Critical Thinking Skills:

Critical and creative thinking strategies facilitate innovation and problem-solving independently and in teams.

- 9.4.12.D.17** Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.
- 9.4.12.D.18** Employ critical thinking and interpersonal skills to resolve conflicts.
- 9.4.12.D.20** Conduct technical research to gather information necessary for decision-making.

Information Technology Applications:

Technology is used to access, manage, integrate, and disseminate information.

- 9.4.12.D.21** Employ technological tools to expedite workflow.
- 9.4.12.D.22** Operate electronic mail applications to communicate.
- 9.4.12.D.23** Operate Internet applications to perform tasks.
- 9.4.12.D.24** Operate writing and publishing applications to prepare business communications.
- 9.4.12.D.25** Operate presentation applications to prepare and deliver presentations.
- 9.4.12.D.26** Employ spreadsheet applications to organize and manipulate data.
- 9.4.12.D.27** Employ database applications to manage data.
- 9.4.12.D.28** Employ collaborative/groupware applications to facilitate group work.
- 9.4.12.D.29** Employ computer operations applications to manage work tasks.
- 9.4.12.D.30** Use computer-based equipment (containing embedded computers or processors) to control devices.
- 9.4.12.D.31** Employ technological tools to expedite workflow.

Systems Thinking:

Roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment impact business operations. Key organizational systems impact organizational performance and the quality of products and services. Understanding the global context of 21st-century industries and careers impacts business operations.

- 9.4.12.D.32** Describe the nature and types of business organizations to build an understanding of the scope of organizations.
- 9.4.12.D.33** Describe and use quality control systems and practices to ensure quality products and services.
- 9.4.12.D.34** Identify new ideas, opportunities, and methods to create or start a new project or venture.
- 9.4.12.D.35** Analyze the contribution of accounting systems to the fiscal stability of businesses.
- 9.4.12.D.36** Employ tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.

9.4.12.D.37 Identify methods that businesses use to recruit, train, and develop human resources.

Safety, Health, and Environment:

Implementation of health, safety, and environmental management systems and organizational policies and procedures impacts organizational performance, regulatory compliance, and continuous improvement.

9.4.12.D.38 Demonstrate knowledge of personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments.

9.4.12.D.39 Demonstrate knowledge of employee rights and responsibilities and employers' obligations to maintain workplace safety and health.

9.4.12.D.40 Identify emergency procedures that are necessary to provide aid in workplace accidents.

9.4.12.D.41 Identify response techniques to create a disaster and/or emergency response plan.

9.4.12.D.42 Explain health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.

Leadership and Teamwork:

Effective leadership and teamwork strategies foster collaboration and cooperation between business units, business partners, and business associates toward the accomplishment of organizational goals.

9.4.12.D.44 Employ leadership skills to accomplish goals and objectives.

9.4.12.D.45 Employ organizational skills to foster positive working relationships and accomplish organizational goals.

9.4.12.D.46 Employ teamwork skills to achieve collective goals and use team members' talents effectively.

9.4.12.D.47 Establish and maintain effective relationships in order to accomplish objectives and tasks.

9.4.12.D.48 Conduct and participate in meetings to accomplish tasks.

9.4.12.D.49 Employ mentoring skills to assist others.

Ethics and Legal Responsibilities:

Legal responsibilities, professional ethics, and codes of conduct affect management practices, business performance, and regulatory compliance, as well as the confidence of customers, business partners, and investors.

- 9.4.12.D.50** Apply ethical reasoning to a variety of situations in order to make ethical decisions.
- 9.4.12.D.51** Interpret and explain written organizational policies and procedures that help workers perform their tasks according to employer rules and expectations.
- 9.4.12.D.52** Describe management’s responsibility to know and abide by laws and regulations that affect business operations.

Employability and Career Development:

Employability skills and career and entrepreneurship opportunities build the capacity for successful careers in a global economy.

- 9.4.12.D.53** Identify and demonstrate positive work behaviors and personal qualities needed to succeed in the classroom and/or to be employable.
- 9.4.12.D.54** Develop a Personalized Student Learning Plan to meet career goals and objectives.
- 9.4.12.D.55** Demonstrate skills related to seeking and applying for employment in a desired job.
- 9.4.12.D.56** Maintain a career portfolio to document knowledge, skills, and experience in a career field.
- 9.4.12.D.57** Demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals.
- 9.4.12.D.58** Identify and exhibit traits for retaining employment.
- 9.4.12.D.59** Identify and explore careers in one or more career pathways to build an understanding of the opportunities available in the cluster.
- 9.4.12.D.60** Examine requirements for career advancement to plan for continuing education and training.
- 9.4.12.D.61** Research professional development opportunities needed to keep current on relevant trends and information within the cluster.
- 9.4.12.D.62** Examine licensing, certification, and credentialing requirements at the national, state, and local levels to maintain compliance with industry requirements.
- 9.4.12.D.63** Examine employment opportunities in entrepreneurship as an option for career planning.
- 9.4.12.D.64** Explore, obtain, and develop strategies for ensuring a successful business career.

Technical Skills:

Technical knowledge and skills play a role in all careers within the cluster and pathway.

- 9.4.12.D.65** Employ information management techniques and strategies to assist in decision-making.
- 9.4.12.D.68** Plan the use of financial resources to protect solvency.
- 9.4.12.D.71** Demonstrate knowledge of the principles that facilitate high quality customer relationships.

Pathway (3) General Management

- 9.4.12.D.(3).1** Demonstrate knowledge of economic concepts fundamental to global business operations.
- 9.4.12.D.(3).2** Obtain and convey ideas and information that impact projects based upon business decisions and organizational activities.
- 9.4.12.D.(3).3** Demonstrate knowledge of day-to-day business functions that ensure continued business operations.
- 9.4.12.D.(3).4** Plan an organization or department with the goal of optimizing overall business success.
- 9.4.12.D.(3).5** Develop strategic plans to manage business growth, profit, and goals.
- 9.4.12.D.(3).6** Demonstrate knowledge of financial resources that protect the fiscal well-being of businesses.

Pathway (5) Human Resources

- 9.4.12.D.(5).4** Demonstrate knowledge of human resource management principles to enhance productivity and job satisfaction.

Pathway (6) Operations Management

- 9.4.12.D.(6).1** Demonstrate knowledge of positive, ongoing customer relationship practices.
- 9.4.12.D.(6).2** Plan the use of financial resources.
- 9.4.12.D.(6).3** Plan and monitor day-to-day activities based upon maintaining and improving operational business functions.

9.4.12.D.(6).5 Demonstrate knowledge of inventory tracking technology to facilitate operational controls.

Marketing Career Cluster (Strand N)

Pathway (1) Marketing Communications

- 9.4.12.N.(1).2** Research the concepts and strategies marketers use to communicate information about products, services, images, and/or ideas to achieve desired outcomes.
- 9.4.12.N.(1).3** Analyze the concepts and strategies marketers use to determine and target marketing communications strategies to specific audiences.
- 9.4.12.N.(1).4** Research the concepts, systems, and tools marketers use when making decisions to gather, access, synthesize, evaluate, and disseminate marketing information.
- 9.4.12.N.(1).10** Evaluate and summarize the tools, techniques, and systems that marketers use to create, communicate, and deliver value to customers and manage customer relationships in ways that benefit both the organization and stakeholders.
- 9.4.12.N.(1).11** Analyze the concepts and strategies marketers use to determine and adjust prices for marketing communications.
- 9.4.12.N.(1).12** Research the concepts and processes marketers use to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
- 9.4.12.N.(1).14** Analyze and summarize laws and regulations that affect marketing business operations and transactions.

Pathway (4) Management & Entrepreneurship

Communication Skills:

All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.

- 9.4.12.N.(4).1** Communicate and apply interpersonal skills to manage a business.
- 9.4.12.N.(4).4** Organize work efforts and staff to enhance work flow.
- 9.4.12.N.(4).5** Staff the business operation to expedite work efforts.

Safety and Security:

9.4.12.N.(4).14 Create safety and security plans to minimize loss and to maximize return.

9.4.12.N.(4).15 Resolve safety and security breaches to create a safe working environment and to minimize loss.

Pathway (5) Merchandising

9.4.12.N.(5).3 Understand fundamental economic principles and concepts that impact business operations and merchandising decisions.

9.4.12.N.(5).7 Apply concepts and processes used in this pathway to move, store, locate, and/or transfer ownership of retail goods and services.

9.4.12.N.(5).8 Employ concepts and strategies used in this pathway to determine and target select audiences in order to facilitate merchandising activities.

9.4.12.N.(5).9 Employ concepts and strategies used in this pathway to determine and adjust prices in order to maximize return and meet customer's perceptions of value.

Arts, A/V Technology, & Communications Career Cluster (Strand C)

9.4.12.C.36 Demonstrate knowledge of personal and jobsite safety rules and regulations used to maintain safe and healthful working conditions and environments.

9.4.12.C.37 Demonstrate knowledge of employee rights and responsibilities and employers' obligations to maintain workplace safety and health.

9.4.12.C.38 Identify emergency procedures that are necessary to provide aid in workplace accidents.

9.4.12.C.39 Identify response techniques to create a disaster and/or emergency response plan.

9.4.12.C.40 Explain health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.

9.4.12.C.41 Evaluate organizational policies and procedures that contribute to continuous improvement in performance and compliance.

9.4.12.C.42 Maintain safe and healthful working conditions by completing work tasks in accordance with rights and responsibilities that protect employees' well-being in this cluster.

9.4.12.C.43 Assess methods used to reduce hazards common to a range of worksites in this cluster to promote safe and accident-free work environments.

Pathway (3) Printing Technologies

9.4.12.C.(3).1 Demonstrate knowledge of the printing process, including customer service and sales, scheduling, and quality control, to deliver products that meet customer needs and expectations.

9.4.12.C.(3).2 Analyze and summarize output processes, including digital, film, directive plate-making, and cylinders, to build an understanding of delivery of printed products.

9.4.12.C.(3).3 Examine the finishing and distribution operations related to printing to build an understanding of how to complete the printing process.

9.4.12.C.(3).4 Employ knowledge of basic printing processes to demonstrate readiness for careers in the pathway.

Technical Skills:

Technical knowledge and skills play a role in all careers within the cluster and pathway.

9.4.12.C.(3).5 Employ processes required for the production of various printed products to build an understanding of print technologies.

9.4.12.C.(3).6 Demonstrate preparation of customer materials for imaging to deliver products that meet customer needs and expectations.

9.4.12.C.(3).7 Analyze image retrieval through refinement, page assembly processes, and typeset and trapping to build an understanding of how to prepare products for printing.

Common Core State Standards for English Language Arts (ELA)

(Source: [Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects](#))

Reading Standards for ELA/Informational Text

Key Ideas and Details:

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure:

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Integration of Knowledge and Ideas:

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Range of Reading and Level of Text Complexity:

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards for ELA/Text Types and Purposes

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Writing Standards for ELA/Production and Distribution of Writing

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Common Core State Standards for Mathematics (Source: [*Common Core State Standards for Mathematics*](#))

- A-REI.1.** Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
- A-REI.2.** Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
- G-CO.1.** Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
- G-CO.2.** Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
- G-CO.3.** Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
- G-CO.4.** Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
- G-CO.5.** Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
- G-CO.12.** Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding,

dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

- G-C.2.** Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.
- G-GMD.4.** Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
- G-MG.3.** Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

REFERENCES

Texts:

Websites

http://www.teachnology.com/web_tools/graphic_org/venn_diagrams/

Teachnology: Online Teacher Resource

<http://www.nocti.org/>

National Occupational Competency Testing Institute

Other

Related Shop Tools and Equipment

Select Technical Literature/Class Handouts