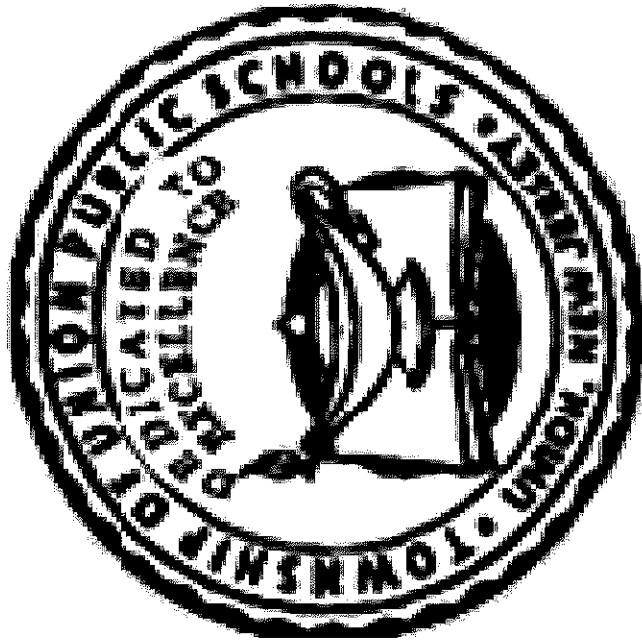
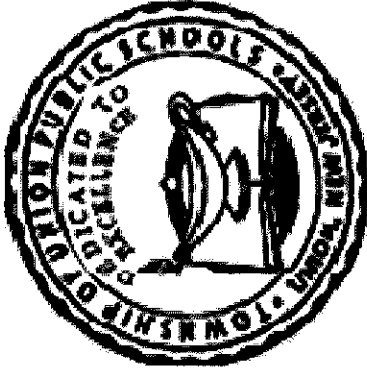


TOWNSHIP OF UNION PUBLIC SCHOOLS



Honors Corporate Internship
Curriculum Guide 2015

Curriculum Guide Approved June 2015



Board Members

David Arminio, President

Vito Nufrio, Vice President

Guy Francis

Richard Galante

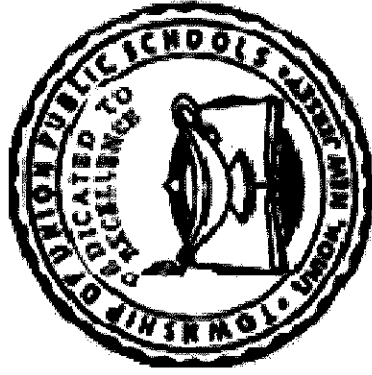
Lois Jackson

Thomas Layden

Ronald McDowell

Angel Salcedo

Nancy Zuena



TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

- District Superintendent **Mr. Martin Tatum**
- Assistant Superintendent **Dr. Noreen Lishak**
- Director of Curriculum K-12 **Dr. Noreen Lishak**
- Director of Student Information/Technology **Ms. Ann M. Hart**
- Director of Athletics, Health, Physical Education and Nurses **Ms. Linda Ionta**

DEPARTMENT SUPERVISORS

Language Arts/Social Studies 3-5	Mr. Robert Ghiretti
Mathematics/Science 3-5	Ms. Terri Mathews
Elementary Pre K-2 (All Subjects)	Ms. Maureen Corbett
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts/Library Services 6-12	Ms. Mary Malyska
Math 6-12.....	Mr. Jason Mauriello
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business 6-12.....	Ms. Libby Galante
World Language/ESL/Career Education/G&T/Technology.....	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

Curriculum Committee:

Jonathan Jeklinski

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Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education, designed to meet his or her individual needs, in an environment that is conducive to learning. State standards, federal and state mandates, and local goals or objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is the formulation of a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principals.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

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

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

Recommended Textbooks

Barksdale, Karl. Corporate View Management and Human Resources. Cincinnati, OH: South-Western Educational Publishing, 2002.

Barksdale, Karl. Corporate View Management and Human Resources Instructor's Guide. Cincinnati, OH: South-Western Educational Publishing, 2002.

Barksdale, Karl and Michael Rutter. Corporate View Orientation. Cincinnati, OH: South-Western Educational Publishing, 1999.

Barksdale, Karl and Michael Rutter. Corporate View Orientation Instructor's Guide. Cincinnati, OH: South-Western Educational Publishing, 1999.

Course Proficiencies

Students will be able to...

Demonstrate safe operating procedures when using microcomputers and other office equipment.

Students will demonstrate knowledge regarding cyber safety and ethics—recognizing and implementing internet safety/legal guidelines.

Create a variety of projects pertaining to various corporate departments including human resources and management; corporate communications; research and development; marketing, sales, and customer support; finance and accounting; legal services; and information technology.

Acquire and evaluate data from varied resources.

Organize and maintain files and a portfolio.

Applying problem solving skills, flexibility and creativity to interpret and communicate information by creating various business documents, worksheets, and presentations.

Select and apply appropriate technology to specific tasks.

Use movie editing software to create, edit, and add special effects to a multimedia presentation.

Work effectively with members of a team.

Curriculum Units

Unit 1: Orientation

Unit 2: Human Resources and Corporate Communications

Unit 3: Research and Development

Unit 4: Marketing, Sales, and Customer Support

Unit 5: Finance, Legal Services, Information Technology

Unit 6: Final Project

Pacing Guide – Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1:</u>	40
<u>Unit 2:</u>	28
<u>Unit 3:</u>	25
<u>Unit 4:</u>	40
<u>Unit 5:</u>	38
<u>Unit 6:</u>	9

Unit 1:

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Define internship, portfolio, mentor and internship skills.	<i>Textbook, Intranet, Internet</i>	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2
2.	Define "packaging yourself," extroverts, introverts, intuitive people and work ethic.	<i>Textbook, Intranet, Internet</i>	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2
3.	Describe effective teams, team work, team rules, team effectiveness, and team assessment.	<i>Textbook, Intranet, Internet</i>	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2
4.	Determine the correct format for a business letter using the Corporate View style guide.	<i>Textbook, Intranet, Internet</i>	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2
5.	Describe the characteristics, attitudes, and behaviors of successful teams.	<i>Textbook, Intranet, Internet</i>	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2
6.	Define problems with the CF4000SE, determine ways to resolve them, and address criticisms of the product.	<i>Textbook, Intranet, Internet</i>	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2

Unit 2:

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Describe human resources and the functions performed	Textbook, Intranet, Internet	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2
2.	Plan a corporate dinner and create a flyer for it	Textbook, Intranet, Internet	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2
3.	Define skills required when hiring new employees	Textbook, Intranet, Internet	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2
4.	Define corporate communications	Textbook, Intranet, Internet	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2
5.	Define and write general, specific, and detailed press releases	Textbook, Intranet, Internet	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2
6.	Examine diversity in the workplace and prepare a presentation on a selected topic	Textbook, Intranet, Internet	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2

Unit 3:

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Create five new products for three different Corporate View strategic business units (TeleView, RetailView, PublishView, MediView, MoneyView, and/or TravelView).	Textbook, Intranet, Internet	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2
2.	Create a new cell phone, including a calling plan, and specification sheet.	Textbook, Intranet, Internet	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2
3.	Create a usability report for the new cell phone.	Textbook, Intranet, Internet	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2
4.	Write a general press release for the new phone.	Textbook, Intranet, Internet	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2
5.	Write a corporate policy addressing the dress code for the company and create a presentation to introduce it.	Textbook, Intranet, Internet	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2

Unit 4:

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Describe marketing, sales, and customer support.	<i>Textbook, Intranet, Internet</i>	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2
2.	Define strategies, market trends, and niche markets.	<i>Textbook, Intranet, Internet</i>	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2
3.	Describe a white paper, summarize its main points, identify implications, audience, and purpose .	<i>Textbook, Intranet, Internet</i>	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2
4.	Describe a survey, its purpose, and the essential parts of it.	<i>Textbook, Intranet, Internet</i>	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2
5.	Describe the creative process of a print ad.	<i>Textbook, Intranet, Internet</i>	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2
6.	Describe how to create a billboard.	<i>Textbook, Intranet, Internet</i>	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2

7.	Create a script and record a 30-second radio spot for the new cell phone to be aired on Z100	Textbook, Intranet, Internet	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2
8.	Develop a contest to promote the new cell phone	Textbook, Intranet, Internet	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2
9.	Use MovieMaker to create a one-minute TV commercial for the new cell phone	Textbook, Intranet, Internet	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2

Unit 5:

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Describe finance and accounting.	Textbook, Intranet, Internet	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2
2.	Create a white paper detailing how the use of one of the Big Four firms could improve Corporate View's tax situation.	Textbook, Intranet, Internet	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2
3.	Describe stock ownership and explain how corporate stock works.	Textbook, Intranet, Internet	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2
4.	Describe the importance of professional development and plan a business trip to an accounting seminar.	Textbook, Intranet, Internet	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2
5.	Describe the function of legal services.	Textbook, Intranet, Internet	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2
6.	Analyze state constitutions with regard to laws governing corporations.	Textbook, Intranet, Internet	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2

7.	Evaluate the impact of the law on four Corporate View mission critical functions.	<i>Textbook, Intranet, Internet</i>	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2
8.	Describe patents and copyright laws.	<i>Textbook, Intranet, Internet</i>	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2
9.	Define IT (information technology) and the function it serves.	<i>Textbook, Intranet, Internet</i>	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2
10.	Describe outsourcing and provide examples of which Corporate View functions could be outsourced.	<i>Textbook, Intranet, Internet</i>	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2
11.	Research different careers available in IT and create a job description.	<i>Textbook, Intranet, Internet</i>	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2

Unit 6:

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1a.	Describe the benefits offered by Corporate View for new employees. <u>OR students can complete...</u> (see below)	Textbook, Intranet, Internet	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2
1b..	Create a travel brochure for any country in the world for Corporate View's Travel View SBU.	Textbook, Intranet, Internet	9.1.12 A.1, 3; 9.1.12. B2-5; 9.2.12 C.1-2

New Jersey Core Curriculum Content Standards Language Arts:

Standard 6.RL.1-10 (Reading Literature)

Standard 6.RIT.1-10 (Reading Informational Text)

Standard 6.W.1-10 (Writing)

Standard 6.SL.1-6 (Speaking & Listening)

Standard 6.L.1-6 (Language)

New Jersey Scoring Rubric

New Jersey Registered Holistic Scoring Rubric

	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score:	1	2	3	4	5	6
<u>Content and Organization</u>	May lack opening and/or closing	May lack opening and/or closing	May lack opening and/or closing	Generally has opening and/or closing	Opening and closing	Opening and closing
	Minimal response to topic; uncertain focus	Attempts to focus May drift or shift focus	Usually has single focus	Single focus	Single focus Sense of unity and coherence	Single, distinct focus Unified and coherent
	No planning evident; disorganized	Attempts organization Few, if any, transitions between ideas	Some lapses or flaws in organization May lack some transitions between ideas	Ideas loosely connected Transitions evident	Key ideas developed Logical progression of ideas	Well-developed Logical progression of ideas
<u>Usage</u>	Details random, inappropriate, or barely apparent	Details lack elaboration, i. e., highlight paper	Repetitious details Several unelaborated details	Uneven development of details	Details appropriate and varied	Details effective, vivid, explicit, and/or pertinent
	No apparent control Severe/ numerous errors	Numerous errors	Errors/ patterns of errors may be evident	Some errors that do not interfere with meaning	Few errors	Very few, if any, errors

Sentence Construction	Assortment of incomplete and/or incorrect sentences	Excessive monotony/ same structure Numerous errors	Little variety in syntax Some errors	Some variety Generally correct	Variety in syntax appropriate and effective Few errors	Precision and/or sophistication Very few, if any, errors
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Non-Scorable Responses	NR	No Response	Student wrote too little to allow a reliable judgement of his/her writing.			
	OT	Off Topic/Off Task	Student did not write on the assigned topic/ task, or the student attempted to copy the prompt.			
	NE	Not English	Student wrote in a language other than English.			
	WF	Wrong Format	Student refused to write on the topic, or the writing task folder was blank.			

Content/ Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 	<ul style="list-style-type: none"> Tense formation Subject- verb agreement Pronouns usage/ agreement Word choice/ meaning Proper Modifiers 	<ul style="list-style-type: none"> Variety of type, structure, and length Correct construction 	<ul style="list-style-type: none"> Spelling Capitalization Punctuation

Language Arts Literacy Open-Ended Scoring Rubric

Points Criteria

- 4** A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
- 3** A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
- 2** A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
- 1** A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
- 0** A 0-point response is irrelevant or off-topic.