

Automotive I

Course Description

This course will introduce students to the operational and scientific nature of the automotive component systems including fuel, intake, exhaust, ignition, lubrication, braking, cooling, and suspension systems. Practical application of safe work habits and the correct use of tools and precision test instruments will be throughout the course. In addition, to meet the needs of changing technology, this program offers students the opportunity to master the necessary skills to pass the Automotive Service Excellence Certification (ASE) examination.

Automotive I

| Pacing Guide | | |
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| Unit | Topic | Suggested Timing |
| Unit 1 | Basic Automotive Knowledge and Service | approx. 6 weeks |
| Unit 2 | Basic Automotive Tools and Equipment | approx. 7 weeks |
| Unit 3 | Basic Automotive Skills | approx. 17 weeks |
| Unit 4 | Leadership and Employability Skills | approx. 5 weeks |

Educational Technology Standards

8.1.12.A.1, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.E.1, 8.1.12.F.1

- **Technology Operations and Concepts**
 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- **Creativity and Innovation**
 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- **Communication and Collaboration**
 - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- **Digital Citizenship**
 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- **Research and Information Literacy**
 - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- **Critical Thinking, Problem Solving, Decision Making**
 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

| <u>Time/General</u> | <u>Processing</u> | <u>Comprehension</u> | <u>Recall</u> |
|---|---|---|---|
| <ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for projects • Communication system between home and school • Provide notes/outline | <ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Work partners | <ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning | <ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers |
| <u>Assistive Technology</u> | <u>Tests/Quizzes/Grading</u> | <u>Behavior/Attention</u> | <u>Organization</u> |
| <ul style="list-style-type: none"> • Computer/whiteboard • Audio Recorder • Spell-checker • Audio-taped books | <ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud | <ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback | <ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code activities |

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Activity Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Project
- Tiered/Multilevel Projects
- Learning Centers
- Individual Response Blog
- Independent Studies of Manuals
- Open-ended Projects
- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Systematic Skills assessment
- Accountable Talk, Oral Report, Think Pair, and Share
- Projects, Portfolio,
- Homework
- Schematic Mapping
- Photo, Video problem solving analysis
- NATEF task sheets
- NATEF end of program exams

Interdisciplinary Connections

English Language Arts

- Journal writing
- Close reading of Automotive-related content
- Create a brochure for a Auto industry
- Keep a running word wall of Automotive vocabulary

Social Studies

- Research the history of a given Automotive Industry
- Research prominent historical individuals in Automotive Industry
- Use historical references to solve problems

World Language

- Translate Automotive/Transportation-content
- Create a translated index of Automotive vocabulary
- Generate a translated list of words and phrases related to workplace safety

Math

- Research Automotive occupation salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt within Automotive repair shop
- Track various data, such as Transportation's impact on the GDP, career opportunities or among individuals currently occupying Automotive careers

Fine & Performing Arts

- Create a poster advertising your Automotive Repair Shop
- Design a flag or logo to represent your shop

Science

- Research the environmental impact of Automotive industry
- Research latest developments in automotive technology
- Investigate automotive applicable-careers in STEM fields

New Jersey Student Learning Standards

9.3– Career and Technical Education

TRANSPORTATION, DISTRIBUTION & LOGISTICS CAREER CLUSTER

- 9.3.12.TD.1: Describe the nature and scope of the Transportation, Distribution & Logistics Career Cluster and the role of transportation, distribution and logistics in society and the economy.
- 9.3.12.TD.2: Describe the application and use of new and emerging advanced techniques to provide solutions for transportation, distribution and logistics problems.
- 9.3.12.TD.3: Describe the key operational activities required of successful transportation, distribution and logistics facilities
- 9.3.12.TD.4: Identify governmental policies and procedures for transportation, distribution and logistics facilities
- 9.3.12.TD.5: Describe transportation, distribution and logistics employee rights and responsibilities and employers' obligations concerning occupational safety and health.
- 9.3.12.TD.6: Describe career opportunities and means to achieve those opportunities in each of the Transportation, Distribution & Logistics Career Pathways.

Pathway: FACILITY & MOBILE EQUIPMENT MAINTENANCE (TD□MTN)/ TRANSPORTATION OPERATIONS (TD□OPS)

- 9.3.12.TD□MTN.1: Develop preventative maintenance plans and systems to keep facility and mobile equipment inventory in operation.
- 9.3.12.TD□MTN.2: Design ways to improve facility and equipment system performance.
- 9.3.12.TD□OPS.1: Develop and evaluate transportation plans to move people and/or goods to meet customer requirements.
- 9.3.12.TD□OPS.2: Analyze performance of transportation operations in order to improve quality and service levels and increase efficiency.

Common Career Technical Core (CCTC)

Career Cluster Education & Training

TD 01 – Describe the nature and scope of the Transportation, Distribution & Logistics Career Cluster and the role of transportation, distribution and logistics in society and the economy.

- TD 01.3 – Identify the major modes of transportation and their role in society.

TD-MTN 1– Develop preventative maintenance plans and systems to keep facility and mobile equipment inventory in operation.

- TD-MTN 01.1 – Develop preventive maintenance plans and systems to meet equipment manufacturer requirements.
- TD-MTN 01.2 – Apply strategies used to monitor and evaluate the performance of maintenance plans and systems.

TD-MTN 2– Design ways to improve equipment performance.

- TD-MTN 02.1 – Develop plans for improving equipment performance.
- TD-MTN 02.2 – Execute repair plans for mobile equipment.
- TD-MTN 02.3 – Develop and execute repair plans based upon an assessment of the equipment inventory.

TD-HSE 1- Describe the health, safety and environmental rules and regulations in transportation workplace.

- TD-HSE 1.1 – Conduct audits and inspections and evaluate compliance with company policies and government laws and regulations.
- TD-HSE 1.3– Manage the ongoing implementation of health, safety and environmental policies, procedures and documentation systems including development of communication plans that promote and support the effort.

Common Core State Standards (CCSS)

CCSS - English-Language Arts

Key Ideas and Details:

- CCSS.ELA-LITERACY.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure:

- CCSS.ELA-LITERACY.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Range of Reading and Level of Text Complexity:

- CCSS.ELA-LITERACY.RST.11-12.10 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Common Core State Standards (CCSS)

CCSS - Mathematics

Explain volume formulas and use them to solve problems:

- CCSS.MATH.CONTENT.HSG.GMD.A.1 Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder.
- CCSS.MATH.CONTENT.HSG.GMD.A.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.

Apply geometric concepts in modeling situations:

- CCSS.MATH.CONTENT.HSG.MG.A.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder)
- CCSS.MATH.CONTENT.HSG.MG.A.2 Apply concepts of density based on area and volume in modeling situations (e.g., BTUs per cubic foot).
- CCSS.MATH.CONTENT.HSG.MG.A.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost).

Reason quantitatively and use units to solve problems:

- CCSS.MATH.CONTENT.HSN.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- CCSS.MATH.CONTENT.HSN.Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

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| Course: Automotive I Unit: IV – Leadership and Employability Skills Grade Level: 9-12 | Unit Overview: This course will introduce students to the operational and scientific nature of the automotive component systems including fuel, intake, exhaust, ignition, lubrication, braking, cooling, and suspension systems. Practical application of safe work habits and the correct use of tools and precision test instruments will be the focus of this unit. Understanding of basic automotive tools is an essential step in fulfilling the training that is needed for an automotive service career. |
| New Jersey Student Learning Standards (NJSLS): 9.3.12.TD.1, 9.3.12.TD.2, 9.3.12.TD.3, 9.3.12.TD.6 | |
| Common Career Technical Core (CCTC): TD-MTN 02.2,TD-MTN 02.3, TD-HSE 1.3 | |
| Common Core State Standards (CCSS): RST.11-12.3; RST.11-12.4; RST.11-12.7; RST.11-12.10; HSG.GMD.A.1; HSG.GMD.A.3; HSG.MG.A.1; HSG.MG.A.2; HSG.MG.A.3; HSN.Q.A.1; HSN.Q.A.3 | |

| Student Learning Objectives (SLOs) | Essential Questions | Skills & Indicators | Sample Activities | Resources |
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| Identify and apply principles of parliamentary procedure to develop business acumen and negotiation skills NJSLS: 9.3.12.TD□ OPS.1, 9.3.12.TD□ OPS.2,9.3.12.TD.2, 9.3.12.TD.6 CCTC: TD-MTN 02.1, | Why is it important to develop effective communication skills? What is parliamentary procedure? What are some of the terms used in the procedure? How can these skills be used in a meeting? Job Interview? | <ul style="list-style-type: none"> • Discuss the importance of parliamentary procedure and state the principles upon which it is based • Identify terminology used in parliamentary procedure, including types of motions used • Identify the 10 steps in running a meeting ▪ Identify the reference | <u>Lab Exercise/Social Studies</u> Given various case study scenarios, be able to demonstrate an ability to apply various parliamentary rules to conduct a business meeting that ensures that the will of the majority and rights of the minority are protected | <u>Roberts rules of Parliamentary Procedure</u> http://gradstudentcouncil.uic.edu/documents/RobertRulesOfOrder.pdf <u>Simplified Parliamentary Procedure</u> https://www.uaex.edu/publications/pdf/MP350.pdf |

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| <p>TD-MTN 02.2, TD-HSE 1.1, TD-HSE 1.3</p> <p>CCSS: RL.9-10.1; RI.9-10.5; SL.9-10.1</p> | | <p>source for parliamentary law</p> | <p>Writing Exercise Explain in an essay the importance of effective communication.</p> | <p>10 Tips On Getting the Most Out of Business Meetings https://www.entrepreneur.com/article/237690</p> |
| <p>Identify the primary goals, keys and principles of effective public speaking.</p> <p>NJSLS: 9.3.12.TD□ OPS.1, 9.3.12.TD□ OPS.2,9.3.12.TD.2, 9.3.12.TD.6</p> <p>CCTC: TD-MTN 02.1, TD-MTN 02.2, TD-HSE 1.1, TD-HSE 1.3</p> <p>CCSS: RL.9-10.1; RI.9-10.5; SL.9-10.1</p> | <p>How can we Identify correct manual for a specific model of automobile?</p> <p>How are parts listed for replacement?</p> <p>What is an exploded view of a part or component?</p> <p>What is a tune up chart? Wiring Diagram?</p> <p>Where are the vacuum and emission sections located?</p> | <ul style="list-style-type: none"> ▪ Identify five strategies for dealing with speech nervousness ▪ Identify effective active listening strategies ▪ Identify four phases of the speech preparation process ▪ Identify the parts (headings) of a speech ▪ Prepare a speech outline ▪ Identify four speech delivery methods ▪ Identify the five purposes of public speaking | <p>Lab Exercise/Speech Given a topic of interest, demonstrate effective public speaking principles by giving a 10-minute speech on the topic of interest.</p> <p>Venn Diagram Similarities and differences in public speaking and negotiations.</p> | <p>7 Principles of Public Speaking http://www.amanet.org/training/articles/Seven-Principles-of-Effective-Public-Speaking.aspx</p> <p>Effective Public Speaking Skills http://www.effective-public-speaking.com/</p> |
| <p>Determine ingredients of good leadership and practical implementation.</p> | <p>What is effective leadership? What does effective leadership look</p> | | <p>Unit Test Given various case studies, demonstrate effective leadership</p> | <p>How Leadership Works in an Organization http://edunote.info/how-leadership-works-in-an-</p> |

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| <p>NJSLS: 9.3.12.TD□ OPS.1, 9.3.12.TD□ OPS.2,9.3.12.TD.2, 9.3.12.TD.6</p> <p>CCTC: TD-MTN 02.1, TD-MTN 02.2, TD-HSE 1.1, TD-HSE 1.3</p> <p>CCSS: RL.9-10.1; RI.9- 10.5; SL.9-10.1</p> | <p>like?</p> <p>What are the primary keys to good leadership?</p> <p>How can practical leadership skills aid in employment opportunities?</p> | | <p>principles by matching the most effective leadership style for the given situation</p> <p>Essay Research “How Leadership Works in an Organization” Report on the facts and opinions listed in article. http://edunote.info/how-leadership-works-in-an-organization</p> | <p>organization</p> <p>How Leadership Training Works How Leadership can work for you http://money.howstuffworks.com/business/professional-development/leadership-training.htm</p> <p>12 Ways to Be the Leader Everyone Wants to Work For http://www.forbes.com/forbes/welcome/</p> |
| <p>Identify employment opportunities and develop an employment plan by applying employment seeking skills</p> <p>NJSLS: 9.3.12.TD□ OPS.1, 9.3.12.TD□ OPS.2,9.3.12.TD.2, 9.3.12.TD.6</p> <p>CCTC: TD-MTN 02.1, TD-MTN 02.2, TD-HSE 1.1, TD-HSE 1.3</p> | <p>How can you identify the requirements for a given job?</p> <p>What different types educational opportunities are available to students?</p> <p>What is an employment plan? Why is it important to develop one?</p> <p>Why is an effective resume an important employment tool? What</p> | <ul style="list-style-type: none"> ▪ Identify the requirements for a given job. ▪ Investigate educational and opportunities in your area ▪ Identify current job trends ▪ Identify career information from counseling sources ▪ Locate resources for finding employment | <p>ELA/Writing Exercise Given appropriate assessment tools, develop an employment plan that matches individual capabilities and desires with a meaningful occupation.</p> <p>Lab Exercise Given appropriate information, locate a job opportunity, prepare a resume; prepare for, and interview for the position;</p> | <p>Developing a Strategic Vision for Your Career Plan https://www.livecareer.com/quintessential/career-plan</p> <p>Resume Writing 6 Tips for Writing an Effective Resume https://www.asme.org/career-education-retired/articles/job-hunting/6-tips-for-writing-an-effective-resume</p> |

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| <p>CCSS: RL.9-10.1; RI.9-10.5; SL.9-10.1</p> | <p>are the major aspects of a good resume? What are the major keys to a good interview?</p> | <ul style="list-style-type: none"> ▪ Confer with prospective employers ▪ Match interests and aptitudes to employment area ▪ Identify short term and long term work goals ▪ Prepare a resume and letter of application ▪ Complete application forms ▪ Identify proper attire for a job interview | <p>complete all required selection tests and application forms; and evaluate individual behavior.</p> <p>Checklist Create detailed procedure for preparing for an interview</p> | <p>Monster.com 10 tips to improve interview performance http://www.monster.com/career-advice/article/boost-your-interview-iq</p> |
| <p>Communicate properly and maintain professionalism on the job by coping and adapting to change in the workplace.</p> <p>NJSLS: 9.3.12.TD□ OPS.1, 9.3.12.TD□ OPS.2,9.3.12.TD.2, 9.3.12.TD.6</p> <p>CCTC: TD-MTN 02.1, TD-MTN 02.2, TD-HSE</p> | <p>What is effective communication? What are the primary aspects of efficient communication? How is body language used in effective communication? Why is proper attire necessary in maintaining professionalism? What can a person attitude effect their</p> | <ul style="list-style-type: none"> ▪ Read and comprehend written communications ▪ Develop active listening skills ▪ Prepare and follow written directions ▪ Demonstrate proper telephone etiquette ▪ Interpret the use of body language ▪ Identify company dress and appearance standards | <p>Prezi/Power Point/Poster Demonstrate a knowledge of proper work related communication skills/techniques.</p> <p>ELA/Writing Exercise Using job-related terminology correctly prepare written communication on a work order for oil change</p> | <p>Effective Workplace Communication 5 Keys of Dealing with Workplace Conflict http://www.forbes.com/sites/mikemyatt/2012/02/22/5-keys-to-dealing-with-workplace-conflict/#65489ab715a0</p> <p>Studymore.com Resources for Continuing Education in Automotive Repair http://studymore.com/con</p> |

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| <p>1.1, TD-HSE 1.3</p> <p>CCSS: RL.9-10.1; RI.9-10.5; SL.9-10.1</p> | <p>professionalism? Job performance?</p> | <ul style="list-style-type: none"> ▪ Identify elements of job transition ▪ Identify implementation procedures for a transition plan ▪ Exhibit an ability to handle stress ▪ Demonstrate a willingness to participate in continuing education and identify sources to keep up with technological advances | | <p>tinuing-education-for-auto-mechanics/</p> |
| <p>Apply work place economic principles and investigate business ownership opportunities</p> <p>NJSLS: 9.3.12.TD□ OPS.1, 9.3.12.TD□ OPS.2,9.3.12.TD.2, 9.3.12.TD.6</p> <p>CCTC: TD-MTN 02.1, TD-MTN 02.2, TD-HSE 1.1, TD-HSE 1.3</p> <p>CCSS: RL.9-10.1; RI.9-</p> | <p>Why is personal financing important in career success?</p> <p>What are the basic tax forms the student must identify and use?</p> <p>What is the purpose of insurance?</p> <p>What types of insurance are necessary when starting a new business?</p> <p>What is a feasibility study? Why is it an</p> | <ul style="list-style-type: none"> ▪ Identify terms associated with money management ▪ Identify payroll deductions and their purposes ▪ Identify various tax filing forms ▪ Demonstrate an ability to balance a checkbook ▪ Identify money management strategies ▪ Identify different | <p>Math/Economics Demonstrate an ability to balance a checkbook and investigate methods to establish a credit line.</p> <p>Prezy/Power Point Develop a marketing plan for potential business opportunity</p> <p>Lab Exercise Given an opportunity to open a small business, determine the</p> | <p>Small Business Association of America How to Start a Small Business https://www.sba.gov/start-ing-business/how-start-business</p> <p>Personal Finance Top Ten Personal Financial Tips https://www.patreasury.gov/assets/pdf/Tips-PersonalFinance.pdf</p> |

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| 10.5; SL.9-10.1 | effective tool in researching a business opportunity? | <p>types of checks</p> <ul style="list-style-type: none"> ▪ Describe the purpose of savings ▪ Identify methods of establishing savings funds ▪ Discuss methods to establishing a credit line ▪ Identify the purpose and types of insurance ▪ Discuss various financial summary reports used to track financial stability ▪ Conduct an initial feasibility study ▪ Prepare a marketing plan. ▪ Complete a financial plan. | feasibility of opening a business and if going into business as an owner is appropriate | |
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Unit 4 Vocabulary

Parliamentary procedure
Terminology
Compile
Evaluate
Rejection
Etiquette
Business-like
Orientation
Terminology
Transition
Implementation
Exhibit
Diversity
Empathy
Constructive
Intimidation
Ethics
Punctuality
Initiative
Clarify
Implement
Assess
Budgeting
Pitfalls
Feasibility

Suggested Unit Projects

Choose At Least One

Field Trip/Internship

Visit local Chamber commerce affiliated Automotive Business owner and report on challenges and experiences of business ownership. Investigate possible summer employment and internship

Group Exercise

Students compete in experimental businesses models. Groups will develop operational business and marketing plans which will be judged by business school teachers.

Suggested Structured Learning Experiences

Auto Repair Service Business Plan

Starting your own Automotive Business

http://www.bplans.com/auto_repair_service_business_plan/executive_summary_fc.php

State of NJ Business Portal

you can find information you will need to select the proper business type for your circumstances, register your corporation or LLC and register your new business for tax purposes.

866-534-7789

<http://www.nj.gov/njbusiness/starting/>