

Internship (BTMF)

Course Description

This course will provide students with opportunity to apply the new knowledge gained from Banking and Finance with an emphasis on credit union operations, management and logistics. Students will experience hands teller opportunities, individual career roles and responsibilities and measurable outcomes. Course content will align with the Structured Learning Experience program via NJDOE. Students will learn key banking and business terminology, financial literacy knowledge and career exploration within the banking industry. Students will have opportunities to demonstrate and apply a high level of academic attainment; develop career goals; and develop personal/social skills and goals.

Internship (BTMF)

Pacing Guide		
Unit	Topic	Suggested Timing
Unit 1	Career Awareness, Exploration, and Preparation	approx. 9 weeks
Unit 2	Career Education and Marketing	approx. 9 weeks
Unit 3	Personal Financial Literacy and Preparation	approx. 9 weeks
Unit 4	Career Readiness and Portfolio Building	approx. 9 weeks

Educational Technology Standards

8.1.12.A.3, 8.1.12.D.1, 8.1.12.F.1

➤ Technology Operations and Concepts

- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Example from unit: Students will create and present industry-related career readiness proposal.

➤ Digital Citizenship

- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

Example from unit: Students will correctly cite all utilized research, as well as identify appropriate 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.

Example from unit: Students will assess site-based technology and its use at their assigned internship.

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.

Example from unit: Students will undergo Structured Learning Experience training in preparation for site placement.

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.

Example from unit: Students will articulate how SLE training prepares them for a variety of aspects at the worksite.

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.

Example from unit: Students will demonstrate how levels of education and training qualify them for specific industries and careers.

Career Ready Practices

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.

Example from unit: Students will utilize technology to identify strategies to explore careers in applicable fields.

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.

Example from unit: Students will learn skills necessary for successful execution at specific internship site.

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 reports and projects • Communication system between home and school • Provide lecture notes/assignments, and tutorials 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 • Video lessons online 	<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 • Video lesson • Spell-checker • Text speech software 	<ul style="list-style-type: none"> • Adjusted rubrics for projects • 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 materials

Differentiated Instruction

Strategies to Accommodate Students Based on Content-Specific Needs

- Paired instruction, on-site and in-classroom
- Frequent one-on-one reviews of Structured Learning Experience goals and objectives
- Frequent revision of Structured Learning Experience goals and objectives
- Extra time for assigned tasks
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home, school and SLE site
- Small group instruction

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Elevated Projects Rubrics
- Independent Written and Video Online Tutorials
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Online Learning Communities
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Presentation of workplace readiness skills acquired
- Teacher-created Unit Assessments, Topic Assessments, Quizzes
- Industry-applicable DBQs, Essays, Short Answer
- Spot site visits and demonstrations/role-plays
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Game Analysis
- Create an Original Song, Animation, Board Game

Interdisciplinary Connections

English Language Arts

- Close reading of industry-related content (NJSLSA.R1)
- Develop a Marketing Promotional Plan (NJSLSA.W2)

Social Studies

- Research the history of careers in field of site assignment (6.1.12)
- Research prominent historical individuals in a given industry/profession (6.2.12)

Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on a specific career or industry (1.2.12)
- Create a brochure for a specific industry (1.2.12)

Math

- Business Mathematics applications (N.Q.A.1)
- Budget and Financial Portfolio Planning (A.CED.A.1)

Science

- Research and discuss latest developments in technology (HS-ETS1-4)
- Investigate applicable-careers in STEM fields (9.2.12)

World Language

- Translate industry-specific content (7.1.ILA)
- Create a translated index of industry vocabulary (7.1.ILA)

New Jersey Student Learning Standards

9.2– Career Awareness, Exploration, and Preparation

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.
- 9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

9.3– Career and Technical Education

- 9.3.12.FN-BNK.1 Describe and follow laws and regulations to manage business operations and transactions in the banking services industry.
- 9.3.12.FN-BNK.2 Create and maintain positive, ongoing relationships with banking customers.
- 9.3.12.FN-BNK.3 Manage the use of financial resources to enhance banking performance.
- 9.3.12.FN-BNK.5 Plan, monitor and manage the day-to-day activities within a banking organization to ensure secure operations.
- 9.3.12.FN-BNK.6 Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop a career in banking services.
- 9.3.12.FN-BNK.7 Determine client needs and wants and respond through planned, personalized communication to guide purchase decisions and enhance future business opportunities in banking services.

New Jersey Student Learning Standards

English Language Arts

- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Mathematics

- N.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.
- N.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.
- N.Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
- A.CED.A.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear functions and quadratic functions, and simple rational and exponential functions.

Common Career Technical Core (CCTC)

Finance Career Cluster / Banking Services Career Pathway (FN-BNK)

- FN-BNK.1 Describe and follow laws and regulations to manage business operations and transactions in the banking services industry.
- FN-BNK.2 Create and maintain positive, ongoing relationships with banking customers.
- FN-BNK.3 Manage the use of financial resources to enhance banking performance.
- FN-BNK.5 Plan, monitor and manage the day-to-day activities within a banking organization to ensure secure operations.
- FN-BNK.6 Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop a career in banking services.
- FN-BNK.7 Determine client needs and wants and respond through planned, personalized communication to guide purchase decisions and enhance future business opportunities in banking services.

<p>Course: Internship (BTMF)</p> <p>Unit: 1 – Career Awareness, Exploration, and Preparation</p> <p>Grade Level: 10 - 12</p>	<p>Unit Overview: Students will gain insight, prepare for and complete Structured Learning Experience (SLE) training plans, in addition to extensive career awareness and preparation strategies.</p>
<p>New Jersey Student Learning Standards (NJSLS): 9.2.12.C.1, 9.2.12.C.2, 9.2.12.C.3, 9.2.12.C.4, 9.2.12.C.5, 9.2.12.C.6, 9.2.12.C.7, 9.2.12.C.8, 9.2.12.C.9, 9.3.12.FN-BNK.1, 9.3.12.FN-BNK.2, 9.3.12.FN-BNK.3, 9.3.12.FN-BNK.5, 9.3.12.FN-BNK.6, 9.3.12.FN-BNK.7 SL.11-12.4, SL.11-12.5, W.11-12.5, W.11-12.10 N.Q.A.1, N.Q.A.2, N.Q.A.3, A.CED.A.1</p>	
<p>Common Career Technical Core (CCTC): FN-BNK.1, FN-BNK.2, FN-BNK.3, FN-BNK.5, FN-BNK.6, FN-BNK.7</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.</p> <p>NJSLS: 9.2.12.C.1, 9.2.12.C.2, 9.2.12.C.5, 9.2.12.C.6, 9.2.12.C.9</p> <p>SL.11-12.4, W.11-12.10</p>	<p>How do my readiness skills prepare me for a productive work experience?</p>	<ul style="list-style-type: none"> ▪ Act ethically ▪ Adaptability to change ▪ Focusing on a project ▪ Responsibility & Leadership ▪ Appropriate questioning ▪ Understanding systems ▪ Math skills ▪ Reading and Interpreting 	<p>Participate in NJFCU 3-day training plan</p> <p>SLE Form Completion</p> <p>Soft Skills Activity</p>	<p>http://www.nj.gov/education/cte/sle/</p> <p>http://kwhs.wharton.upenn.edu/</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
N.Q.A.1		<ul style="list-style-type: none"> ▪ Problem solving and critical thinking ▪ Using resources to complete work ▪ Valuing diversity ▪ Understanding structure and scope ▪ Evaluating material ▪ Collecting data through technology ▪ Assessing diverse resources ▪ Analyzing source bias ▪ Drawing conclusions ▪ Reflecting on research ▪ Realistic goal-setting ▪ Understanding process ▪ Balancing goals ▪ Mastery education ▪ Professional advancement 		
Pursue a variety of activities related to career preparation (e.g. volunteer, seek	How are my current work and academic activities preparing me for college	<ul style="list-style-type: none"> ▪ Math skills ▪ Reading and Interpreting ▪ Effective writing 	Training Plan for SLE documentation Participate in NJFCU 3-	http://kwhs.wharton.upenn.edu/ http://www.nj.gov/education/

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>employment, and/or apply for training grants, higher education grants, and loans)</p> <p>NJSLS: 9.2.12.C.1, 9.2.12.C.2, 9.2.12.C.3, 9.2.12.C.4, 9.2.12.C.5, 9.2.12.C.6, 9.2.12.C.7, 9.2.12.C.9</p> <p>SL.11-12.4, SL.11-12.5, W.11-12.5, W.11-12.10</p> <p>N.Q.A.1</p>	<p>and career?</p>	<ul style="list-style-type: none"> ▪ Problem solving and critical thinking ▪ Using resources to complete work ▪ Evaluating material ▪ Collecting data through technology ▪ Assessing diverse resources ▪ Analyzing source bias ▪ Analyzing one’s own bias ▪ Connecting data and argument ▪ Drawing conclusions ▪ Reflecting on research ▪ Realistic goal-setting ▪ Understanding process ▪ Balancing goals ▪ Mastery education ▪ Professional advancement 	<p>day training plan</p> <p>Identify Resume building opportunities</p>	<p>on/cte/sle/</p>
<p>Analyze relationships between companies and the communities in which</p>	<p>How are local banking businesses supporting community growth?</p>	<ul style="list-style-type: none"> ▪ Valuing diversity ▪ Verbalizing & respecting culture with 	<p>NJFCU 3 –day Training Program</p>	<p>www.pwc.com</p> <p>www.juniorachievement.com</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>they are located, and explain how the presence of companies in a community may have a positive or negative impact.</p> <p>NJSLS: 9.2.12.C.4, 9.2.12.C.7</p> <p>SL.11-12.4, SL.11-12.5, W.11-12.5, W.11-12.10</p>	<p>How do we support a positive presence for the Castle Branch within our school community?</p>	<p>action</p> <ul style="list-style-type: none"> ▪ Understanding structure and scope ▪ Creating ideas ▪ Researching ideas ▪ Reflecting on ideas ▪ Originality ▪ Applying ideas ▪ Working by self-direction ▪ Innovation through diversity ▪ Reasoning skills ▪ Using multiple techniques ▪ Using feedback ▪ Learning form the past ▪ Learning from mistakes and success ▪ Seeking solutions 		<p>org</p>
<p>Evaluate the responsibility of employers and employees for maintaining workplace</p>	<p>Which specific employment and workplace safety and health policies and procedures are in place</p>	<ul style="list-style-type: none"> ▪ Demonstration of safety ▪ Valuing diversity ▪ Verbalizing & respecting culture with action 	<p>OSHA Training by State Experts</p> <p>Review Federal and State Wage Laws</p>	<p>http://www.nj.gov/education/cte/sle/</p> <p>http://www.nj.gov/education/cte/</p>

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<p>safety, and explain health rights related to a particular occupation/career.</p> <p>NJSLS: 9.2.12.C.7 SL.11-12.4, SL.11-12.5</p>	<p>to ensure safety?</p> <p>What health and safety knowledge do I need to be aware of to be a well-informed employee?</p>	<ul style="list-style-type: none"> ▪ Understanding structure and scope 	<p>Youth@Work: Talking Safety New Jersey</p>	<p>http://www.cdc.gov/niosh/talkingsafety/states/nj/ http://www.osha.gov/SLTC/teenworkers/</p>
<p>Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop a career in banking services.</p> <p>NJSLS: 9.2.12.C.1, 9.2.12.C.2, 9.2.12.C.3 9.3.12.FN-BNK.6 SL.11-12.4, SL.11-12.5, W.11-12.5, W.11-12.10 N.Q.A.1 CCTC: FN-BNK.6</p>	<p>How can I utilize my resources to prepare for college and career?</p>	<ul style="list-style-type: none"> ▪ Realistic goal-setting ▪ Understanding process ▪ Balancing goals ▪ Mastery education ▪ Professional advancement 	<p>Portfolio Creation LinkedIn critique and review Job Search and Strategy Self Assessment</p>	<p>http://kwhs.wharton.upenn.edu/ www.pwc.com http://career.fsu.edu/Portfolio/Contest-Rules/Winners/2014-Portfolio-Contest-Winners http://curriculum.org/storage/108/1278484153portfolios.pdf http://work.chron.com/make-college-student-career-portfolio-12837.html</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Manage the use of financial resources to enhance banking performance.</p> <p>NJSLS: 9.2.12.C.9</p> <p>9.3.12.FN-BNK.3 SL.11-12.4, SL.11-12.5 N.Q.A.1, N.Q.A.2, N.Q.A.3, A.CED.A.1</p> <p>CCTC: FN-BNK.3</p>	<p>How can I use my current financial institution resources and knowledge to assist with building knowledge of the school-based branch?</p>	<ul style="list-style-type: none"> ▪ Math skills ▪ Reading and Interpreting ▪ Effective writing ▪ Problem solving and critical thinking ▪ Using resources to complete work ▪ Creating ideas ▪ Researching ideas ▪ Reflecting on ideas ▪ Originality ▪ Applying ideas ▪ Working by self-direction ▪ Innovation through diversity 	<p>Student created information seminar for economics and various other business courses.</p> <p>Myth vs. Fact Hands on Teller Experience</p>	<p>http://kwhs.wharton.upenn.edu/ www.pwc.com</p> <p>Making the Right Money Moves. Various Financial News sites</p>
<p>Describe and follow laws and regulations to manage business operations and transactions in the banking services industry.</p> <p>NJSLS:</p>	<p>Are we utilizing our current resources best to service the customers of the credit union?</p>	<ul style="list-style-type: none"> ▪ Technology for research ▪ Technology for presentation ▪ Managing and distributing technology ▪ Influence of technology and intent 	<p>Data Collection through Survey – gain information Hands on Teller Experience</p>	<p>Survey Collection – Google forms, survey monkey</p> <p>http://kwhs.wharton.upenn.edu/ www.pwc.com</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>9.2.12.C.8</p> <p>9.3.12. FN-BNK.1</p> <p>SL.11-12.4, SL.11-12.5</p> <p>N.Q.A.1, N.Q.A.2, N.Q.A.3, A.CED.A.1</p> <p>CCTC: FN-BNK.1</p>		<ul style="list-style-type: none"> ▪ Engaging actively and respectfully ▪ Respecting other ideas ▪ Open to compromise ▪ Balancing all views ▪ Understanding culture ▪ Understanding the larger community 		
<p>Determine client needs and wants and respond through planned, personalized communication to guide purchase decisions and enhance future business opportunities in banking services.</p> <p>NJSLS:</p> <p>9.2.12.C.3</p> <p>9.3.12.FN-BNK.7</p> <p>SL.11-12.4, SL.11-12.5, W.11-12.5, W.11-12.10</p>	<p>How can we utilize feedback from consumers to generate a renewed marketing plan for the Castle branch?</p>	<ul style="list-style-type: none"> ▪ Creating ideas ▪ Researching ideas ▪ Reflecting on ideas ▪ Originality ▪ Applying ideas ▪ Working by self-direction ▪ Innovation through diversity ▪ Evaluating material ▪ Collecting data through technology ▪ Assessing diverse resources ▪ Analyzing source bias ▪ Analyzing one’s own bias 	<p>Data Collection – marketing competitive event preparation</p>	<p>Survey Collection – Google forms, survey monkey</p> <p>http://kwhs.wharton.upenn.edu/</p> <p>www.pwc.com</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>N.Q.A.1, N.Q.A.2, N.Q.A.3, A.CED.A.1</p> <p>CCTC: FN-BNK.7</p>		<ul style="list-style-type: none"> ▪ Connecting data and argument ▪ Drawing conclusions ▪ Reflecting on research ▪ Reasoning skills ▪ Using multiple techniques ▪ Using feedback ▪ Learning from the past ▪ Learning from mistakes and success ▪ Seeking solutions 		
<p>Plan, monitor and manage the day-to-day activities within a banking organization to ensure secure operations.</p> <p>NJSLS: 9.3.12.FN-BNK.5 SL.11-12.4, SL.11-12.5, W.11-12.5, W.11-12.10</p>	<p>Are my actions in line with secure banking operations?</p>	<ul style="list-style-type: none"> ▪ Healthy living ▪ Demonstration of safety ▪ Calculation accuracy ▪ Budgeting ▪ Investment 	<p>Hands on Teller roles and responsibilities</p> <p>Survey Collection – Google forms, survey monkey</p>	<p>http://kwhs.wharton.upenn.edu/</p> <p>www.pwc.com</p> <p>www.njfcu.com</p> <p>http://www.nj.gov/education/cte/sle/</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>N.Q.A.1, N.Q.A.2, N.Q.A.3, A.CED.A.1</p> <p>CCTC: FN-BNK.5</p>				
<p>Create and maintain positive, ongoing relationships with banking customers.</p> <p>NJSLS: 9.3.12.FN-BNK.2</p> <p>SL.11-12.4, SL.11-12.5, W.11-12.5, W.11-12.10</p> <p>CCTC: FN-BNK.2</p>	<p>How do I continue to fine-tune my listening, communication and soft skills to maintain positive relationships?</p>	<ul style="list-style-type: none"> ▪ Communicating through presentation ▪ Communicating new ideas ▪ Timely listing/speaking ▪ Listening well ▪ Communicating with technology ▪ Communicating through written form ▪ Engaging actively and respectfully ▪ Respecting other ideas ▪ Open to compromise ▪ Balancing all views ▪ Understanding culture ▪ Understanding the larger community 	<p>Work with Berkeley, Lincoln Tech or PwC for a soft skills seminar.</p> <p>Have student's role-play for positive interactions and communication tactics.</p>	<p>http://kwhs.wharton.upenn.edu/</p> <p>www.pwc.com</p> <p>www.njfcu.com</p> <p>http://www.nj.gov/education/cte/sle/</p>

Unit Vocabulary

relationships
responsibility
community safety
policy
procedure
environmental
social
strategy
career
portfolio
financial
resources
personalized

feedback
consumer
creativity
innovation
data
feedback
analysis
organization
consequences
employment
employee
employer

Suggested Unit Project

Completion of Structured Learning Documentation
Personalized Learning Plan – Goals and Objectives
(Student Training Plan)

Suggested Structured Learning Experiences

Bright Knight School Store
John F. Kennedy Educational Complex, BTMF

“The Castle”
(student-run branch of North Jersey Federal Credit Union)
John F. Kennedy Educational Complex, BTMF