

LINDEN HIGH SCHOOL ACADEMY OF SCIENCE & TECHNOLOGY

PHILOSOPHY

It is the philosophy of the Linden High School – Academy of Science & Technology to provide current up-to-date educational programs which will develop each student and enhance their talents to seek higher education or gainful employment. Our program will reflect the individuality of each student and their stated needs. We will advance their preparation and the changes that occur across the years in the industrial, technological, and socio-economic arena and will continuously meet the fluctuations of industry standards. The impetus of our program will be to advance the acquisition of technical skills, encourage higher education and finally promote employment for our graduates.

GOALS

- Provide the learning environment for students to acquire the technological and/or trade related skills.
- Provide a safe learning environment, while practicing processes and using state of the art equipment that meets industry standards.
- Prepare students to advance to institutions of higher learning that may include technical/proprietary schools, county or four-year colleges or seek entry level employment positions in their field of preparation.
- Offer students the preparation and opportunity to practice acquired skills that meet industry standards by participation in the Co-operative Business Education (CBE), Marketing Co-operative or the Co-operative Industrial Education (CIE) programs.
- Develop the foundations for a work ethic that includes appropriate work attitudes, dependability, reliability and how each of these components relate to job security, success, advancement and higher pay as outlined in our school to career curriculum which can be infused in each program.
- Use the commitments made by industrial and community representatives to advise the faculty and the appropriate levels of administration of current industry trends and standards.

I. PROGRAM PHILOSOPHY

Business Education/Computer Science Department

The Business Education/Computer Science Department of Linden High School believes that the mission of business education/computer science is to teach for and about business/computer science. Business education/computer science prepares learners to make wise personal economic and career choices while developing knowledge, skills, and attitudes necessary to succeed in the workforce or to succeed in advanced educational programs at business or technical schools, two-year colleges, and four-year colleges and universities.

Business education means instruction about various roles that all learners will play as economically literate citizens. This instruction includes personal consumer economic skills, knowledge of social and government responsibility, and an understanding of business operations. Learning about business also means developing interpersonal and leadership skills for functioning in multicultural business settings. Preparation for business means building on these general understandings about business in a way that prepares learners to be employed in a variety of careers.

Computer science means the study of computer hardware and computer software design. It includes systems analysis and design, application and system software design, and programming and data center operations. Computer programmers write, test, and maintain detailed instructions that list in a logical order the steps computers must execute to perform their functions. Computer scientists emphasize the application of theory to design computers and software as theorists, researchers, or inventors. Computer engineers apply the theories and principles of science and mathematics to design hardware, software, networks, and processes to solve technical problems. Systems analysts study business, scientific, or engineering data processing problems and design new solutions using computers.

WE BELIEVE THAT, as identified in *Skills and Tasks for Jobs: A SCANS(Secretary's Commission on Achieving Necessary Skills)Report for America 2000 and Skills for the 21st Century*, the business education/computer science curriculum must prepare competent workers who need:

- **Basic Skills:** reading, writing, arithmetic and mathematics, speaking, and listening.
- **Thinking Skills:** ability to learn, to reason, to think creatively, to make decisions, and to solve problems.
- **Personal Qualities:** individual responsibility, self-esteem and self-management, sociability, integrity, and honesty.

WE BELIEVE THAT, as identified in *Skills and Tasks for Jobs: A SCANS Report for America 2000 and Skills for the 21st Century*, the business education/computer science curriculum must prepare effective workers who can productively use:

- **Resources:** they know how to allocate time, money, materials, space, and staff.

- **Interpersonal skills:** they can work on teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds.
- **Information:** they can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.
- **Systems:** they understand social, organizational, and technological systems; monitor and correct performance; and design or improve systems.
- **Technology:** they can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.

WE BELIEVE THAT the New Jersey Core Curriculum Cross-Content Workplace Readiness Standards establish the framework for the business education/computer science curriculum. Furthermore, the business education/computer science curriculum supports, addresses, and utilizes many elements of the Language Arts and Literacy Standards, Mathematics Standards, and Science Standards. These standards enable learners to succeed in the workplace and in post-secondary educational programs.

- **Cross-Content Workplace Readiness Standards**

- ✓ Career planning
- ✓ Critical-thinking skills
- ✓ Decision-making skills
- ✓ Problem-solving skills
- ✓ Safety principles
- ✓ Self-management skills
- ✓ Use information
- ✓ Use other tools
- ✓ Use technology
- ✓ Workplace-readiness skills

- **Language Arts and Literacy Standards**

- ✓ Listen actively
- ✓ Read various materials
- ✓ Speak formally and informally
- ✓ Use non-textual visual information
- ✓ Write clear, concise, organized language

- **Mathematics Standards**

- ✓ Communicate mathematically
- ✓ Connect mathematics to other learning
- ✓ Measurement
- ✓ Number sense

- ✓ Numerical operations
- ✓ Reasoning skills
- ✓ State and solve mathematical problems
- ✓ Use algebraic concepts/processes to solve problems
- ✓ Use calculators and computers
- ✓ Use concepts/methods of discrete mathematics
- ✓ Use geometric properties/relationships to solve problems
- ✓ Use high levels of mathematical thought

- **Science Standards**

- ✓ Formulate usable questions and hypotheses
- ✓ Plan experiments, investigation, or research
- ✓ Conduct systematic observations or collect data
- ✓ Interpret and analyze data
- ✓ Draw conclusions
- ✓ Communicate results

WE BELIEVE THAT the following content areas identified by the National Business Education Association constitute a quality business/computer science education:

- **Accounting**
- **Business Law**
- **Career Development**
- **Communications**
- **Computation**
- **Cooperative Work Experience**
- **Economics and Personal Finance**
- **Entrepreneurship**
- **International Business**
- **Interrelationships of Business Functions**
- **Management**
- **Marketing**
- **Safety Principles**
- **Information Technology**

WE BELIEVE THAT our institution of the College Board Advanced Placement Computer Science program and the International Baccalaureate Computer Science program and Business and Management courses enhances our overall program by providing a rigorous preuniversity environment within which we can meet the needs of highly motivated students.

WE BELIEVE THAT a strong business education/computer science program is responsive to shifting educational and instructional paradigms. Therefore, curriculum revision must be continuous and based on a sound, carefully thought-out assessment of many variables. Some variables to consider include changing technology, changing demographics, the economy, political developments with their accompanying rules and regulations, and local educational policies and practices.

WE BELIEVE THAT education for and about business/computer science should be guided by a global vision recognizing business/computer science as an essential educational component involving all learners in real-life applications

II. PROGRAM GOALS

Business Education/Computer Science Department

The program goals of the Business Education/Computer Science Department are based on the New Jersey Core Curriculum Content Standards.

A. Cross-Content Workplace Readiness Standards and Progress Indicators

Standard 9.1: All students will develop career planning and workplace readiness skills.

Students will be expected to develop the skills to seek, obtain, maintain, and change jobs. These skills are critical to each student's future ability to navigate in the complex world of work. Prior to leaving school, each student should possess the skills needed to sustain him/herself as an adult in the labor force.

All students will be able to:

- Demonstrate employability skills and work habits, such as honesty, work ethic, dependability, promptness, and getting along with others, needed to get and keep a job.
- Describe the importance of personal skills and attitudes to job success.
- Identify career interests, abilities, and skills.
- Develop an individual career plan.
- Identify skills that are transferable from one occupation to another.
- Select a career major and appropriate accompanying courses.

- Describe the importance of academic and occupational skills to achievement in the work world.
- Demonstrate occupational skills developed through structured learning experiences, such as volunteer, community service, and work-based experiences or part-time employment.
- Identify job openings.
- Prepare a resume and complete job applications.
- Demonstrate skills and attitudes necessary for a successful job interview.
- Demonstrate consumer and other financial skills.

B. Cross-Content Workplace Readiness Standards and Progress Indicators

Standard 8.1: All students will use information, technology, and other tools.

Students will be expected to develop skills in the use of information, up-to-date educational technology, and other tools to improve learning, achieve goals, and produce products and presentations. They will learn to develop, locate, summarize, organize, synthesize, and evaluate information. Students will be expected to use technological tools, such as telecommunications networking for problem-solving, writing, and research.

All students will be able to:

- Understand how technological systems function.
- Select appropriate tools and technology for specific activities.
- Demonstrate skills needed to effectively access and use technology-based materials through keyboarding, troubleshooting, and retrieving and managing information.
- Develop, search, and manipulate databases.
- Access technology-based communication and information systems.
- Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- Use technology and other tools to solve problems, collect data, and make decisions.
- Use technology and other tools, including word-processing, spreadsheet and presentation programs, and print or graphic utilities to produce products.
- Use technology to present designs and results of investigations.
- Discuss problems related to the increasing use of technologies.

C. Cross-Content Workplace Readiness Standards and Progress Indicators

Standard 8.1: All students will use critical thinking, decision-making, and problem-solving skills.

Students will be expected to develop original thoughts and ideas, think creatively, develop habits of inquiry, and take intellectual and performance risks. They will be expected to recognize problems, devise a variety of ways to solve these problems, analyze the potential advantages and disadvantages of each alternative, and evaluate the effectiveness of the method ultimately selected.

All students will be able to:

- Recognize and define a problem or clarify decisions to be made.
- Use models, relationships, and observations to clarify problems and potential solutions.
- Formulate questions and hypotheses.
- Identify and access resources, sources of information, and services in the school and the community.
- Use the library media center as a critical resource for inquiry and assessment of print and nonprint materials.
- Plan experiments, investigation, or research.
- Conduct systematic observations or collect data.
- Organize, synthesize, and evaluate information for appropriateness and completeness.
- Identify patterns and investigate relationships.
- Monitor and validate their own thinking.
- Identify and evaluate the validity of alternative solutions.
- Interpret and analyze data to draw conclusions.
- Select and apply appropriate solutions to problem-solving and decision-making situations.
- Evaluate the effectiveness of various solutions.
- Apply problem-solving skills to original and creative/design projects.
- Utilize practice sets and simulations.

D. Cross-Content Workplace Readiness Standards and Progress Indicators

Standard 9.2: All students will demonstrate self-management skills.

Students will be expected to address issues related to personal development, such as accepting responsibility for their own learning and understanding expectations for performance. They are also expected to demonstrate positive work behaviors and ethics, the ability to work individually and cooperatively in groups, and respect for others of diverse cultural and social backgrounds.

All students will be able to:

- Set short- and long-term goals.
- Work cooperatively with others to accomplish a task.

- Evaluate their own actions and accomplishments.
- Describe constructive responses to criticism.
- Provide constructive criticism to others.
- Describe actions that demonstrate respect for people of different races, ages, religions, ethnicity, and gender.
- Describe the roles people play in groups.
- Describe how one's behavior influences the feelings and actions of others.
- Demonstrate refusal skills.
- Use time efficiently and effectively.
- Apply study skills to expand their own knowledge and skills.
- Describe how ability, effort, and achievement are interrelated.

E. Cross-Content Workplace Readiness Standards and Progress Indicators

Standard 9.2: All students will apply safety principles.

Safety is an important component of all content areas, especially the arts, health and physical education, science, occupational education programs, and any content area where hands-on activities take place. Students need to learn behaviors that will ensure their own safety and health and that of others. They also should become familiar with the rules and laws governing safety and health so that they can act responsibly and implement these standards.

All students will be able to:

- Explain how common injuries can be prevented.
- Develop and evaluate an injury prevention program.
- Demonstrate principles of safe physical movement.
- Demonstrate safe use of tools and equipment.
- Identify and demonstrate the use of recommended safety and protective devices.
- Identify common hazards and describe methods to correct them.
- Identify and follow safety procedures for computer laboratory and other hands-on experiences.
- Discuss rules and laws designed to promote safety and health and their rationale.
- Discuss procedures for basic first aid and safety precautions.

F. Language Arts and Literacy Standards

- **Standard 3.1:** All students will speak for a variety of real purposes and audiences.
- **Standard 3.2:** All students will listen actively in a variety of situations to information from a variety of sources.

- **Standard 3.3:** All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
- **Standard 3.4:** All students will read various materials and texts with comprehension and critical analysis.
- **Standard 3.5:** All students will view, understand, and use nontextual visual information.

G. Mathematics Standards

- **Standard 4.1:** All students will develop the ability to pose and solve mathematical problems in mathematics, other disciplines, and everyday experiences.
- **Standard 4.2:** All students will communicate mathematically through written, oral, symbolic, and visual forms of expression.
- **Standard 4.3:** All students will connect mathematics to other learning by understanding the interrelationships of mathematical ideas and the roles that mathematics and mathematical modeling play in other disciplines and in life.
- **Standard 4.4:** All students will develop reasoning ability and will become self-reliant, independent mathematical thinkers.
- **Standard 4.5:** All students will regularly and routinely use calculators, computers, manipulatives, and other mathematical tools to enhance mathematical thinking, understanding, and power.
- **Standard 4.6:** All students will develop number sense and an ability to represent numbers in a variety of forms and use numbers in diverse situations.
- **Standard 4.7:** All students will develop spatial sense and an ability to use geometric properties and relationships to solve problems in mathematics and in everyday life.
- **Standard 4.8:** All students will understand, select, and apply various methods of performing numerical operations.
- **Standard 4.9:** All students will develop an understanding of and will use measurement to describe and analyze phenomena.
- **Standard 4.13:** All students will develop an understanding of algebraic concepts and processes and will use them to represent and analyze relationships among variable quantities and to solve problems.
- **Standard 4.14:** All students will apply the concepts and methods of discrete mathematics to model and explore a variety of practical situations.
- **Standard 4.16:** All students will demonstrate high levels of mathematical thought through experiences which extend beyond traditional computation, algebra, and geometry.

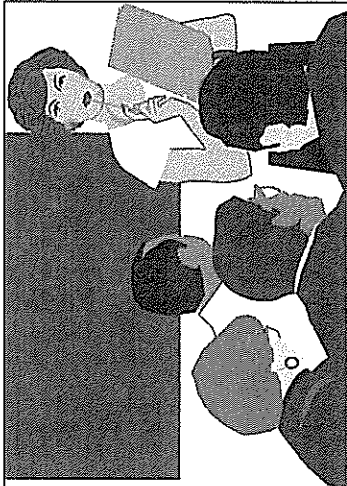
H. Science Standard

- **Standard 5.2:** All students will develop problem-solving, decision-making, and inquiry skills, reflected by formulating usable questions and hypotheses, planning experiments, conducting systematic observations, interpreting and analyzing data, drawing conclusions, and communicating results.

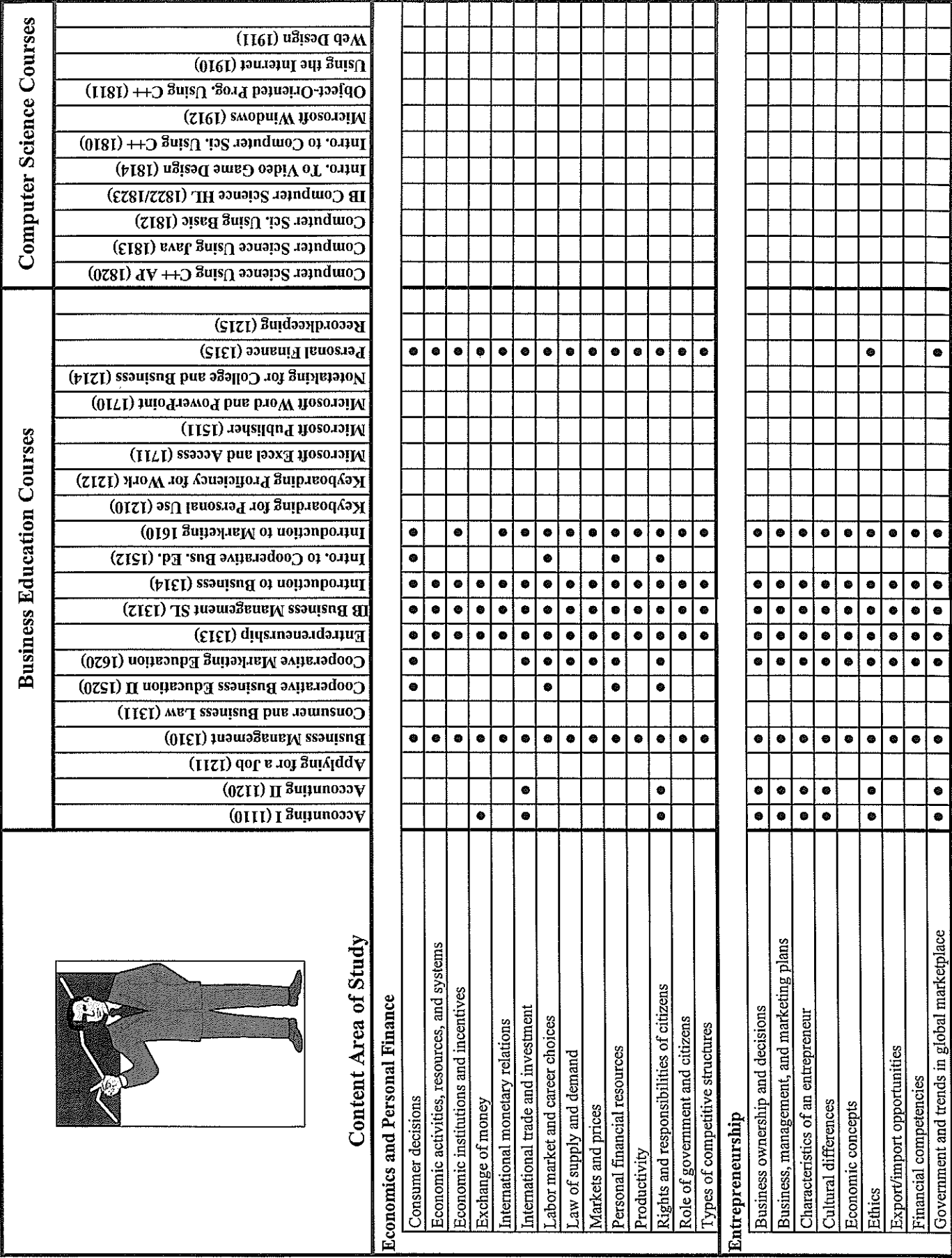
Business Education/Computer Science Department

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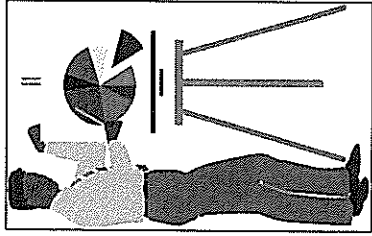
Content Area of Study	Business Education Courses	Computer Science Courses
Computation	- Algebraic and/or mathematical operations - Cash, credit, savings, and investments - Depreciation, cost recovery, and depletion - Financial statements - International standards of measurement - Payroll records - Purchases, sales, and inventory records - Ratios and proportions - Statistical procedures - Taxation - Whole numbers, decimals, fractions, and percents	- Accounting I (1110) - Accounting II (1120) - Applying for a Job (1211) - Business Management (1310) - Consumer and Business Law (1311) - Cooperative Business Education II (1520) - Cooperative Marketing Education (1620) - Entrepreneurship (1313) - IB Business Management SL (1312) - Introduction to Business (1314) - Intro. to Cooperative Bus. Ed. (1512) - Introduction to Marketing 1610) - Keyboarding for Personal Use (1210) - Keyboarding Proficiency for Work (1212) - Microsoft Excel and Access (1711) - Microsoft Publisher (1511) - Microsoft Word and PowerPoint (1710) - Notetaking for College and Business (1214) - Personal Finance (1315) - Recordkeeping (1215)
Cooperative Work Experience	- Marketing occupations - Office occupations	- Computer Science Using C++ AP (1820) - Computer Science Using Java (1813) - Computer Sci. Using Basic (1812) - IB Computer Science HL (1822/1823) - Intro. To Video Game Design (1814) - Intro. to Computer Sci. Using C++ (1810) - Microsoft Windows (1912) - Object-Oriented Prog. Using C++ (1811) - Using the Internet (1910) - Web Design (1911)





Content Area of Study

International Business	
Balance of trade	
Communication strategies	
Cultural factors	
Economic factors	
Entrepreneurial opportunities	
Ethical behavior and environmental factors	
Forms of business ownership	
Human resources	
Impact on careers	
Import/export process	
International finance	
Legal factors	
Local, state, national, and international levels	
Marketing concepts	
Political factors	
Role of international business	
Social factors	
Interrelationships of Business Functions	
Finance	
Marketing	
Production	



Content Area of Study

Management

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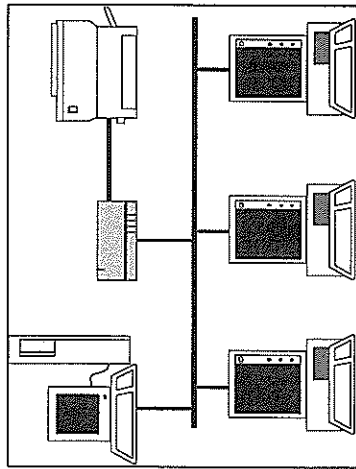
Marketing

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Business Education Courses

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Web Design (1911)



Content Area of Study

Technology: Computer Science and Information Systems

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IV. COURSE DESCRIPTION

Introduction to Cooperative Business Education

Prerequisite: Keyboarding for Personal Use or Work

Credits: 5

Grade Level: 10, 11, 12

This course introduces students to the skills and knowledge required of an employee in today's business world and to also prepare them for employment in their senior year while in the Cooperative Business Education Program. Topics include communicating effectively;; records management; mail and telecommunication systems; work ethics such as punctuality, responsibility and appearance; workstation management; human relations skills and personal and career development. Simulated situations representing realistic business and computer activities are integrated into the course, as well as, use of the Internet. Students will create their own personal portfolio with a resume to be used when applying for an office position.

V. COURSE GOALS

By the end of the course student will be able to:

- Demonstrate the various office procedures used daily.
- Produce documents using various software packages that are required in an office.
- Practice the Human Resource Essentials of Mathematics, Communication, Interpersonal and Management skills needed to be successful in the 21st Century.
- Perform calculations for accounting and financial operations in an office.
- Apply the decision making model to personal and business scenarios.
- Demonstrate knowledge of the occupational market globally for the next ten years.
- Prepare a written self-analysis in order to compare skills required in the selected occupation.
- Use technology to create a resume, cover letter, presentations, and spreadsheets.
- Create and explain the use of a resume in seeking a career.
- Apply principles of economics and financial literacy.

VI. CURRICULUM CHART - Introduction to Cooperative Business Education

UNIT/ TOPIC	OBJECTIVES	STANDARD	RESOURCE
1.1 Choosing an Occupation	<i>All students will be able to:</i> • Describe the importance of attaining employable skills and work habits. • Identify the top 10 fastest growing occupational areas for the next 10 years. • Create a presentation based on their occupation research. • Demonstrate knowledge of and usage of a word processing system • Demonstrate knowledge and usage of a presentation software package	8.1, 8.2, 9.1	The following are suggested resources to be <i>used throughout</i> the course where appropriate: Textbook Workbook Internet Supplements Program and Course Bibliography Resources
1.2 Standards for Occupations	• Identify skills needed for selected occupations • Create a self evaluation profile that highlights their skills, strengths and weaknesses.	8.1, 8.2, 9.2 3.4	See previously suggested resources.
1.3 Preparing for Work	• Identify the reasons for working • Compare the term job to career • Identify three types of work experience education (Cooperative Career and Technical Education, Work-study and Exploratory Work Experience) • Explain the benefits of work experience • Discuss co-op agreements • Explain responsibilities of a co-op student to the school and employer	9.2	See previously suggested resources.

UNIT/ TOPIC	OBJECTIVES	STANDARD	RESOURCE
2. Applying for a Job	<i>All students will be able to:</i> • Explain the purpose of a data sheet and how it is used in the Interview process. • Identify the parts of a Data Sheet • Explain the criteria of a good reference when applying for a job. • Discuss the Recruiting Diamond a company may use to hire. • Identify ways that companies may use to seek employees. • Utilize technologies and methods for conducting a job search. • Complete an application on paper and online.	9.1, 9.2	See previously suggested resources.
3.1 Resumes	• Explain the purpose of a resume and its function as a marketing tool. • Identify parts of a resume and apply writing techniques for each area. • Compare various styles of resumes in association with types of jobs and occupations. • Develop a career objective that can be used for various career paths. • Create their own resume using tabs and templates • Create an independent reference sheet and explain its function in the job application process. • Discuss various qualities of paper and explain the purpose of letterhead on all documents.	8.1, 8.2, 9.2 3.4	See previously suggested resources
3.2 Cover Letters	• Identify the parts of a letter. • Compare two styles of application letters. • Apply writing styles that will express best qualities for that position. • Create letterhead for all documents • Demonstrate the use of word processing to create documents. • Apply for a position that requires submitting a Letter of Application, a resume, references in an envelope in proper order and format	8.1, 9.2, 3.4	See previously suggested resources

UNIT/ TOPIC	OBJECTIVES	STANDARD	RESOURCE
4. Salary & Benefits	<i>All students will be able to:</i> • Compare the type of salary plans. • Identify the various types of benefit packages companies offer today • Explain the factors such as traveling, commuting fees, wear and tear on vehicle, hours, and estimated depreciation impact the decision to take a position. • Discuss the taxes and deductions taken out of a paycheck. • Analyze the factors that would determine taking a position. • Explain the economic spending break down of your paycheck.	9.2	See previously suggested resources.
5.1 Employability Skills	• Explain the importance of human relations to success on the job • Discuss methods to get along with bosses and co-workers • Identify three reasons why customers patronize a particular business • Understand why employees are asked to work in task groups • Discuss ways to participate effectively in a task group • State guidelines for effective listening • Discuss rules for effective speaking • Identify ways to improve reading skills • Correctly use different forms of written business communication	9.1,9.2	See previously suggested resources.
5.2 Communication and Problem Solving	• Describe the elements of the communication process • Explain Communication Networks • Demonstrate effective reading, writing and speaking skills in the Office • Identify the changing office environment • Define external and internal forces affecting office communication • Use basic math functions and calculations in various business applications	9.1, 3.4 4.1	See previously suggested resources.

UNIT/ TOPIC	OBJECTIVES	STANDARD	RESOURCE
6. Technical Skills and Knowledge	<i>All students will be able to:</i> • Identify and describe manage information systems • Explain types of computer systems • Define the components of a computer system • Discuss networked systems in the Office (intranet, lans, groupware) • Describe the use of telecommunications in Cyberspace • Explain the use of internet, email, virtual organizations and workflow automation in the office • Discuss computer-related employment issues • Identify health factors and energy issues related to computer use • Identify automated office equipment and its uses (fax machines, scanners, shredders, copying systems)	8.1, 8.2	See previously suggested resources.
7.1 Office Support Skills/Telephone	• List the important qualities of a good telephone voice • Explain the steps necessary to answer, place on hold and transfer a business call • Demonstrate the steps used to screen calls in a business office • Identify information needed to record telephone messages for another person • Explain special features of telephone equipment used in a business office	8.1, 8.2, 9.1	See previously suggested resources
7.2 Filing and Managing Records	• Identify the purpose of maintaining records • List types of classifications of records • Compare and contrast filing methods • Identify steps to file a record • Explain the types of electronic storage media • Demonstrate basic indexing rules and alphabetizing rules	8.1, 8.2, 9.1	See previously suggested resources

UNIT/ TOPIC	OBJECTIVES	STANDARD	RESOURCE
7.3 Processing Business Documents	<i>All students will be able to:</i> - List the types of documents used in a business office - Discuss and prepare various formats of business letters - List the major parts of a memorandum - Prepare business envelopes - Describe how templates are used - Explain how to format a business report - Prepare a travel itinerary - List the minutes of a meeting - Explain how to key legal forms	3.4, 8.1, 8.2	See previously suggested resources.
7.4 Accounting and Financial Activities	- Describe advantages of a computerized accounting system - List accounting and other financial activities that are performed by an office worker - Discuss the purpose of the balance sheet - Interpret the accounting equation and the income equation - Describe banking procedures in depositing, endorsing, writing checks and reconciling the bank statement - Demonstrate how a petty cash fund is set up and maintained.	8.2, 9.2, 9.4	See previously suggested resources.
7.5 Sending and Receiving Mail	- List the procedures for processing incoming mail in an office - Describe how to arrange mail before presenting to an employer - List major classifications of outgoing mail - Explain the uses of postal equipment in an office - Use a Zip Code directory - Prepare and pack packages for mailing - Discuss unauthorized use of postage and supplies	8.1, 8.2	See previously suggested resources.

UNIT/ TOPIC	OBJECTIVES	STANDARD	RESOURCE
8. Safety in the Workplace	<i>All students will be able to:</i> - Describe the nature of accidents and explain the rules and laws designed to promote office safety and health - Identify procedures and rights if being sexually harassed - List the agencies that enforce the laws of safety in the workplace - Demonstrate proper procedures when handling file drawers - List tripping and falling safety hazards in the workplace - Demonstrate proper handling of equipment. - Define Ergonomics - List potential problems when working at the computer. - Discuss preventative measures to avoid injury on the job. - Identify the government and private organizations that promote public safety: (OSHA, National Safety Council)	9.2	See previously suggested resources.
9.1 Consumerism	- Describe the three stages involved in consuming goods and services - Explain advantages and disadvantages of advertising - Identify different advertising techniques - Describe sales traps to avoid - Discuss types of consumer rights - Describe responsibilities of the consumer - Summarize steps to take in dealing with consumer problems	9.2, 9.4	See previously suggested resources.
9.2 Financial Literacy	- Describe the two basic types of credit - Calculate the cost of credit - Identify sources of income and spending patterns - Describe the four steps involved in developing and using a budget - Discuss the importance of saving - Describe the two basic types of savings accounts - Compute interest rate returns on savings - Explain advantages and disadvantages of investing - Discuss the various types of investments - Explain the purpose of an individual retirement account (IRA) - Name and describe the two types of IRAs	9.2, 9.4, 4.1	See previously suggested resources.

UNIT/ TOPIC	OBJECTIVES	STANDARD	RESOURCE
9.3 Taxation	<i>All students will be able to:</i> • Identify types of payroll deductions • Explain the purpose of taxes • Identify and explain the major types of taxes • Illustrate the difference between a graduated tax and a flat tax • Summarize the general process by which the amount of income tax is determined • Complete a Form 1040EZ	9.2, 4.1	See previously suggested resources.
9.4 Insurance	• Explain the basic idea of insurance • Name and describe the various types of insurance: (health, home, life, car, etc.) • Identify factors that influence the cost of insurance policies • Define Social Security • Describe six major federal and state social insurance programs • Explain who is eligible for Social Security and how the program is financed	9.2	See previously suggested resources

VII. EVALUATION

Students will be required to keep a portfolio that will consist of teacher prepared materials, textbook graded assignments, projects and a portfolio of office documents. Projects will be assigned that will utilize the data learned in class and new research.

Students will adhere to the district attendance policy as outlined in the student handbook.

The course grade will reflect the student's overall performance and will consist of three parts: Four grading period averages and the final examination grade.

Grades will be assigned according to the district's grading scale.

VIII. RESOURCES

Student Instructional Materials:

Textbook: Barret, Charles, Grady Kimbrell and Pattie Odgers, Ed.D. Office Skills 3rd Edition. Thomson/Southwestern Publishing, Mason, Ohio: 2003

Activities Workbook: provides additional hands-on practice as a follow-up to the student text.

Instructor Resource Kit: includes data files, solutions, test bank, lesson plans, etc.

Supplemental Text:

Your Knowledge Matters Virtual Business® H & R Block 2009 Online Finance Curriculum

Thinking Economics. 3.0. The Council for Economic Education. 2008

Stepping Through Microsoft Office 2003 with Business Applications. DDC Publishing. Prentice Hall. Upper Saddle River, NJ. 2004

Video Resources:

- *Business Detail Careers*
- *Business Ethics*
- *Careers in Technology*
- *Charting a Career Course*
- *Communication 2000*
- *Communication Skills: Effective Writing*
- *Employers' Expectations - What the Dickens Do Employers Want?*
- *Good Work: Business and Computers*
- *Good Work: Technology, Part 1*
- *Good Work: Technology, Part 2*
- *How Computers Work: A Journey Through the Walk-Through Computer*
- *Managing Time and Tools*
- *Office Skills: Problem Solving*
- *Office Skills: Your Role on the Office Team*

- *So . . . You Want a Career in Computer Science/Data Processing - Union County Regional High School*
- *The Apprentice Series*
- *Ten Basics of Business Etiquette*
- *Tucker*
- *Work, The Inside Story: Leaving School*
- *Workplace: The Changing Workworld*

Periodicals and Website Resources

- National Business Education Association. *Curriculum Forum*. <http://www.nbea.org/nbea.html>. 2008.
- New Jersey Department of Education. *New Jersey Core Curriculum Content Standards*. <http://www.nj.gov/Education/NJDOE/index.html>. 2008.
- Secretary's Commission on Achieving Necessary Skills (SCANS), U.S. Department of Labor. *Excerpt from: What Work Requires of Schools, A Scans Report for America 2000*. <http://www.coe.uh.edu/math/resources/scan.html>. 1991.
- Secretary's Commission on Achieving Necessary Skills (SCANS), U.S. Department of Labor. *Skills and Tasks for Jobs: A SCANS Report for America 2000*. <http://www2.southwind.net/~educate/scans.html>. 1992.
- Occupational Outlook Handbook, The Bureau of Labor & Statistics. 2009 <http://bls.gov>.
- Understanding Taxes, Internal Revenue Service. 2010 <http://www.irs.gov>
- Hoovers: Index of American Corporations: 2008-09. www.hoovers.com.
- The Star Ledger
- The Wall Street Journal
- **Tiger Paw Enterprises Multi Media Lending Library, Linden High School Media Center.**