

**NEW MILFORD PUBLIC SCHOOLS**  
**New Milford, Connecticut**



**Marketing Work Program**

June 2016

Approved by BOE March 2017

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### **Authors of Course Guide**

Debbie Knipple

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## PACING GUIDE

Unit 1 Program Orientation.....	1 week
Unit 2 Responsibilities in the Workplace &	
Unit 3 Developing Skills and Advancement Opportunities.....	16 weeks
See Unit Templates	
Unit 4 Portfolio.....	1 week

# New Milford Public Schools

## Curriculum Template

(template can be found in the Curriculum tab on our school website)

Committee Member(s): Debbie Knipple Unit 1: Program Orientation	Course/Subject: Marketing Work Program Grade Level: 12 # of Weeks: 1
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>SL.1(a): Come to discussions prepared, having read and researched material under study, explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</li> <li>SL.1(b): Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>C. Career Retention: Demonstrate mastery of the entry-level employment skills, competencies, and character of education essential for success in the workplace, including issues of diversity, expectations, trends, and labor regulations.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>Education, experience, and marketable skills are necessary when competing in the job market</li> <li>Ethical behavior in the workplace will lead to trust and respect from employers and coworkers</li> <li>Improving your communication skills will lead to more success in the work environment</li> </ul>	<ul style="list-style-type: none"> <li>What are the qualities and skills that employers look for when making hiring decisions?</li> <li>What are acceptable behaviors in the workplace?</li> <li>How can you improve your communication skills?</li> <li>What are the modes of transmission for 21<sup>st</sup> century communication?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>How to handle criticism in the workplace</li> <li>Certain behaviors are unacceptable in the workplace</li> <li>All employees and employers deserve equal treatment and respect</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>Define effective communication, team-building, and leadership skills</li> <li>Employ strategies for job searching</li> <li>Prepare for an interview</li> <li>Identify actions needed to demonstrate personal accountability in the work place</li> <li>Discuss ethical behaviors in the workplace</li> <li>Explain the importance of ethical behaviors in the workplace</li> <li>Describe personal qualities and self-management skills necessary for workplace</li> </ul>	

<p>success such as time management, organization, punctuality, and attendance</p> <ul style="list-style-type: none"> <li>• Define effective communication, team-building, and leadership skills</li> <li>• Define procedures that apply to conflict resolution skills</li> <li>• Identify skills that employers look for in their employees</li> </ul>	
<b>Character Attributes</b>	
<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Honesty</li> <li>• Perseverance</li> <li>• Integrity</li> <li>• Citizenship</li> <li>• Respect</li> <li>• Cooperation</li> <li>• Trust</li> </ul>	
<b>Technology Competencies</b>	
<ul style="list-style-type: none"> <li>• There are no technology competencies required in Marketing Work Experience, however, technology may be a component in certain positions.</li> </ul>	
<b>Develop Teaching and Learning Plan</b>	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>• Teacher provides reference materials for interview etiquette and employability skills</li> <li>• Teacher guides students through the job application process</li> <li>• Teacher monitors class discussions</li> </ul>	<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>• Students take part in class discussions and role play interview scenarios</li> </ul>

<b>Assessments</b>	
<b>Performance Task(s)</b>	<b>Other Evidence</b>
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal:</p> <p>Role:</p> <p>Audience:</p> <p>Situation:</p> <p>Product or Performance:</p> <p>Standards for Success:</p>	<ul style="list-style-type: none"> <li>• Student goes on interview and is evaluated by employer</li> <li>• Journal writing and reflection</li> <li>• NMHS Business Wave rubric</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>• "About Us." Interview Questions and Answers, Job Interview Tips and Advice. InterviewList.com, 2010. Web. 20 Feb. 2012. &lt;<a href="http://www.interviewlist.com/about/about-us.html">http://www.interviewlist.com/about/about-us.html</a>&gt;.</li> <li>• "How to Prepare for a Job Interview." Video : Howdini. HowdiniGuru, June-July 2009. Web. 20 Feb. 2012. &lt;<a href="http://www.howdini.com/howdini-video-59390.html">http://www.howdini.com/howdini-video-59390.html</a>&gt;.</li> <li>• "Teens Attitude Is Vital to Be a Successful Job-seeker." Danbury News Times. Print."</li> </ul>	

# New Milford Public Schools

## Curriculum Template

(template can be found in the Curriculum tab on our school website)

Committee Member(s): Debbie Knipple Unit 2: Responsibilities in the Workplace	Course/Subject: Marketing Work Program Grade Level: 12 # of Weeks: 16 weeks running simultaneously with Unit 3
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• SL.1(a): Come to discussions prepared, having read and researched material under study, explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</li> <li>• SL.1(b): Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>• D. Integrated Learning and Life Skills: Demonstrate how academic knowledge and skills are applied to the workplace, personal life, and life-long learning</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Transferable skills are essential for long term success in the workplace</li> <li>• Effective communication as well as building rapport with others will lead to success in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• What are the skills needed to become more marketable?</li> <li>• How does good communication help in the workplace?</li> <li>• Why are interpersonal skills important at work?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• How to behave and work effectively in a team</li> <li>• Demonstrate worker initiative</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Identify employer expectations in the workplace</li> <li>• Develop skills that employers look for in their employees</li> <li>• Maintain an orderly work space</li> <li>• Manage time effectively to complete assigned tasks</li> <li>• Identify ways to communicate between staff and management</li> <li>• Provide customer service that adheres to company policies</li> <li>• Describe and use communication, mathematical, and technical skills to solve problems</li> <li>• Describe the virtual work environment and how employee and supervisor relations would be different</li> </ul>	

<ul style="list-style-type: none"> <li>Analyze the ethical issues surrounding access, privacy, and confidentiality of information in emerging technologies</li> <li>Develop skills to give and receive constructive feedback</li> </ul>	
<b>Character Attributes</b>	
<ul style="list-style-type: none"> <li>Responsibility</li> <li>Honesty</li> <li>Perseverance</li> <li>Integrity</li> <li>Citizenship</li> <li>Respect</li> <li>Cooperation</li> <li>Trust</li> </ul>	
<b>Technology Competencies</b>	
<ul style="list-style-type: none"> <li>There are no technology competencies required in Marketing Work Experience. However, technology may be a component in certain positions</li> </ul>	
<b>Develop Teaching and Learning Plan</b>	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>Employer observes student in their assigned position</li> </ul>	<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>Students are learning on the job. Each job is unique in itself.</li> <li>Students will record observations and reflection in a weekly journal.</li> </ul>

<b>Assessments</b>	
<b>Performance Task(s)</b>	<b>Other Evidence</b>
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal:</p> <p>Role:</p> <p>Audience:</p> <p>Situation:</p> <p>Product or Performance:</p> <p>Standards for Success:</p>	<ul style="list-style-type: none"> <li>Evaluation forms given to employer by the teacher. Assessments are done by each employer</li> <li>Journal writing and reflection</li> <li>NMHS Business Wave rubric</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>Not applicable for this unit</li> </ul>	



# New Milford Public Schools

## Curriculum Template

(template can be found in the Curriculum tab on our school website)

Committee Member(s): Debbie Knipple Unit 3: Developing Skills and Advancement Opportunities	Course/Subject: Marketing Work Program Grade Level: 12 # of Weeks: 16 weeks running simultaneously with unit 2
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• SL.1(a): Come to discussions prepared, having read and researched material under study, explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</li> <li>• SL.1(b): Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>• C. Career Retention: Demonstrate mastery of the entry-level employment skills, competencies, and character of education essential for success in the workplace, including issues of diversity, expectations, trends, and labor regulations.</li> <li>• D. Integrated Learning and Life Skills: Demonstrate how academic knowledge and skills are applied to the workplace, personal life, and life-long learning.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Reputations are built on behavior</li> <li>• The impressions we make at any job will affect future employment opportunities</li> <li>• Work experience contributes to a well rounded resume and future opportunities</li> <li>• Attitude and communication play a key role for success of a job</li> </ul>	<ul style="list-style-type: none"> <li>• How does one's attitude affect other's perception of them?</li> <li>• What are the expectations and responsibilities of a job?</li> <li>• How will this experience help me in the future?</li> <li>• How does communication play a role in a job?</li> </ul>
<b>Expected Performances</b>	
What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• How to increase their awareness in preparing for the future</li> <li>• Problem solving and critical thinking skills</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Identify how a positive attitude and enthusiasm can lead to success in the work place</li> <li>• Identify ways to improve efficiency in completing job responsibilities</li> <li>• Define effective communication, team-building, and leadership skills</li> <li>• Describe personal health and workplace safety procedures</li> </ul>	

<ul style="list-style-type: none"> <li>Analyze biases, harassment, and discriminatory behaviors that can affect job success and advancement</li> <li>Define procedures that apply to conflict resolution skills</li> <li>Describe and use communication, mathematical, and technical skills to solve problems</li> <li>Analyze the ethical issues surrounding access, privacy, and confidentiality of information in emerging technologies</li> <li>Develop skills to give and receive constructive feedback</li> </ul>	
<b>Character Attributes</b>	
<ul style="list-style-type: none"> <li>Responsibility</li> <li>Honesty</li> <li>Perseverance</li> <li>Integrity</li> <li>Citizenship</li> <li>Respect</li> <li>Cooperation</li> <li>Trust</li> </ul>	
<b>Technology Competencies</b>	
<ul style="list-style-type: none"> <li>There are no technology competencies required in Marketing Work Experience. However, technology may be a component in certain positions</li> </ul>	
<b>Develop Teaching and Learning Plan</b>	
<b>Teaching Strategies:</b> <ul style="list-style-type: none"> <li>Employer observes student in their assigned position</li> </ul>	<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>Students are learning on the job. Each job is unique in itself.</li> <li>Students will record observations and reflection in a weekly journal.</li> </ul>

<b>Assessments</b>	
<b>Performance Task(s)</b>	<b>Other Evidence</b>
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Role: Audience: Situation: Product or Performance: Standards for Success:	<ul style="list-style-type: none"> <li>Evaluation forms given to employer by the teacher. Assessments are done by each employer</li> <li>Journal writing</li> <li>NMHS Business Wave rubric</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>Not applicable for this unit</li> </ul>	

Committee Member(s): Debbie Knipple Unit 4: Portfolio	Course/Subject: Marketing Work Program Grade Level: 12 # of Weeks: 1
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• SL.1(a): Come to discussions prepared, having read and researched material under study, explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</li> <li>• SL.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</li> <li>• SL.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> <li>• SL.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</li> <li>• E. Economics: Understand economic concepts that influence personal, business, and government decisions.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Marketing work experience allows for personal and professional growth</li> <li>• Determining how jobs affect your lifestyle will help you to understand the importance of making sound career choices</li> </ul>	<ul style="list-style-type: none"> <li>• How does this experience help me to go out in the working world?</li> <li>• What skills have I learned from the marketing work experience?</li> </ul>
<b>Expected Performances</b>	
What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• Reflection and self evaluation is an important component for a valuable job experience</li> <li>• How goals, resources, and structures are used within an organization</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Compile a portfolio to document the job experience</li> <li>• Prepare a presentation reflecting upon the job experience</li> <li>• Explain how the work experience will help make decisions on future career plans</li> </ul>	
<b>Character Attributes</b>	
<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Honesty</li> <li>• Perseverance</li> <li>• Integrity</li> <li>• Citizenship</li> <li>• Respect</li> </ul>	

- Cooperation
- Trust

**Technology Competencies**

- There are no technology competencies required in Marketing Work Experience. However, technology may be a component in certain positions.

**Develop Teaching and Learning Plan**

**Teaching Strategies:**

- Employer observes student in their assigned position

**Learning Activities:**

- Students are learning on the job. Each job is unique in itself.

**Assessments**

**Performance Task(s)**

Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)

**Other Evidence**

Application that is functional in a classroom context to evaluate student achievement of desired results

**Goal:** Create a portfolio of the learning experience

**Role:** Presenter

**Audience:** Teacher and students

**Situation:** You have just completed at least 100 hours of work experience, share what you have learned and your thoughts about yourself, teamwork, developing skills & work ethic.

**Product or Performance:** Presentation

**Standards for Success:** School-wide rubric for oral presentations

- School wide rubric for oral presentations
- NMHS Business Wave Rubric

**Suggested Resources**

- Pictures students have collected from work program
- Sample students' work from prior Marketing Work Experiences