

**WEST ORANGE BOARD OF EDUCATION**  
**Public Board Meeting - 8:00 p.m. – November 19, 2012**  
**Redwood Elementary School**  
**75 Redwood Avenue**

**Final Agenda**

- I. ROLL CALL OF THE MEMBERS AND PLEDGE OF ALLEGIANCE
- II. NOTICE OF MEETING:  
Please take notice that adequate notice of this meeting has been provided in the following manner:
  - A. That a written notice was sent from the Office of the Secretary of the Board at 4:00 p.m. on November 6, 2012.
  - B. That said notice was sent by regular mail to the West Orange Township Clerk and the Editors of the West Orange Chronicle and the Star-Ledger.
  - C. That said notice was posted in the lobby of the Administration Building of the Board of Education.
- III. CONSIDERATION OF THE CLOSED AND PUBLIC MEETING MINUTES OF October 22, 2012 (Att. #1)
- IV. SUPERINTENDENT’S AND/OR BOARD’S REPORTS
  - A. 5<sup>th</sup> Grade Concert Band Performance
  - B. National Merit and National Achievement Recognitions
  - C. North Jersey Regional Music Awards
  - D. First Reading of the Following Board Policies:
    - Alternative Educational Programs 6172.00
    - Internet Safety and Technology 6142.10
  - E. Second Reading of the Following Board Policies:
    - Cell Phones and Other Electronic 5131.20
    - Portable Communication Devices
    - Minutes (Bylaw) 9326.00

## V. REPORTS, DISCUSSIONS, AND RECOMMENDATIONS

### A. PERSONNEL

#### 1. Resignations

- a.) Superintendent recommends approval of the following resignation(s):

Francesca Romain, Instructional Aide, Mt. Pleasant School, effective retroactive to 11/16/12

#### 2. Appointments

- a.) Superintendent recommends approval of the following appointment(s) at the appropriate contractual rates:

Noura Estrada, Kindergarten Instructional Aide, Washington School, Non-degree, Step 1, \$24,867, effective upon completion of paperwork (additional)

Jessica Carsillo, Resource Room Aide, Mt. Pleasant School, BA-1, \$26,140, effective immediately (replacement)

Heather Abouelnaja, Lunch Aide, Hazel School, at the hourly rate of \$16.08, not to exceed 2 hours/day, effective retroactive to 11/8/12 (replacement)

Tiffany China, Grade 1 Teacher, St. Cloud School, maternity leave replacement, BA-1, \$240 per diem, effective 11/26/12-6/21/13 (replacement)

Caitlin Thompson, General Education Aide, St. Cloud School, BA-1, \$26,140, effective 11/26/12-6/21/13 (replacement)

Bosede Alabi, Kindergarten Teacher, Hazel School, maternity leave replacement, BA-1, \$240 per diem, effective 12/10/12-6/21/13 (replacement)

Michelle Banom, General Education Aide, Hazel School, BA-1, \$26,140, effective 12/10/12-6/21/13 (replacement)

Jeffrey DeMiceli, Technology Teacher, Liberty School, BA-8, \$60,350, effective 11/20/12 (replacement)

**Diane Haza, Instructional Assistant, Autistic, Mt. Pleasant School, BA-1, \$26,140, effective 11/20/12 (replacement)**

**Michele Laki, Basic Skills Teacher, Redwood School, maternity leave replacement, BA-1, \$240 per diem, effective 11/20/12-6/21/13 (replacement)**

**Robert Csigi, Jr., Daytime Dispatcher, Transportation Department, Column 4 Step 4, \$37,753, effective 11/20/12 (additional)**

**Tynia Thomassie, District Technology Integration Specialist and Teacher of English, WOHS, BA+32-11, \$84,002, effective 11/20/12-5/20/13 (additional)**

**Molly Wachtel, .6 Language Arts Teacher, WOHS, .6 BA-1, \$28,800, effective 11/20/12-5/20/13 (replacement)**

**Molly Wachtel, Language Arts Teacher (full time), WOHS BA-1, \$48,000 (prorated), effective 5/21/13-6/30/13 (replacement)**

**Ryan Del Guercio, Dean, WOHS, 1.25 \* MA+48-9, \$104,812.50, effective retroactive to 9/1/12 (replacement)**

**Ryan Del Guerico, Interim Technology Education Department Coordinator, effective 12/1/12, \$2,800 stipend**

**Louis Pallante, AP Coordinator, WOHS, for the 2012-2013 school year, \$2,540 stipend**

**Co-Curricular recommendations, for the 2012-2013 school year:**

- **Appoint Karen Wagaman, Hazel School, Conflict Resolution Advisor, \$1,359 stipend**
- **Karen Lott, Hazel School, Student Council Advisor, \$1,359 stipend**

**Winter Coaching recommendations for the 2012-2013 school year as per the attached (Att. #2)**

**Service support for students attending Roosevelt Middle School Field Trip to the Bronx Zoo, \$23/hour for a total of \$34.50 each:**

- **Tyler Mandel**
- **Dan Schoch**

**David Perez, Instructional Aide, Liberty School, to accompany student to Science Club meetings for the 2012-2013 school year, as per the student's IEP, for a total of \$391 (17 hours at \$23/hour)**

**Additions to the Substitute List for the 2012-2013 school year as per the attached (Att. #3)**

**Staff to provide home instruction on an “as needed” basis for the 2012-2013 school year (Att. #4)**

**3. Leave(s) of Absence**

**a.) Superintendent recommends approval of the following leave(s) of absence:**

**Lois Menkin, Occupational Therapist, St. Cloud/Washington Schools, paid personal leave of absence, effective 1/18/13-1/23/13, unpaid personal leave of absence, effective 1/24/13-1/25/13**

**Boris Ioshpa, Grade 5 Teacher, Hazel School, unpaid family leave of absence, effective 12/3/12-12/21/12**

**Kim Armani Greenwald, Kindergarten Teacher, Hazel School, change in commencement of maternity leave of absence from 12/21/12 to 12/7/12**

**Michelle Clay, In-Class Resource Kindergarten Teacher, Redwood School, maternity leave of absence, effective 1/14/13-6/30/13**

**Jill Lorenz, Grade 1 Teacher, St. Cloud School, maternity leave of absence, effective 1/31/13-1/2/14**

**Rosalind Moskowitz, Special Education Instructional Aide, Liberty School, unpaid medical leave of absence, effective retroactive to 10/19/12-11/30/12**

**Michael Lawrence, Science Teacher, WOHS, paid medical leave of absence, effective 10/23/12 until released by physician**

**Melissa Martino, Math Teacher, Liberty School, extension of maternity leave of absence until 9/1/13 (original return date 12/17/12)**

**James Giordano, Special Education Teacher, WOHS, extension of unpaid medical leave of absence through 1/1/13**

**5. Transfers**

a.) Superintendent recommends approval of the following transfer(s):

Kathryn Winston, Office of the Superintendent, to Human Resources Department, effective 11/20/12

**B. CURRICULUM AND INSTRUCTION**

1. Recommend approval of Rider University's Tomorrow's Teachers Program Articulation Program Agreement (Att. #5)
2. Recommend approval of the following course proposals as endorsed by the Curriculum Council: (Att. #6)
  - Art and the Human Experience
  - Business Organization and Management
  - Concepts of Entrepreneurship
  - Early Childhood and Family Studies III
3. Recommend approval of Field Trip request for Hazel Avenue School for December, 2012:
  - Music Class/Canterbury Village Nursing Home, West Orange
4. Recommend approval to change the school calendar to include November 8 and November 9 as regular school days due to days lost from Hurricane Sandy.

**C. FINANCE**

1. Recommend approval of the 11/19/12 Bills List: (Att. #7)

|                                    |                        |
|------------------------------------|------------------------|
| Payroll/Benefits                   | \$ 7,197,587.13        |
| Transportation                     | \$ 14,991.32           |
| Special Ed. Tuition                | \$ 315,043.22          |
| Instruction                        | \$ 437,955.78          |
| Facilities                         | \$ 120,535.29          |
| Capital Outlay                     | \$ 83,112.58           |
| Grants                             | \$ 325,811.13          |
| Food Services                      | \$ 301,425.71          |
| Textbooks/Supplies/Athletics/Misc. | \$ 129,844.04          |
|                                    | <u>\$ 8,926,306.20</u> |

2. Recommend approval of tuition for the 2012-2013 School Year Out-of-District placements for the following:

| Student # | Placement             | Amount    |
|-----------|-----------------------|-----------|
| 40        | Lamberts Mill Academy | \$ 48,150 |
| 101       | Westbridge Academy    | \$ 51,255 |

3. **Recommend acceptance of the following donations:**
  - **\$550 to Redwood School from the “Walkathon for Elizabeth Maddalena”**
  - **Disposable drink cups from Huhtamaki (Kirkland Signature Chinet) for activities planned for the Week of Respect and Mix-it-Up Lunch Day**
4. **Recommend approval of the negotiated contractual settlement with the Local 68 Bargaining Association for the years 2011-2015**

**D. REPORTS**

1. **The Board of Education recognizes receipt of the HIB report for the period 10/22/12-11/16/12.**

**VI. REPORT FROM THE BOARD PRESIDENT AND/OR BOARD MEMBERS**

**VII. MOTION TO CHANGE the November 26, 2012 Board Meeting to December 3, 2012. The meeting will be held at 6:00 p.m. at Edison Middle School.**

**VIII. PETITIONS AND HEARINGS OF CITIZENS**

**IX. ADJOURNMENT**



**WEST ORANGE HIGH SCHOOL**  
**Department of Athletics**  
 51 Conforti Avenue  
 West Orange, New Jersey 07052  
 Ronald Bligh, Director of Athletics/  
 Supervisor of Health & Physical Education  
 (973) 669-5301 ext. 31567  
 Fax (973) 669-8605  
[rbligh@woboe.org](mailto:rbligh@woboe.org)

November 16, 2012

To: Mr. James O'Neill, Interim Superintendent  
 Mrs. Fran Neceskas, Director of Human Resources

Fr: Mr. Hayden Moore, Principal *HMM*  
 Mr. Ronald Bligh, Athletic Director *RB*

Below please find our co-curricular recommendations for the 2012-2013 school year. Please have these recommendations approved at the next board meeting. Salaries based on existing contract dated June 2011. Thank you.

| Position                            | Recommended Coach   | Total Amount of Stipend |
|-------------------------------------|---------------------|-------------------------|
| Head Coach Boys Basketball          | Mark Cacciocarne    | 10,682 – WOHS           |
| Assistant Coach Boys Basketball     | Brian Cohen         | 8033 – WOHS             |
| Assistant Coach Boys Basketball     | Bryan Ille          | 8033 – Liberty          |
| Volunteer Coach Basketball          | Mike Fess           | N/A – WOHS              |
| Volunteer Coach Basketball          | Brian Dorf          | N/A - OOD               |
| Volunteer Coach Basketball          | David Grant         | N/A – WOHS              |
| Head Coach Girls Basketball         | Kim Wilson          | 10,682 – Edison         |
| Assistant Coach Girls Basketball    | Chris Evans         | 8033 – WOHS             |
| Assistant Coach Girls Basketball    | Karen Wynn          | 8033 – Edison           |
| Head Coach Swimming                 | Bridget Amirr-Haine | 10,682 – Roosevelt      |
| Assistant Coach Swimming            | Marcella Vitale     | 8033 – WOHS             |
| Head Coach Bowling                  | Kevin Alvine        | 6047 – WOHS             |
| Head Coach Ice Hockey               | Mark Janifer        | 10,682 – OOD            |
| Assistant Coach Ice Hockey          | Robert von Hoffman  | 8033 - OOD              |
| Head Coach Wrestling                | Stephen Zichella    | 10,682 – WOHS           |
| Assistant Coach Wrestling           | Jeff Mazurek        | 8033 – Roosevelt        |
| Assistant Coach Wrestling           | Joe Spina           | 8033 – WOHS             |
| Volunteer Coach Wrestling           | Mark D'Elia         | N/A - Edison            |
| Head Coach Winter Track             | Joe Picataggio      | 10,682 – OOD            |
| Assistant Coach Winter Track        | Althea Charles      | 6047 - OOD              |
| Assistant Coach Winter Track        | Kathy Holloman      | 6047 – Edison           |
| Assistant Coach Winter Track        | Flecia Blake        | 6047 – OOD              |
| Volunteer Coach Winter Track &Field | David Alfano        | N/A - Edison            |
| Winter Weight Room Monitor          | John Jacob          | 3560 – WOHS             |
| Winter Weight Room Monitor          | Sebastian DePinho   | 3560 - Pleasantdale     |

## Substitutes for 2012-2013

November 19, 2012

### Pending Completion of all Paperwork

| Name                  |  | Subject Area |
|-----------------------|--|--------------|
| Aly Ahmed, Ann        |  | Admin Asst   |
| Benevento, Antoinette |  | Lunch Aide   |
| Bracco, Anthony       |  | Teacher      |
| Carr, Katharine       |  | Teacher      |
| Cohen, Geoffrey       |  | Teacher      |
| Corets, Janet         |  | Teacher      |
| Daminao, James        |  | Teacher      |
| Edgington, Maura      |  | Teacher      |
| Evans, Renay          |  | Teacher      |
| Harriott, Stacy       |  | Lunch Aide   |
| Jacques, Giquel       |  | Teacher      |
| Johnston, Tyler       |  | Teacher      |
| Massey, Kurt          |  | Teacher      |
| Mayers, Shamshadeen   |  | Teacher      |
| Montuma, Esther       |  | Teacher      |
| Schumell, Jo-Ann      |  | Nurse        |
| Thompson, John        |  | Teacher      |
|                       |  |              |
|                       |  |              |



**WEST ORANGE PUBLIC SCHOOLS**  
DEPARTMENT OF STUDENT SUPPORT SERVICES

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179 Eagle Rock Avenue • West Orange • New Jersey • 07052  
Telephone: 973-669-5400 Ext. 20539  
Fax: 973-669-8601

MS. CONSTANCE SALIMBENO, DIRECTOR

MS. KRISTIN GOGERTY, SUPERVISOR, PRESCHOOL, K – 8

MRS. DAWN RIBEIRO, SUPERVISOR, 9-12

**MEMORANDUM**

DATE: November 5, 2012 <sup>CS</sup>

TO: Mr. James O'Neill, Interim Superintendent

FROM: Constance Salimbeno, Director  
Student Support Services

SUBJECT: Agenda Item  
Approval of Home Instruction for Certified Teaching Staff

Recommend approval for the attached list of staff to provide home Instruction, on an "as needed" basis, for the 2012-2013 school year.

CS: idg

C: Denise Keastead, Payroll Dept.  
Jan Donato, Payroll Dept.  
Kathy Papa

Applicants to provide Home Instruction – 2012-2013

Non-District Employees

Lee Robinson                      29 Ridgewood Drive                      HQT: English  
 Livingston, NJ 07039

District Employees

| <u>Name</u>             | <u>Where Employed</u> | <u>Certifications</u>                |
|-------------------------|-----------------------|--------------------------------------|
| Banner, Abiodun         | WOHS                  | Math K-12                            |
| Bowsher, Gail           | WOHS                  | World History; US Hist. I & II, Law; |
| Busby, Katelyn          | WOHS                  | Math                                 |
| Cardone, Eileen         | WOHS                  | TOH K-12; All subjects               |
| Cohen, Brian            | WOHS                  | Social Studies; History              |
|                         |                       | World History; Ind. In Society; AP   |
| Feehan, Lauren          | WOHS                  | Psychology                           |
| Fromm, Joanne           | Edison                | Special Education, General Ed 1-8    |
| Grivalsky, Marcia       | WOHS                  | Reading, English, Science, Phys Ed   |
| Kirchenbauer, Mark      | WOHS                  | Physical Science                     |
| Kitchen, Jennifer       | WOHS                  | Art                                  |
| LaPenta, Diane          | WOHS                  | Art K-12                             |
| Lieberman, Simona       | WOHS                  | English, Reading, Study Skills       |
| Miskimon, Timothy       | WOHS                  | Social Studies, K-12                 |
| Peart, Dana             | WOHS                  | French                               |
| Ruggiero, Carol         | Gregory               | Elementary K-8                       |
| Santimauro, Laura       | Roosevelt             | Math – 7-12                          |
| Sardinsky, Darlene      | Pleasantdale          | Gen.Ed.-P-3, K-5, Spec. Ed.          |
| Van Dyke, Sandra        | WOHS                  | English, Speech, Theatre             |
| Wojchik, Rita           | WOHS                  | Language Arts 7-12                   |
| Massari, Kristine       | WOHS                  | Spanish, Italian 7-12                |
| Dyer, Susan             | Pleasantdale          | Speech-Language Pathologist          |
| Raab Valentino, Melanie | WOHS                  | Social Studies 6-12                  |
| Roncero, Juan           | WOHS                  | Spanish                              |

*The Public Schools  
West Orange, New Jersey*

*Public Agenda*

*Date: 11/19/12*

*Attachment # 5*

**To:** Mr. James O'Neill, Superintendent

**From:** Donna Rando, Ed.D., Assistant Superintendent



**Date:** October 26, 2012

**Re:** Agenda Item

Attached is Rider University's Tomorrow's Teachers Program Articulation Agreement to be submitted for approval by the Board of Education at the November 12, 2012 Board of Education Meeting.

Students who are enrolled in West Orange High School's Tomorrow's Teacher course will be able to participate in Rider University's Tomorrow's Teachers Program by enrolling in Rider University's Introduction to Education course, IND 101, for a fee of \$250.00. Enrolled students will be eligible to receive three college credits from Rider University upon successfully completing West Orange High School's Tomorrow's Teacher course with a grade of B or better.

Please advise if we can proceed.

Thank you.



**RIDER**  
UNIVERSITY

School of Education

2083 Lawrenceville Road  
Lawrenceville, NJ 08648-3099  
T 609-896-5048  
F 609-896-5363  
www.rider.edu

**Rider University Tomorrow's Teachers  
Program Articulation Agreement**

Contact Name: Nancy Mullin

School Name: West Orange High School

District: West Orange Public Schools

Preferred Email Address: nmullin@woboe

Preferred Phone Number: 973-669-5400 ext. 20560

I understand that:

- As a participating instructor in the Rider University Tomorrow's Teachers Program, I will have access to resources to support my instruction in the course provided by Rider University faculty.
- Transportation will not be provided for students or myself who attend on-campus events sponsored by Rider University.
- Students must receive a final grade of "B" or better in order to receive the three college credits from Rider University for the course.
- By signing below, I have agreed to adopt Rider University's Tomorrow's Teachers Program, materials and faculty collaboration and cannot participate in any other university's Tomorrow's Teachers Program. This articulation agreement provided by Rider University requires approval by the West Orange Public School District.

Nancy Mullin 10/22/12  
Nancy Mullin Date

[Signature] 10/22/12  
West Orange Public School Representative Date

Barbara Truscione 10/18/12  
Rider University School of Education Assistant Dean Date

*The Public Schools*  
*West Orange, New Jersey*

Public Agenda  
Date: 11/19/12  
Attachment # 6

**To:** Mr. James O'Neill  
**From:** Donna Rando, Ed.D., Assistant Superintendent *DR*  
**Date:** November 15, 2012  
**Re:** New Course Proposals

At the November 14, 2012 Curriculum Council meeting, the courses listed below were endorsed by the Curriculum Council pending Board of Education approval:

- Art and the Human Experience
- Business Organization and Management
- Concepts of Entrepreneurship
- Early Childhood and Family Studies III

Upon approval, the courses will be included in the West Orange High School Curriculum Bulletin for 2013-2014.

Thank you.

Revised 3/09

*The Public Schools*  
*West Orange, New Jersey*

|                                     |          |
|-------------------------------------|----------|
| <i>For Use of Curriculum Office</i> |          |
| Date Proposal Submitted:            |          |
| To Office of Curriculum:            | 11/14/12 |
| To Curriculum Council:              | 11/14/12 |
| To Superintendent:                  | 11/15/12 |
| To Board of Education:              | 11/19/12 |

New Course Proposal

I. Proposed Course Information

- A. Proposed Course Art and The Human Experience
- B. Sponsor of the Proposal Jamie Podhurst
- C. Department(s) or Area(s) Art
- D. Projected Date of Implementation School Year 2013-14
- E. Grade(s) 10
- F. Level (s) Honors
- G. This course is:  
A New Course
- H. This course is:   x   Elective   x   Full Year Course
- I. Intended Pre-requisite: **Honors World History, Honors English 9**

II. Overview: Describe the nature of the new course in terms of the following:

A. Course Objectives: *The student should be able to*

- Students will be able to gain insight into history by exploring, analyzing and criticizing visual art
- Students will be able to examine key visual art movements by studying the cultural and historical developments of art throughout society.
- The students will study art from a historical perspective by viewing slide presentations, performing research, going on field trips and participating in studio experiences that exposes students to visual art from ancient to modern times.

B. Core Curriculum Content Standards:

**1.2: History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures..

Cultural and historical events impact art-making as well as how audiences respond to works of art.

1.2.12.A.1 Determine how visual art has influenced world cultures throughout history.

**1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.

1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning

Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.

1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

C. Career Education and Consumer, Family, and Life Skills: *Include specific standards and cumulative progress indicators*

**9.1 21st-Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.

9.1.12.A.1: Apply critical thinking and problem-solving strategies during structured learning experiences.  
9.1.12.A.2; Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

D. Technological Literacy: *Include specific standards and cumulative progress indicators*

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

8.1.12.B.1 The use of digital tools and media-rich resources enhances creativity and the construction of knowledge. Synthesize and publish information about a local or global issue or event on a collaborative, web-based service (also known as a shared hosted service).

E. Cultural Diversity:

The aim of **Art and Human Experience** is to produce a wide-ranging historical understanding of cross-cultural interaction in the visual arts. The curriculum builds upon the interdisciplinary insights of visual studies, examining the works of non-Western artists and artists from minority backgrounds alongside Western art movements. In so doing, this class will advance student knowledge of the dynamic interplay between cultural differences and art and encourage the integration of cultural diversity into the study of art history.

III. Needs Assessment: *Identify the instructional, administrative, and/or student need(s), etc., being addressed by this course.*

The Art and the Human Experience course will complete a triad of courses needed in the 10<sup>th</sup> grade Institute of the Humanities small learning community at WOHS. As of now, there are course on the books for students to take as a triad in other grade levels. However, at the 10<sup>th</sup> grade our curriculum is missing a course that would effectively make the connections between the English, Social Studies, and Fine Arts departments. An art history course would be the best option to meet these needs. Students require a course that emphasizes and capitalizes on the relationship between topics in the Humanities. Students also need reinforcement in critical analysis and analytical writing. This course will reinforce the needs in our student population.

IV. Rationale: *Explain how this course would meet the needs identified in above item III.*

This art history elective will enrich students' understanding of history through artistic human expression by examining historical eras and cultures and how art influences society and how society influences art. Incorporating an Art History component to the course offerings at West Orange High School would help to mold and shape our students to thrive in our global 21<sup>st</sup> century society. The course Art and the Human Experience aims to help students interpret our own culture as well as other cultures and value systems of both the past and the present. The course will also enhance cross-cultural communication and develop global perspectives on the contemporary world. The course will also teach the skills necessary to succeed in high school and beyond. Skills such as critical thinking, analytical writing, visual analysis and interpretation, and historical/archival research methods would be imbedded in the course structure. The connections made between prior learning and current topics in students' English and Social Studies class will enhance student learning, as studies indicate content across the curriculum improves student performance.

V. Proposal: *Outline the proposal by providing information listed below.*

A. Impact upon Scheduling/Staffing Needs:

This class does not require additional new staff, however, we will need to expand the current .4 part-time art teacher's position to accommodate for the additional sections required by Art and the Human Experience which will be added to the master schedule.

B. Textbooks, Materials, Equipment, Technology Needs

- New Textbook
- Requires membership to online slide library for art history images.
- Requires membership of Virtual Museums
- Additional reference books and DVDs

C. Curriculum Writing Needs: *Please check*



D. Staff Development Needs

Teacher will attend classes and workshops providing continuing education in art history and appreciation.

E. Budgetary Request: *Include cost for above item B*

Projection system: \$850.00

Textbooks \$68.00 per book x 25 books = \$1698.00

DVDs and books \$500.00

Art materials From Budget

VI. Review of Interested Parties: *Identify all constituents, including school name, who have reviewed this proposal prior to submission and briefly outline any comments that have been made.*

Hayden Moore, Principal of West Orange High School, Kimberly Mancarella, Assistant Principal of West Orange High School, Louis Quagliato, Supervisor of Fine Arts, Marc Lawrence, Supervisor of Social Studies, Michael Figueiredo, SLC Project Director Proposal, SLC Program Committee, and Jamie Podhurst, Fine Arts teacher have all reviewed this proposal, guided us through its development and are in support of including this course in our curriculum offerings.

VII. Evaluation Process: *Identify evaluation process, person's responsible, and anticipated timeline to assess the effectiveness of the course objectives with anticipated outcomes.*

We will design a yearly student questionnaire to evaluate the degree to which students' believed this course helped them to acquire the necessary knowledge, skills, attitudes and experiences. Evaluation will be conducted each marking period to determine the number of students who demonstrate an improvement on their previous marking period grade. These evaluative measures will be the responsibility of the instruction teacher and Fine Arts Supervisor.

Revised 10/11

*The Public Schools*  
*West Orange, New Jersey*

|                                     |          |
|-------------------------------------|----------|
| <i>For Use of Curriculum Office</i> |          |
| Date Proposal Submitted:            |          |
| To Office of Curriculum:            | 11/14/12 |
| To Curriculum Council:              | 11/14/12 |
| To Superintendent:                  | 11/15/12 |
| To Board of Education:              | 11/19/12 |

New Course Proposal

I. Proposed Course Information

A. Proposed Course Business Organization and Management

B. Sponsor of the Proposal: Nancy Mullin

C. Department(s) or Area(s) Business Education

D. Projected Date of Implementation: September 2013

E. Grade(s) 9-12

F. Level (s) Regular  
(Regular, Special Education, Honors, Advanced Placement)

G. This course is:

A revision of \_\_\_\_\_

A course to replace \_\_\_\_\_

A new course :x \_\_\_\_\_

H. This course is: \_\_\_\_\_ Required    \_\_\_x\_\_\_ Elective    \_\_\_x\_\_\_ Full Year    \_\_\_\_\_ Semester

\_\_\_\_\_ Other (Specify) \_\_\_\_\_

I. Intended Pre-requisite/Co- requisite: \_\_\_\_\_

II. Overview: Describe the nature of the new course in terms of the following:

A. Course Objectives: *The student should be able to*

- Comprehend how the business world operates and is managed by enrolling in this project-based class.
- Apply 21<sup>st</sup> century skills needed to be successful in a global market-place such as critical thinking skills, creativity, communication, and collaboration.
- Explore topics such as forms of ownership, the processes used in production and marketing, finance, personnel, and management.
- Develop a financial plan for a business start-up
- Create a marketing plan for a business
- Examine the personnel requirements of various business ventures
- Examine the impact of social media on business

## Project Descriptions:

### Project 1

The Game of Entrepreneurship (Real World of Entrepreneurs): Students must identify the steps necessary to become an entrepreneur and summarize various forms of business ownership. Students will survey local business to determine the advantages and disadvantages of business ownership. Then they will take on the role of a toy manufacturer. After researching online resources and participating in a variety of in class activities, students will create a simple board game utilizing the game of Life as a model with the success of their business as the ultimate goal.

### Project 2

“It’s \$Always the Money””: Students will determine how much money is needed to finance a business of their choice. After completing research, the students will prepare a well-documented Financial Plan that indicates the amount of money needed for the start-up. The report will then be presented to two bankers. The bankers will judge the viability of financing the project.

### Project 3

You Can’t Do it Alone: The Challenge of HR: Students will be assigned the task of creating a team of employees for a local convenience store. This will require students to determine the number of people to be hired, the types of tasks that can be assigned to future employees and what policies and procedures must be followed based upon their research of child labor laws.

### Project 4

Marketing to the Masses (Hitting the Bull’s Eye): Students will create a marketing plan. Once the marketing plan has been created, they will host focus groups to obtain feedback on their plan. The students will analyze the results of the focus group and prepare a written report and a presentation that will be shared with local store managers.

### Project 5

Can You Hear Me Now? The Communications of Business: The students will accept the role of marketing manager of a company that has been cited for an excess of lead in their products. The students must determine the damage and develop a solution to the problem. Using social media and one or more presentation methods, students must reassure stakeholders that the product is now safe.

### Project 6

“But Everybody Else is Doing It!” The Pathos of Ethos: As Director of Purchasing at a boutique manufacturer of steel ball bearing (Trenton Ball Bearing) it is your job purchase the metals used in the production of the ball bearings. You are faced with a dilemma and several possible choices. The students must analyze each of the solutions and determine the best solution based upon what is based for the company and yet remaining ethical.

- B. Common Core Standards/Core Curriculum Content Standards: *Include specific standards and cumulative progress indicators*

## **English Language Arts Common Core College & Career-Readiness Standards:**

### **Anchor Standards for Reading**

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing and speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 6 Assess how point of view or purpose shapes the content and style of text.

- 10 Read and comprehend complex literary and informational texts independently and proficiently.

### **Anchor Standards for Writing**

- 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, an audience.
- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying new approach.
- 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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 audience.

### **Mathematics Common Core College & Career-Readiness Standards:**

S-IC-3

Make inferences and justify conclusions from sample surveys, experiments, and observational studies. explain how randomization relates to each.

S-MD.4

Develop a probability distribution for a random variable defined for a sample space in Mathematical Practice 1, 2, 4, 6, 7, 8

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

F-IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*

F-IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relations it describes. *For example, if the function  $h(n)$  gives the number of person-hours it takes to assemble  $n$  engines in a factory, then the positive integers would be an appropriate domain for the function.*

- C. 21<sup>st</sup> Century Life and Careers Standards: *Include specific standards and cumulative progress indicators*

Roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment impact business operations.

9.4.12.D.(3).3 Demonstrate knowledge of day-to-day business functions that ensure continued business operations.

9.4.12.D.(3).4 Plan an organization or department with the goal of optimizing overall business success. Understanding the global context of 21st-century industries and careers impacts business operations.

9.4.12.D.(3).6 Demonstrate knowledge of financial resources that protect the fiscal well-being of businesses.

**Leadership and Teamwork:** Effective leadership and teamwork strategies foster collaboration and cooperation between business units, business partners, and business associates toward the accomplishment of organizational goals.

9.4.12.D.(3).7 Demonstrate knowledge of techniques, strategies, and systems used by management to foster self-understanding and enhance business relationships.

**Communication Skills:** All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information

9.4.12.D.(1).1 Obtain and convey ideas and information in order to conduct business transactions

D. Technology Standards: *Include specific standards and cumulative progress indicators*

**8.1 Educational Technology** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. The use of technology and digital tools requires knowledge and appropriate use of operations and related applications

8.1.12.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

8.1.12.A. Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.4 Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.

The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.

8.1.12.B.1 Design and pilot a digital learning game to demonstrate knowledge and skills related to one or more content areas or a real world situation.

Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.

8.1.12.D.4 Explain the impact of cyber crimes on society

Effective use of digital tools assists in gathering and managing information

8.1.12.E.2 Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.

Information accessed through the use of digital tools assists in generating solutions and making decisions.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

E. Cultural Diversity: *Review of instructional materials (provide examples)* All materials needed were created by SREB and a group of curriculum writers from the state. A multi-state consortium developed

curricula, assessments, instructional materials and teacher/counselor training that provide students with relevant and challenging career/technical courses.

III. Needs Assessment: *Identify the instructional, administrative, and/or student need(s), etc., being addressed by this course.*

The Business Education department is constantly updating its course offerings to provide students with relevant and challenging courses which prepare them for college and careers. In reviewing our current WOHS Keyboarding and Word Processing courses, we recognized the enrollment numbers have decreased over the last few years. This year we are not running any Keyboarding classes and we have one small section for Word Processing. Currently both Keyboarding and Word Processing are taught to students in grades 6-8. We currently offer 4 Business Education programs which are recognized by NJDOE Career and Technical Education Department. Each program has a sequence of three to four courses along with other required components by the state in order to win approval by the state. The CTE Department continually develops new programs for high schools and has recognized a need for this course in conjunction with three other courses to form a new CTE program. Courses are being developed by the state, The Southern Regional Education Board or SREB Preparation for Tomorrow, and a group of curriculum writers. This is one of two new courses being developed for the 2013-2014 school year. The NJDOE CTE Department has asked WOHS to pilot these two courses. Business Organization and Management will fulfill the need our Business Education Department has which is to offer challenging, relevant course to our students.

IV. Rationale: *Explain how this course would meet the needs identified in above item III.*

This course is a project-based course developed by the state based on a research which identifies the need for students to be prepared for college and careers. This comprehensive course provides students with an intellectually demanding Career/Technical course in the Business arena.

V. Proposal: *Outline the proposal by providing information listed below.*

A. Impact upon Scheduling/Staffing Needs: None- replacing existing course

B. Textbooks, Materials, and Equipment, Technology Needs (List hardware and software) All needs are in place. Curriculum is provided by the NJDOE.

C. Curriculum Writing Needs: *Please check*

Revision

New

Other (specify) \_\_\_state provided at no extra cost \_\_\_\_\_

D. Staff Development Needs: Two staff members will be trained during the summer by the NJDOE and paid a stipend by the state.

E. Budgetary Request: *Include cost for above item B*  
none

VI. Review of Interested Parties: *Identify all constituents, including school name, who have reviewed this proposal prior to submission and briefly outline any comments that have been made.*

Hayden Moore, Principal, WOHS  
Dr. Kim Mancarella, Assistant Principal, WOHS  
Annette Dade, Assistant Principal, WOHS  
Maria Vagias-Frangos, Business Education Teacher, WOHS  
Kim Szalkai, Business Education Teacher, WOHS

VII. Evaluation Process: *Identify evaluation process, person's responsible, and anticipated timeline to assess the effectiveness of the course objectives with anticipated outcomes.*

Each project has assessments with rubrics.

Teachers will monitor process through a variety of project-based assessments.

Grades of students will be monitored.

Revised 10/11

*The Public Schools*  
*West Orange, New Jersey*

|                                     |          |
|-------------------------------------|----------|
| <i>For Use of Curriculum Office</i> |          |
| Date Proposal Submitted:            | 11/14/12 |
| To Office of Curriculum:            | 11/14/12 |
| To Curriculum Council:              | 11/14/12 |
| To Superintendent:                  | 11/15/12 |
| To Board of Education:              | 11/19/12 |

New Course Proposal

I. Proposed Course Information

A. Proposed Course Concepts of Entrepreneurship

B. Sponsor of the Proposal: Nancy Mullin

C. Department(s) or Area(s) Business Education

D. Projected Date of Implementation: September 2013

E. Grade(s) 9-12

F. Level (s) Regular  
(Regular, Special Education, Honors, Advanced Placement)

G. This course is:

A revision of \_\_\_\_\_

A course to replace \_\_\_\_\_

A new course :x \_\_\_\_\_

H. This course is: \_\_\_\_\_ Required     Elective     Full Year    \_\_\_\_\_ Semester

\_\_\_\_\_ Other (Specify) \_\_\_\_\_

I. Intended Pre-requisite/Co- requisite: \_\_\_\_\_

II. Overview: Describe the nature of the new course in terms of the following:

A. Course Objectives: *The student should be able to*

- Examine how to solve problems facing business owners as negative press for bad products, when to expand the business based on market research and how economic factors impact small business growth.
- Explore when to upgrade systems needed to run businesses
- Explore how to create products cost effectively and ethically
- Explore logistics of a product cycle
- Participate in a business venture startup game
- Analyze entrepreneurship cases
- Determine if entrepreneurship is a desired career path to pursue in college or the workplace



## Project Descriptions:

### Project 1

“Payroll and Taxes”: Students will research a feasible work schedule for a growing business with the need to transition from a manual accounting system to an automated payroll system. Various payroll systems must be evaluated and tracked using an excel spreadsheet. A written report of findings will be completed and a multimedia presentation that could be used to present findings to management will be prepared.

### Project 2

What’s Your Story? : Students must conduct market research to determine relating to the expansion of their current Personal Fitness Center. After conducting the research the student will prepare a paper that describes the market segmentation, customer profile and suggested location of the new facility. The project will culminate with the student preparing a multimedia presentation that will be shared with the fitness/health instructors at the school.

### Project 3

Economic Indicators - Impact on Small Business: The students must research what policies should be established to combat the fluctuating prices of oil and its impact on the bottom line of an Exclusive Limousine and Car Services business that is faced with increased expenses due to rising oil prices.

### Project 4

What Is Sustainable Growth And Its Impact Upon A Community? : Students will research the topic of sustainable growth specifically CO2 emissions, energy, land use, buildings, transportation, water, waste, air quality, and environmental governance. Students will then select 3 specific areas for further research. Using the research gathered, students will demonstrate the expect 5 –year impact of these policies and prepare a report that will be presented to the town council and/or city business manager.

### Project 5

Logistics & Warehousing: The students must face the challenge of moving a company’s products from inception to delivery. This will require them to research the product cycle of the business, determine where the product is manufactured and identify who is the end customer. The students will create a warehouse layout, and a product tracking system. This project will be presented to a local warehouse manager for realistic feedback.

### Project 6

Sign on the Dotted Line – Planning a Business Start: Students will research types of business ownership and what each entails with regard to start-up formation, costs, etc. Once they have selected a type of ownership, they will create a comprehensive business plan will be presented to a financial officer to determine the possibility of funding the project

- B. Common Core Standards/Core Curriculum Content Standards: *Include specific standards and cumulative progress indicators*

## **English Language Arts Common Core College & Career-Readiness Standards:**

### **Writing**

- W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- WHST.9-10.7. 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.
- WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

### **Reading**

- R.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

### **Speaking and Listening**

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.9-10.5 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.
- SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
  - *Complete a written report on all findings including analysis and evaluation of the learning process.*
  - *Prepare a multimedia presentation*

### **Mathematics Common Core College & Career-Readiness Standards:**

- **(N-Q.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.
  - *Explain the step by step process to develop the system or spreadsheet. Students will use mathematical formulas to breakdown the payroll document into multiple steps to calculate hourly rates, overtime rates, fulltime and part-time hours, tax bracket levels (Fed. And State), Social Security and other deductions*
- **(A-CED.1)** Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
  - *Explain the step by step process to develop the system or spreadsheet. Students will have to use mathematical formulas to breakdown the payroll document into multiple steps to calculate hourly rates, overtime rates, fulltime and part-time hours, tax bracket levels (Fed. And State), Social Security and other deductions*
- **(N-Q.2)** Define appropriate quantities for the purpose of descriptive modeling.
  - *Explain the step by step process to develop the system or spreadsheet. Students will use mathematical formulas to breakdown the payroll document into multiple steps to calculate hourly rates, overtime rates, full-time and part-time hours, tax bracket levels (Fed. and State), Social Security and other deductions*
- **(F-IF.4)** For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship
- **(F-IF.5.)** Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function  $h(n)$  gives the number of person-hours it takes to assemble  $n$  engines in a factory, then the positive integers would be an appropriate domain for the function.
  - *Determine the time & cost savings of converting to an automated system*
  - *Create a chart/graph to show the time/cost saving going from manual to automated payroll.*

C. 21<sup>st</sup> Century Life and Careers Standards: *Include specific standards and cumulative progress indicators*

- **Critical Thinking and Problem Solving**

**9.1 21st-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. **Content Statement:** The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.

- **9.1.12.A.1** Apply critical thinking and problem-solving strategies during structured learning experiences.
- **9.1.12.A.2** Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
- **9.1.12.A.3)** Assess how a variety of problem-solving strategies are being used to address solutions to global problems by participating in online discussions with peers from other countries.
- **9.1.12.A.4** Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country.

- **Collaboration, Teamwork and Leadership**

Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

- **9.1.12.B.1** Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
- **9.1.12.B.2** Create and respond to a feedback loop when problem solving.
- **9.1.12.B.3** Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering

**Standard 9.4** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees

- **Academic Foundations:** Academic concepts lay the foundation for the full range of career and postsecondary education opportunities within the career cluster (DOK L-2).
  - (9.4.12.D.2) *Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities*
- **Communication Skills:** All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information (DOK L-2).
  - (9.4.12.D.6) *Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.*
  - (9.4.12.D.8) *Locate, organize, and reference written information from various sources to communicate with others.*
  - (9.4.12.D.10) *Use correct grammar, punctuation, and terminology to write and edit documents.*
  - (9.4.12.D.11) *Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.*
- **Problem-Solving and Critical Thinking:** Critical and creative thinking strategies facilitate innovation and problem-solving independently and in teams (DOK L-4).
  - (9.4.12.D.17) *Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions. Analyze and synthesize information from multiple sources.*
- **Information Technology Applications:** Technology is used to access, manage, integrate, and disseminate information (DOK L-2)
  - (9.4.12.D.(4).1) *Operate appropriate financial software to generate useable data.*
  - (9.4.12.D.(4).2) *Operate electronic spreadsheet software to create formulas and reports.*
- **Technical Skills:** Technical knowledge and skills play a role in all careers within the cluster and pathway (DOK L-2)
  - (9.4.12.D. (4).4) *Re-check computations in written documents for accuracy and quality*
  - (9.4.12.D. (4).5) *Calculate and enter data for a given situation on appropriate forms or reports.*

D. Technology Standards: *Include specific standards and cumulative progress indicators: See above-Technology is used in the 21<sup>st</sup> Century Life and Career Skills for additional standards*

**8.1 Educational Technology** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge The use of technology and digital tools requires knowledge and appropriate use of operations and related applications

8.1.12.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

8.1.12.A. Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.4 Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.

The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.

8.1.12.B.1 Design and pilot a digital learning game to demonstrate knowledge and skills related to one or more content areas or a real world situation.

Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.

8.1.12.D.4 Explain the impact of cyber crimes on society

Effective use of digital tools assists in gathering and managing information

8.1.12.E.2 Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.

Information accessed through the use of digital tools assists in generating solutions and making decisions.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

E. Cultural Diversity: *Review of instructional materials (provide examples)* All materials needed were created by SREB and a group of curriculum writers from the NJDOE. A multi-state consortium developed curricula, assessments, instructional materials and teacher/counselor training that provide students with relevant and challenging career/technical courses.

III. Needs Assessment: *Identify the instructional, administrative, and/or student need(s), etc., being addressed by this course.*

The Business Education department is constantly updating its course offerings to provide students with relevant and challenging courses which prepare them for college and careers. In reviewing our current WOHS Keyboarding and Word Processing courses, we recognized the enrollment numbers have decreased over the last few years. This year we are not running any Keyboarding classes and we have one small section for Word Processing. Currently both Keyboarding and Word Processing are taught to students in grades 6-8. We currently offer 4 Business Education programs which are recognized by NJDOE Career and Technical Education Department. Each program has a sequence of three to four courses along with other required components by the state in order to win approval by the state. The CTE Department continually develops new programs for high schools and has recognized a need for this course in conjunction with three other courses to form a new CTE program. Courses are being developed by the state, The Southern Regional Education Board or SREB Preparation for Tomorrow, and a group of curriculum writers. This is one of two new courses being developed for the 2013-2014 school year. The NJDOE CTE Department has asked WOHS to pilot these two courses. Entrepreneurship is a growing field and major available to students entering college. This course will introduce students to this area of business.

IV. Rationale: *Explain how this course would meet the needs identified in above item III.*

This course is a project-based course developed by the NJDOE CTE Department based on a research which identifies the need for students to be prepared for college and careers. This comprehensive course provides students with an intellectually demanding Career/Technical course in the Business arena.

V. Proposal: *Outline the proposal by providing information listed below.*

A. Impact upon Scheduling/Staffing Needs: None- replacing existing course

B. Textbooks, Materials, and Equipment, Technology Needs (List hardware and software) All needs are in place. Curriculum is provided by the NJDOE.

C. Curriculum Writing Needs: *Please check*

- Revision
- New
- Other (specify)\_\_\_state provided at no extra cost\_\_\_\_\_

D. Staff Development Needs: Two staff members will be trained during the summer by the NJDOE and paid a stipend by the NJDOE.

E. Budgetary Request: *Include cost for above item B*  
none

VI. Review of Interested Parties: *Identify all constituents, including school name, who have reviewed this proposal prior to submission and briefly outline any comments that have been made.*

Hayden Moore, Principal, WOHS

Dr. Kim Mancarella, Assistant Principal, WOHS

Annette Dade, Assistant Principal, WOHS

Maria Vagias-Frangos, Business Education Teacher, WOHS

Kim Szalkai, Business Education Teacher, WOHS

VII. Evaluation Process: *Identify evaluation process, person's responsible, and anticipated timeline to assess the effectiveness of the course objectives with anticipated outcomes.*

Each project has assessments with rubrics.

Teachers will monitor process through a variety of project-based assessments.

Grades of students will be monitored.

Revised 10/11

*The Public Schools*  
*West Orange, New Jersey*

|                                     |          |
|-------------------------------------|----------|
| <i>For Use of Curriculum Office</i> |          |
| Date Proposal Submitted:            | 11/14/12 |
| To Office of Curriculum:            | 11/14/12 |
| To Curriculum Council:              | 11/14/12 |
| To Superintendent:                  | 11/15/12 |
| To Board of Education:              | 11/19/12 |

New Course Proposal

I. Proposed Course Information

- A. Proposed Course: Early Childhood and Family Studies III
- B. Sponsor of the Proposal: Nancy Mullin, Cyndee Critelli, and Loretta Holmok
- C. Department(s) or Area(s): Family and Consumer Science
- D. Projected Date of Implementation: School Year 2013-2014
- E. Grade(s) 12th
- F. Level (s) Regular

(Regular, Special Education, Honors, Advanced Placement) add Lab and make it 6 credits if we go to block schedules

G. This course is:

A revision of \_\_\_\_\_

A course to replace \_\_\_\_\_

A new course x \_\_\_\_\_

H. This course is: \_\_\_\_\_ Required       x    Elective       x    Full Year    \_\_\_\_\_ Semester

\_\_\_\_\_ Other (Specify) \_\_\_\_\_

I. Intended Pre-requisite/Co- requisite: Early Childhood and Family Studies I and Early Childhood and Family Studies II

II. Overview: Describe the nature of the new course in terms of the following:

- A. Course Objectives: *The student should be able to*
  - Explore and implement curriculum in the areas of Math, Science, Social Studies, Language Arts, Music and Movement, Manuscript writing, and Technology
  - Comprehend child development principles and theories
  - Evaluate Early Childhood programs
  - Explore working with inclusion children with special needs
  - Develop assessment tools to assess student behaviors
  - Create classroom floor plans with equipment and educational resources for Early Childhood programs
  - Develop cultural awareness and social competency
  - Identify signs of child abuse
  - Create a health and safety plan for the Early Childhood classroom

B. Common Core Standards/Core Curriculum Content Standards: *Include specific standards and cumulative progress indicators*  
**Common Core English Language Arts Standards>>Science and Technical Subjects>>Grade 11-12**

### Key Ideas and Details

---

RST.11-12.2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

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.

RST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

C. 21<sup>st</sup> Century Life and Careers Standards: *Include specific standards and cumulative progress indicators*

#### **21st-Century Life & Career Skills:**

**9.4 Career and Technical Education** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.)

J: Human Services Career Cluster:

12: **Academic Foundations:** Academic concepts lay the foundation for the full range of career and postsecondary education opportunities within the career cluster.

9.4.12.J.1 Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.

9.4.12.J.2 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities.

9.4.12.J.3 Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.

**Communication Skills:** All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.



9.4.12.J.4 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.

9.4.12.J.5 Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.

9.4.12.J.6 Locate, organize, and reference written information from various sources to communicate with others.

9.4.12.J.7 Evaluate and use information resources to accomplish specific occupational tasks.

**Safety, Health, and Environment:** Implementation of health, safety, and environmental management systems and organizational policies and procedures impacts organizational performance, regulatory compliance, and continuous improvement

9.4.12.J.33 Demonstrate knowledge of personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments.

**Leadership and Teamwork:** Effective leadership and teamwork strategies foster collaboration and cooperation between business units, business partners, and business associates toward the accomplishment of organizational goals.

9.4.12.J.40 Employ leadership skills to accomplish goals and objectives.

D. Technology Standards: *Include specific standards and cumulative progress indicators*

***STANDARD 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.***

F. Critical Thinking, Problem Solving, and Decision- Making

12. Information accessed through the use of digital tools assists in generating solutions and making decisions.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world

8.1.12.F.2 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.

E. Cultural Diversity: *Review of instructional materials (provide examples)* Current materials for Early Childhood and Family Studies II have been reviewed for cultural diversity upon adoption. This material may be used for Early Childhood and Family Studies III.

III. Needs Assessment: *Identify the instructional, administrative, and/or student need(s), etc., being addressed by this course.* Students currently take Early Childhood and Family Studies I and II. There needs to be a complete course. Currently students interested in continuing their studies do a SALE project senior year. The number of SALE students we can accommodate depends on both the student and teachers' schedules. The average number of SALE students is between 10-18 students. This demonstrates a need for a third level class as well. Students would be able to enroll in the third level

which will have a formal curriculum. This course provides the opportunity to expand experiences and the knowledge base not covered in Early Child and Family Studies I and II. It will also provide a good foundation for us to pursue a dual-credit opportunity for our students with a post secondary establishment.

IV. Rationale: *Explain how this course would meet the needs identified in above item III.*

The course will better fulfill the needs of our students by providing them with a solid curriculum in their third year plus a lab experience with the preschoolers.

V. Proposal: *Outline the proposal by providing information listed below.*

A. Impact upon Scheduling/Staffing Needs: If the rotating drop schedule is implemented next year, there will be a need to hire one more person in Family and Consumer Science because of the preschool program. If the schedule remains the way it is, we will be able to use current staff for this class.

B. Textbooks, Materials, Equipment, Technology Needs (List hardware and software)  
Current materials may be used

C. Curriculum Writing Needs: *Please check*

Revision

New

Other (specify) \_\_\_\_\_

D. Staff Development Needs: There is not a need for additional training for this class.

E. Budgetary Request: *Include cost for above item B- see above*

VI. Review of Interested Parties: *Identify all constituents, including school name, who have reviewed this proposal prior to submission and briefly outline any comments that have been made.*

Hayden Moore, WOHS Principal

Annette Dade, WOHS Assistant Principal

Dr. Kim Mancarella, Assistant Principal WOHS

Loretta Holmok, Teacher, FACS

Cyndee Critelli, Teacher, FACS

VII. Evaluation Process: *Identify evaluation process, person's responsible, and anticipated timeline to assess the effectiveness of the course objectives with anticipated outcomes.*

All students taking this course will be given the National Occupation Competency Testing Institution (NOCTI) national exam on essential skills in Early Childhood Care and Education.

Assessment will occur throughout the year both performance based and written.