Black Horse Pike Regional School District
580 Erial Road, Blackwood, NJ 08012

Introduction to Business

COURSE OF STUDY

Business Department

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Date:
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Black Horse Pike Regional School District

Department of Business Education

<u>Introduction to Business Curriculum</u>

MISSION STATE OF THE BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT:

The mission of the Black Horse Pike Regional School District is to educate a diverse population in an atmosphere consistent with the ideals of a free and democratic society. We are committed to an exemplary educational program, based upon the New Jersey Student Learning Standards as adopted by the State Board of Education. It is the expectation of this district that all pupils achieve the New Jersey Student Learning Standards, NJ Common Core Standards and Next Generation Science Standards, at all levels. We will continue to improve students' and teachers' technological literacy as a means of preparing for the future with confidence and creativity. Our schools will ensure the safety and security of all students and strive to provide the best learning environment. We will enhance our students' growth by providing them with a creative, purposeful, and ethical atmosphere. We are dedicated to providing our students an opportunity to achieve academic goals, develop good citizenship skills, and make a positive contribution to society.

VISION STATEMENT OF THE BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT:

The Black Horse Pike Regional School District is a community of lifelong learners nurturing the development of critical thinkers and involved citizens prepared to lead fulfilling lives in a changing world.

Proficiencies/Skills:

- Define, analyze, and solve financial problems and communicate results.
- Describe the characteristics, skills and educational requirements necessary to maintain a successful career in the field of accounting.

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- Identify and apply fundamental financial accounting theory and terminology to business transactions and events.
- Identify, analyze and record business transactions in accounting records according to the rules of double-entry accounting.
- Perform the steps to complete the accounting cycle.
- Classify accounts as asset, liability, equity, revenues or expenses and apply the rules of debit and credit to each.
- Evaluate financial statements to express an opinion on the profitability and financial strength of a business organization.
- Apply the relationship of revenues and expenses using the realization and matching principles.
- Apply reasoning to business situations in order to make ethical decisions.
- Calculate and record a variety of adjusting entries and explain their effects on the financial statements.
- Prepare journal entries specific to inventory transactions with credit terms for both the buyer and seller.
- Account for notes receivable and notes payable and calculate and record the related interest for each.
- Use EXCEL/QuickBooks/MindTap and other financial software work with a

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PACING CHART

UNITS	Time Frame
Unit 1: Chapters 1.2, 4 & 10	**1ˢᵗ Marking Period**
1.2: Business Activities	
4: Building Ethics and Social Responsibility	2 Weeks
10: Business in a Global Economy	
Unit 2: Chapters 5 & 6	**1ˢᵗ Marking Period**
5: Entrepreneurship	4 Weeks
6: Business Ownership & Operations	
Unit 3: Chapters 7 & 8	**1ˢᵗ Marking Period**
7: Management Functions, Skills and Structures	3 Weeks
8: Leadership	
Unit 4: Chapters 15 & 16	**2ⁿᵈ Marking Period**
15: Attracting, Retaining, & Training Employees	
16.1 Culture in Business	3 Weeks
16.2 Diversity in the Workplace	
Unit 5: Chapters 23 & 24	**2ⁿᵈ Marking Period**
23.1 Consumer Rights	
24.1 Consumer Organizations	3 Weeks
24.2 Consumer Laws	
Unit 6: Chapters 9 & 18.1	**2ⁿᵈ Marking Period**
9: Technology & Business	2 Weeks
18.1 Information Technology	

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NEW JERSEY STUDENT LEARNING STANDARDS:

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

Career & Technical Education (CTE):

21st Century Life and Careers: Finance Career Cluster – Accounting (FN- ACT) 9.3

All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age. Standard 9.3 describes skills that prepare students for career pursuits and lifelong learning.

Standard 8.1 & 8.2 Educational Technology & Technology Education, Engineering, Design, and Computational Thinking-Programming:

Educational Technology
Indicators: 8.1.12.A.2, 8.1.12.A.4, 8.2.12.E.1, 8.2.12.E.4
- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.   - Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.   - Demonstrate an understanding of the problem-solving capacity of computers in our world.   - Use the appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic, software, GUI, abstraction, variables, data types and conditional statements).

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

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Career Ready Practices
Indicators: CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12
- Act as a responsible and contributing citizen and employee.   - Apply appropriate academic and technical skills.   - Attend to personal health and financial well-being.   - Communicate clearly and effectively and with reason.   - Consider the environmental, social and economic impacts of decisions.   - Demonstrate creativity and innovation.   - Employ valid and reliable research strategies.   - Utilize critical thinking to make sense of problems and persevere in solving them.   - Model integrity, ethical leadership and effective management.   - Plan education and career paths aligned to personal goals.   - Use technology to enhance productivity.   - Work productively in teams while using cultural global competence.

New Jersey Student Learning Standards – 9.3 Career and Technical Education
Indicators: 9.3.12.BM.1-6, 9.3.12.BM-ADM.1-3, 9.3.12.BM-BIM.1-5, 9.3.21.BM-MGT.1-8, 9.3.12.BM-HR.1-7, 9.3.12.BM-OP.1-4

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Grade: 9-12	Content: Intro to Business
Domain: Unit 1: The Environment of Business (Chapters 1.2, 4, & 10)	Time Frame:

New Jersey Student Learning Standards:

9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.

9.3.21.BM-MGT.1 Describe and follow laws and regulations affecting business operations and transactions.

9.3.HU-CSM.7 Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services.

9.3.12.BM-MGT.3 Apply economic concepts fundamental to global business operations.

Essential Questions	Enduring Understandings
1. What motivates businesses?	● Businesses are motivated to perform through earning profit and competition.
2. How do businesses develop products and services?	● Businesses undertake various activities such as identifying opportunities, evaluating demand, obtaining money, managing production, marketing to consumers and businesses, and keeping records.
3. How do businesses and consumers impact each other?	● Consumers affect businesses by deciding what kind of goods and services to buy and how businesses affect consumers by making decisions about what products and services to offer and by providing jobs.
4. Why is ethical behavior good for business?	● To operate effectively, business must be ethical and fair to consumers, workers, creditors, and society in general. ● Ethical guidelines apply to various scenarios in day to day business operations.
5. Why has the world become a global economy?	● Trade, specialization, foreign currency, and trade alliances such as NAFTA, EU, and ASEAN impact the global economy as a whole. ● Tariffs, quotas, and embargoes are used to impact global business competition.

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Unit 1: The Environment of Business **(Chapters 1.2, 4, & 10)**
Skills
● Explain how profit and competition motivate businesses. ● List the activities businesses undertake when developing products and services. ● Explain how business impacts you and how you impact business. ● Define ethics and business ethics. ● Describe why ethical behavior is good for business. ● List the steps for dealing with an ethical dilemma. ● Define what is meant by social responsibility of business. ● Explain why the world has become a global economy. ● Explain why people and countries specialize in producing goods and services. ● Describe free trade. ● Indicate who benefits and who does not benefit from free trade

ACCOMMODATION/MODIFICATION OPTIONS:
General Classes
Special Education
504 Students
At Risk Students
Gifted & Talented

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Unit 1: The Environment of Business (Chapters 1.2, 4, & 10)		
In-class Activities/Assignments	**Formative Assessments**	**Summative Assessments**

➢ Teacher Guided Instruction
➢ Textbook Exercises
    ○ Terms Review
    ○ Review key concepts
    ○ Critical thinking questions
    ○ Write about it
    ○ Summary of key points
➢ Graphic Organizers
➢ Writing Support
➢ Reading Strategy
➢ Guided Practice
➢ Virtual Training
	● Warm Ups
	● Textbook Assignments for classwork or homework
	● Real world business simulation
	● Class discussions
	● Think-Pair-Share / Group Work
	● Quizlet, Kahoot and other similar interactive online assessment tools
	● Chapter Quizzes
	● Writing Prompts
	● Exit Slip Questioning
	● Classroom Observations
	● Student/Teacher Interaction through Questioning
		● End of Chapter Tests
		● Final Exam
		● Project based assignments

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Grade: 9-12	Content: Intro to Business
Domain: Unit 2: Trends in Business Today **(Chapters 5 & 6)**	**Time Frame:**

New Jersey Student Learning Standards:

9.3.MK.1 Describe the impact of economics, economics systems and entrepreneurship on marketing.

9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.

9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.

9.3.12.BM-MGT.7 Plan, organize and manage an organization/department to achieve business goals.

Essential Questions	Enduring Understandings
1. How do people interact with the various types of business as consumers, owners and employees?	● There are rewards and challenges of entrepreneurship
2. What must one do to prepare to own a business?	● Starting and owning a small business has advantages and disadvantages. ● To start a business, entrepreneurs must draft a business plan.
3. What are the three types of business ownership?	● There are various types of business ownerships and alternative ways to do business.
4. What are the various types of businesses?	● The five types of businesses in our economy: producers, processors, manufacturers, intermediaries and wholesalers, and retailers and service businesses.

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Unit 2: Trends in Business Today **(Chapters 5 & 6)**
Skills
- Define entrepreneurs and entrepreneurship.   - Identify at least five rewards and five challenges of being an entrepreneur.   - Discuss why entrepreneurs are important to the American economy.   - Discuss the initial steps of setting up a business.   - Identify the parts of a business plan.   - Describe the advantages and disadvantages of the three major forms of business organizations: sole proprietorships, corporations, and partnerships.   - Describe how cooperatives and nonprofits compare to corporations and franchises.   - Differentiate the five types of businesses.   - Describe the five functions of business and how they relate to each other: production and procurement, marketing, management, finance, and accounting.

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Unit 2: Trends in Business Today (Chapters 5 & 6)		
In-class Activities/Assignments	**Formative Assessments**	**Summative Assessments**

➢ Teacher Guided Instruction
➢ Textbook Exercises
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➢ Writing Support
➢ Reading Strategy
➢ Guided Practice
➢ Virtual Training
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	● Real world business simulation
	● Class discussions
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	● Quizlet, Kahoot and other similar interactive online assessment tools
	● Chapter Quizzes
	● Writing Prompts
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		● Final Exam
		● Project based assignments

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Grade: 9-12		Content: Intro to Business
Domain: Unit 3: Management and Organizations Management (**Chapters 7 & 8**)		**Time Frame:** 2 weeks
New Jersey Student Learning Standards: **9.3.12.BM-MGT.4** Employ and manage techniques, strategies and systems to enhance business relationships. **9.3.12.BM-MGT.6** Plan, monitor and manage day-to-day business activities to sustain continued business functioning. **9.3.12.BM-MGT.7** Plan, organize and manage an organization/department to achieve business goals. **9.3.12.BM-MGT.8** Create strategic plans used to manage business growth, profit and goals.		
Essential Questions	**Enduring Understandings**	
1. What process does an effective manager go through to build an effective leadership team for an organization?	● Managers must understand the needs, goals and structure of a business. An effective manager builds a diverse group of people to fulfill tasks by assigning roles, able to execute, is committed to the appropriate action, is held accountable and provides feedback that supports continued success for the organization.	
2. What are the four basic management functions?	● Entrepreneurs, CEOs and mid-level managers carry out the four functions of management: planning, organizing, leading and controlling. Understanding the nature of these elements is an integral part of career development.	
3. What are different ways to departmentalize an organization?	● Businesses divide an organization into different departments, which perform tasks according to the departments' specialization in the organization.	
4. What are the various identifiable styles and traits of effective business leadership?	● Business leadership is how an individual fulfills goals and objectives, provides guidance, motivates employees, initiates action and improves the work environment.	
5. Why do people become managers?	● Many people become managers because of advantages such as increased income, prestige, and the ability to make things happen.	

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Unit 3: Management and Organizations Management (**Chapters 7 & 8**)
Skills
● Describe the overall purpose of management.   ● Discuss the four functions of management: planning, organizing, leading and controlling.   ● Identify the differences between management structures.   ● Name skills necessary for effective management.   ● Describe the qualities of a good leader.   ● Devise a plan to develop effective leadership skills.   ● Compare the autocratic, democratic, and free-rein leadership styles.   ● Explain the self-managed team approach and how it is organized.   ● Explain the process of producing quality goods and services.   ● Explain how scarcity requires individuals and nations to make decisions about resources.   ● Describe the four factors of production: natural resources, labor, capital goods, and entrepreneurship.

ACCOMMODATION/MODIFICATION OPTIONS:
General Classes
Special Education
504 Students
At Risk Students
Gifted & Talented

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Unit 3: Management and Organizations Management (**Chapters 7 & 8**)		
In-class Activities/Assignments	**Formative Assessments**	**Summative Assessments**
- Teacher Guided Instruction - Textbook Exercises - Terms Review - Review key concepts - Critical thinking questions - Write about it - Summary of key points - Graphic Organizers - Writing Support - Reading Strategy - Guided Practice - Virtual Training	- Warm Ups - Textbook Assignments for classwork or homework - Real world business simulation - Class discussions - Think-Pair-Share / Group Work - Quizlet, Kahoot and other similar interactive online assessment tools - Chapter Quizzes - Writing Prompts - Exit Slip Questioning - Classroom Observations - Student/Teacher Interaction through Questioning	- End of Chapter Tests - Final Exam - Project based assignments

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Grade: 9-12		Content: Intro to Business
Domain: Unit 4: Human Resources Employees (Chapters 15 & 16)		Time Frame:

New Jersey Student Learning Standards:

9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.
9.3.12.BM-HR.2 Access, evaluate and disseminate information for human resources management decision making.
9.3.12.BM-HR.3 Motivate and supervise personnel to achieve completion of projects and business goals.
9.3.12.BM-HR.5 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
9.3.12.BM-HR.7 Plan, organize and implement compensation, benefits, health and safety programs.

Essential Questions	Enduring Understandings
1. What are the functions of human resource departments?	● Human resource department is central to the functioning of any business organization. Human resource department plays a vital role in recruiting, hiring, training and managing employees.
2. How do human resources managers manage an organization's staff requirements?	● Human resource management ensures new employees are oriented, recruited, trained, compensation and evaluating staff performance.
3. How do organizations develop their employees for optimal performance?	● Employees undergo a performance appraisal process to ensure optimal performance.
4. How do human resource managers maintain employee satisfaction?	● Human resources managers create a positive work environment, reward, recognize, develop strategies to hone in on employee skills and potential and encourage employee engagement and contribution.
5. What are factors that make up a company's culture?	● Culture is the beliefs, customs and attitudes of a distinct group of people.

6. How does corporate culture differ among businesses?	● Businesses have a formal and informal culture.
7. How does different cultures impact a business?	● Businesses recognize workers have different skills, work habits, and approaches to tasks. As workers from many cultures enter the workplace, businesses take into consideration age, ethnic backgrounds.
8. How does cultural diversity help a company become successful?	● Businesses utilize the talents, background, and knowledge of every member of the workforce. Diverse workforce offers a broad range of ideas, improves morale, increased productivity and efficiency, lower turnover rates, less absenteeism and training in diversity reduces conflicts.

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Unit 4: Human Resources Employees **(Chapters 15 & 16)**
Skills
● Describe the functions of human resource management.
● Describe how a company attracts and rewards good employees.
● Discuss what a human resources manager should consider about job applications.
● Discuss how orientation, training programs and performance appraisals help companies develop their employees.
● Describe how the status of employees changes.
● Describe how corporate cultures differ among businesses.
● Identify ways in which cultural diversity has an impact on business.

ACCOMMODATION/MODIFICATION OPTIONS:
General Classes
Special Education
504 Students
At Risk Students
Gifted & Talented

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Unit 4: Human Resources Employees **(Chapters 15 & 16)**		
In-class Activities/Assignments	**Formative Assessments**	**Summative Assessments**

➤ Teacher Guided Instruction
➤ Textbook Exercises
    ○ Terms Review
    ○ Review key concepts
    ○ Critical thinking questions
    ○ Write about it
    ○ Summary of key points
➤ Graphic Organizers
➤ Writing Support
➤ Reading Strategy
➤ Guided Practice
➤ Virtual Training
	● Warm Ups
	● Textbook Assignments for classwork or homework
	● Real world business simulation
	● Class discussions
	● Think-Pair-Share / Group Work
	● Quizlet, Kahoot and other similar interactive online assessment tools
	● Chapter Quizzes
	● Writing Prompts
	● Exit Slip Questioning
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		● Final Exam
		● Project based assignments

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Grade: 9-12	**Content:** Intro to Business
Domain: Unit 5: Protecting the Consumer **(Chapters 23.1, 24.1 and 24.2)**	**Time Frame:**

New Jersey Student Learning Standards:

9.3.12.BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships.
9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.
9.3.12.BM-OP.2 Develop and maintain positive customer relationships
9.3.12.AR-TEL.3 Demonstrate decision making, problem-solving techniques and communication skills when providing services for customers.

Essential Questions	**Enduring Understandings**
1. How should businesses treat their prospective customers?	• Consumers are protected by the Consumer Bill of Rights. The bill states consumers have the right to be informed, the right to choose, the right to safety, the right to be heard, the right to have problems corrected, and the right to service.
2. Who works to protect consumers?	• Many public and private organizations work on behalf of consumers. • Federal, state, and local agencies provide information and enforce laws that protect consumers. • Consumer advocates work to protect, inform, and defend consumers.
3. How are consumers protected in various circumstances?	• There are various laws that exist to protect consumers. • Business and consumer organizations help resolve problems when consumers find a product or service to be unsatisfactory.

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Unit 5: Protecting the Consumer **(Chapters 23.1, 24.1 and 24.2)**
Skills
- Describe seven protections that are included in the Consumer Bill of Rights.   - Explain the steps consumers can take to find solutions to consumer problems.   - List nongovernmental consumer organizations that advocate for consumers.   - List some federal and state agencies that provide consumer information and protection.   - Describe ways that consumers are protected by laws related to the marketplace.   - List ways that the business community assists with consumer protection.

ACCOMMODATION/MODIFICATION OPTIONS:
General Classes
Special Education
504 Students
At Risk Students
Gifted & Talented

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Unit 5: Protecting the Consumer **(Chapters 23.1, 24.1 and 24.2)**		
In-class Activities/Assignments	**Formative Assessments**	**Summative Assessments**

➢ Teacher Guided Instruction
➢ Textbook Exercises
    ○ Terms Review
    ○ Review key concepts
    ○ Critical thinking questions
    ○ Write about it
    ○ Summary of key points
➢ Graphic Organizers
➢ Writing Support
➢ Reading Strategy
➢ Guided Practice
➢ Virtual Training
	● Warm Ups
	● Textbook Assignments for classwork or homework
	● Real world business simulation
	● Class discussions
	● Think-Pair-Share / Group Work
	● Quizlet, Kahoot and other similar interactive online assessment tools
	● Chapter Quizzes
	● Writing Prompts
	● Exit Slip Questioning
	● Classroom Observations
	● Student/Teacher Interaction through Questioning
		● End of Chapter Tests
		● Final Exam
		● Project based assignments

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Grade: 9-12		Content: Intro to Business
Domain: Unit 6: Technology in Business (**Chapters 9 and 18.1**)		**Time Frame:**

New Jersey Student Learning Standards:

9.3.IT.5 Explain the implications of IT on business development.

9.3.IT.6 Describe trends in emerging and evolving computer technologies and their influence on IT practices.

9.3.IT.9 Describe quality assurance practices and methods employed in producing and providing quality IT products and services.

9.3.IT-PRG.10 Design, create and maintain a database.

Essential Questions	Enduring Understandings
1. How do technological inventions effect a business?	● The Internet makes it possible for businesses to communicate instantly with clients and customers around the world.
2. How has the internet become a major factor in many industries?	● Businesses can sell products in stores, by mail, and online.
3. What is the role of information technology in business?	● Information technology enables workers to create, process, store, and communicate information. Businesses can use computers, telephones, fax machines, and handheld devices to access and send information.
4. How has technology changed the workplace?	● Mobile technology allows people to telecommute by working from home or anyplace outside the office, wearable computers make the office more mobile, robots, and machine tools help to improve the manufacturing process.

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Unit 6: Technology in Business **(Chapters 9 and 18.1)**
Skills
- Describe how technological inventions have an effect on business.   - Give examples of how technology has changed jobs in business.   - Explain how doing business on the internet has become a major factor in many industries.   - Describe the role of information technology in business.   - Identify ways that technology has changed the workplace.

ACCOMMODATION/MODIFICATION OPTIONS:
General Classes
Special Education
504 Students
At Risk Students
Gifted & Talented

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Unit 6: Technology in Business (**Chapters 9 and 18.1**)		
In-class Activities/Assignments	**Formative Assessments**	**Summative Assessments**
- Teacher Guided Instruction - Textbook Exercises - Terms Review - Audit Your Understanding - Work Together - On Your Own - Summary of key points - Accounting FAQS - Web links - Crossword puzzles - Automated Accounting Software (Excel, QuickBooks or MindTap) - Recycled Problems - Extra Practice Problems - Application Problem - Mastery Problem - Challenge Problem	- End of Lesson Reviews - Observation (Teacher Feedback) - Accounting In the Real World Questions/Problems - Think Like an Accountant Questions/Problems - Think-Pair-Share / Group Work - Accounting In the Headlines Case Studies - Quizlet, Kahoot and other similar interactive online assessment tools - Simulations/Business Games - Accounting Monopoly	- End of Chapter Tests - Final Exam - Projects

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