

CURRICULUM

FOR

INTRODUCTION

TO BUSINESS

GRADES 9-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

**Dr. Susan Dube, Supervisor of Science, Technology Education, Business,
and World Languages**

The Board acknowledges the following who contributed to the preparation of this curriculum.

Leon Bunion

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
Introduction to Business
Grades 9-12

Date of Board Adoptions:
September 15, 2020

RAHWAY PUBLIC SCHOOLS CURRICULUM
Introduction to Business - Grades 9-12

Pacing Guide

Unit	Title	Pacing
1	The Economy and You	6 weeks
2	Business in the Global Economic Environment	7 weeks
3	Business Organization & Management	7 weeks

ACCOMMODATIONS

<p style="text-align: center;">504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p style="text-align: center;">IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p style="text-align: center;">Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. 	<p style="text-align: center;">ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing.

<ul style="list-style-type: none"> ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<ul style="list-style-type: none"> ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes. ● Provide written and oral instructions. ● Differentiate reading levels of texts (e.g., Newsela). ● Shorten assignments. ● Read directions aloud to student. ● Give oral clues or prompts. ● Record or type assignments. ● Adapt worksheets/packets. ● Create alternate assignments. ● Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted. ● Allow student to resubmit assignments. ● Use small group instruction. ● Simplify language. ● Provide scaffolded vocabulary and vocabulary lists. ● Demonstrate concepts possibly through the use of visuals. ● Use manipulatives. ● Emphasize critical information by highlighting it for the student. ● Use graphic organizers. ● Pre-teach or pre-view vocabulary. ● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment. ● Provide audio versions of the textbooks. ● Highlight textbooks/study guides. ● Use supplementary materials. ● Give assistance in note taking ● Use adapted/modified textbooks. ● Allow use of computer/word processor. ● Allow student to answer orally, give extended time (time-and-a-half). ● Allow tests to be given in a separate location (with the ESL teacher). ● Allow additional time to complete assignments and/or assessments. ● Read question to student to clarify. ● Provide a definition or synonym for words on a test that do not impact the validity of the exam. ● Modify the format of assessments. ● Shorten test length or require only selected test items. ● Create alternative assessments. ● On an exam other than a spelling test, don't take points off for spelling errors.
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RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT ONE

Content Area: Introduction to Business

Unit Title: The Economy and You

Target Course/Grade Level: Grades 9-12

Unit Summary: This unit introduces principles of economics and how economic decisions affect individual consumers and businesses.

Approximate Length of Unit: 6 weeks

LEARNING TARGETS

NJ Student Learning Standards:

NJSLS-Career Readiness, Life Literacies, and Key Skills

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
 - 9.1.12.EG.3: Explain how individuals and businesses influence government policies.
 - 9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.
 - 9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
 - 9.1.12.EG.6: Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
- Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
 - • 9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
- Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology

literacy* that are critical for students to develop to live and work in an interconnected global economy.

- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12.prof.CR3.a).
- 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking:

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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, share, and update 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.

Unit Understandings:

Students will understand that...

- Economic concepts that determine the products and services available for consumers and how economic systems are structured.
- Measurements commonly used to gauge economic activity and business conditions in our society.

- The basic economic problems facing consumers and businesses.

Unit Essential Questions:

How does the relationship between consumers and businesses affect the economy?

How does a nation decide which resources to use to sustain the economy?

Knowledge and Skills:

Students will know...

The basic principles of economics and how economic decisions affect individual consumers, businesses, countries and international competition.

Students will be able to ...

- State the differences between wants and needs.
- Explain how to use the decision-making process to make the most out of resources.
- Explain how profit and competition motivate business.
- List the activities businesses undertake when developing products and services.
- Describe the four factors of production.
- Describe the three basic economic questions each country must answer to make decisions about using its resources.
- Contrast the way a market economy and a command economy answer the three economic questions.
- Describe the four types of economic shifts the US has experienced.
- Describe what is shown by GDP, unemployment rate, rate of inflation and national debt.
- Explain how individuals and the government influence the economy.
- Describe the four stages of the business cycle.

<p><i>EVIDENCE OF LEARNING</i></p>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of Unit Assessment:**
 - Students will complete a comprehensive end of chapter assessment.
- Student must complete end of chapter lesson questions and activities
- Students also participate in group discussions on current topics as they relate to each lesson.
- Students will participate in critical thinking activities.

- Students are also given mini-projects/assignments to test their practical knowledge of the topic

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students participate in group activities provided in each section, which require students to work together as a team to generate examples, solutions, and creative ideas as they relate to the lesson.
- Students participate in mini-projects, such as Economic Decision Making activities, where students come up with scenarios that require use of the steps of Economic Decision making.
- Students must complete the Unit Project “The Coca Cola Project”.
 - Students work in groups to research their division of the Coca Cola Company (Latin America, Africa, Europe, North America, and Asia).
 - Students research business practices and customs of their assigned region of The Coca Cola Company. Students discuss transportation and logistics problems the company may face.
 - Students complete presentations of their findings.
- Students participate in seminars with guest speakers from various industries and colleges

RESOURCES

Teacher Resources:

- Principles of Business Teachers Edition and Web Resources: www.cengage.com
- Cengage MindTap

Equipment Needed:

- LCD Projector and laptop for daily lessons and projects

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT TWO

Content Area: Introduction to Business

Unit Title: Business in the Global Economic Environment

Target Course/Grade Level: Grades 9-12

Unit Summary: In this unit, students will examine the role economics plays in the development of international business. This unit also describes how businesses can make socially responsible decisions and the role governments play in regulating business activities.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

NJSLS-Career Readiness, Life Literacies, and Key Skills

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
 - 9.1.12.EG.3: Explain how individuals and businesses influence government policies.
 - 9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.
 - 9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
 - 9.1.12.EG.6: Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
- Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
 - 9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.

- Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.
 - 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8).
 - 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking:

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

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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.

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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.

Unit Understandings:

Students will understand that...

- Businesses in the global economy with an emphasis on exporting, international trade, and global business activities.

- Social responsibility of businesses as well as the various roles of government in relation to business.
- International business basics, including importing, exporting, trade relations, and global currencies.

Unit Essential Questions:

Describe how absolute advantage and comparative advantage can affect trading amongst nations.

How should businesses be socially responsible?

How does importing and exporting affect the global economy?

Knowledge and Skills:

Students will know...

The basic principles of economics and how economic decisions affect individual consumers, businesses, countries and international competition.

Students will be able to ...

- Describe the international business basics of importing, exporting, trade relations, and global currencies in addition to the geographic, economic, cultural and political aspects of international business.
- Compare balance of trade and balance of payments.
- List factors that affect the value of global currencies.
- Explain the various actions that businesses take to improve society as well as address the actions by the government to protect workers, consumers and business activities.
- Discuss the regulation of utilities, unfair business practices, and government spending and borrowing.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of Unit Assessment:**
 - Students will complete a comprehensive end of chapter assessment.
- Student must complete end of chapter lesson questions and activities
- Students also participate in group discussions on current topics as they relate to each lesson.
- Students will participate in critical thinking activities.

- Students are also given mini-projects/assignments to test their practical knowledge of the topic

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students participate in group activities provided in each chapter, which require students to work together as a team to generate examples, solutions, and creative ideas as they relate to the lesson.
- Students participate in mini-projects, such as Economic Decision Making activities, where students come up with scenarios that require use of the steps of Economic Decision making.
- Students must complete the Unit Project “The Coca Cola Project”.
 - Students work in groups to research their division of the Coca Cola Company (Latin America, Africa, Europe, North America, and Asia).
 - Students research business practices and customs of their assigned region of The Coca Cola Company. Students discuss transportation and logistics problems the company may face.
- Students complete presentations of their findings. Students participate in seminars with guest speakers from various industries and colleges.

RESOURCES

Teacher Resources:

- Principles of Business Teachers Edition and Web Resources: www.cengage.com,
- Cengage MindTap

Equipment Needed:

- LCD Projector and laptop for daily lessons and projects

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT THREE

Content Area: Introduction to Business

Unit Title: Business Organization and Management

Target Course/Grade Level: Grades 9-12

Unit Summary: This unit describes various forms of business ownership and organization, the role and work of management, and how to undertake career planning.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

NJSLS-Career Readiness, Life Literacies, and Key Skills

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
 - 9.1.12.EG.3: Explain how individuals and businesses influence government policies.
 - 9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.
 - 9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
 - 9.1.12.EG.6: Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
- Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
 - 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.
 - 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market
 - 9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.

- 9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
- 9.2.12.CAP.23: Identify different ways to obtain capital for starting a business.
- Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
 - 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
 - • 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
 - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
 - 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking:

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

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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.

Unit Understandings:

Students will understand that...

- The major forms of business ownership in the United States and the role each plays in the economy
- The steps in starting a new business and the characteristics of entrepreneurs
- The major activities common to all managers and how to be an effective leader
- The important role of human resources in businesses and ways to build a positive and diverse work environment
- The variety of career opportunities in business and learn how to prepare a career plan and apply for and secure a job
- How marketing is planned and executed to satisfy customer needs at a profit.

Unit Essential Questions:

Of the three forms of business ownership, which is the most effective and why?

What are some of the advantages and disadvantages of entrepreneurship?

Describe the characteristics of an effective leader.

What are examples of producers, intermediaries, and service businesses?

How do businesses play a role in the U.S. Economy?

How can marketing benefit businesses?

Knowledge and Skills:

Students will know...

The basic principles of economics and how economic decisions affect individual consumers, businesses, countries and international competition.

Students will be able to ...

- Examine the forms of business ownership and the role of each in the U.S. economy
- Describe the role that that small businesses plays in the U.S. economy and how to start and manage a small business
- Discuss the role of management in organizational success, the activities managers complete, and how leadership differs from management
- Explain the role and importance of human resources and how to manage a diverse workforce and an effective organizational culture.
- Analyze the variety of career opportunities in business and learn how to prepare a career plan and apply for a job.
- Create a business idea and a plan for implementation.

- Develop a marketing promotion plan for a business idea.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of Unit Assessment:**
 - Students will complete a comprehensive end of chapter assessment.
- Student must complete end of chapter lesson questions and activities
- Students also participate in group discussions on current topics as they relate to each lesson.
- Students will participate in critical thinking activities.
- Students are also given mini-projects/assignments to test their practical knowledge of the topic

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students participate in group activities provided in each chapter, which require students to work together as a team to generate examples, solutions, and creative ideas as they relate to the lesson.
- Students participate in the “Business Plan Project”, where students will create a business idea and develop a business plan.
- Students participate in seminars with guest speakers from various industries and colleges.

RESOURCES

Teacher Resources:

- Principles of Business Teachers Edition and Web Resources: www.cengage.com
- Cengage MindTap

Equipment Needed:

- LCD Projector and laptop for daily lessons and projects