

**Course:** *Introduction to Business*  
**Unit #1:** - *The Economic Environment*

**Year of Implementation:** 2024-2025

**Curriculum Team Members**

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**Stage One - Desired Results**

**Link(s) to New Jersey Student Learning Standards for this course:**

[https://nj.gov/education/standards/clicks/Docs/2014\\_9.3\\_21LifeAndCareers.pdf](https://nj.gov/education/standards/clicks/Docs/2014_9.3_21LifeAndCareers.pdf)  
<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>  
<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.1FinancialLiteracy.pdf>  
<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
  - **Content Standards**
    - 9.3.12.AG-NR.2 Analyze the interrelationships between natural resources and humans.
    - 9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.
    - 9.1.12.F.1 Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.
    - 9.1.12.F.3 Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.
  - **21st Century Life & Career Standards**
    - 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.
    - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).

- 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 project and determine the strategies that contribute to effective outcomes.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.4.2.GCA: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.Ca, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 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).  
<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>
- **English Companion Standards**
  - Companion Standards:
    - NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
    - NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
    - NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
    - NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
    - RST.11-12.2. Determine the central ideas, themes, 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.
    - NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
    - NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
    - NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
    - WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[https://www.nj.gov/education/standards/ela/Docs/2016NJSLA-ELA\\_Companion11-12.pdf](https://www.nj.gov/education/standards/ela/Docs/2016NJSLA-ELA_Companion11-12.pdf)

- **Interdisciplinary Content Standards**
  - NJSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
  - NJSLA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
  - NJSLA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
  - SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
  - SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
  - 6.2.12.GeoGE.1.a: Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

**NJ Amistad Curriculum:** <https://www.nj.gov/education/amistad/about/>

**Diversity and Inclusion:** <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

**Asian American and Pacific Islanders:**

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

*A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.*

**Transfer Goal:** Students will be able to independently use their learning to analyze the various economies and the conditions in which countries and businesses operate.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/Page/6163>

1. utilize and integrate essential communication and technical skills significant to 21st century life, work, and community
2. understand financial literacy and responsibility as personal and professional members of society
3. make ethical decisions needed to promote democracy and free enterprise
4. evaluate careers using critical thinking and problem-solving skills to respond to changing societal and economic conditions
5. analyze global interdependencies while evaluating the importance of cultural perspectives and diverse values

Enduring Understandings

Students will understand that. . .

*EU 1*

- needs/wants and goods/services are the foundation of local, national, and global economies.

*EU 2*

- there are varying economic systems used by countries to address what will be produced, how to produce it, and for whom.

*EU 3*

- the cultural component of the international business environment fosters diversity.

Essential Questions

- How do needs and wants impact the allocation of resources?
- How can an understanding of different cultures in a business setting help overcome potential obstacles encountered when doing business internationally?
- How does a country's economic system affect its decision making?

Knowledge

Students will know . . .

*EU 1*

- what distinguishes a need from a want, a good from a service. (9.1.12.F.3)
- the phases of the business cycle related to one's standard of living. (9.1.12.F.1)

*EU 2*

Skills

Students will be able to. . .

*EU 1*

- differentiate between need vs want and good vs service. (9.1.12.F.3)
- list and explain the factors of production. (9.1.12.F.1)
- identify the four stages of the business cycle. (9.1.12.F.1)

*EU 2*

- a free enterprise system exists in the United States. (9.1.12.EG.5)
- there are three basic economic systems. (9.1.12.F.1) (9.1.12.EG.4)
- the relationship between price and supply and demand. (9.1.12.F.3)

*EU 3*

- business attire, gift giving procedures, time management, greetings, and overall business practices vary due to cultural norms. (9.4.2.GCA)

- list and explain the three basic economic systems. (9.1.12.F.1) (9.1.12.EG.4)
- give examples of countries that have each system. (9.1.12.EG.5)

*EU 3*

- compare cultural norms in various countries specific to business practices. (9.4.2.GCA)

**Stage Two - Assessment**

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**Stage Three - Instruction**

**Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.** {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Teacher led notes and discussion on chapter terms and concepts **(A, EU1, EU2, EU3)**
- **Discuss current events (A, EU1, EU2, EU3)**
- Project based learning **(T, EU1, EU2, EU3)**
- Jeopardy review of material **(M, T, EU1, EU2, EU3)**
- Kahoot review for test **(M,T, EU1, EU2, EU3)**
- Posters on various economic resources **(A, EU1)**
- Pictures around the room depicting economic resources **(M, EU1)**
- Anchoring Lesson with graphic organizer - needs, wants, goods, services **(M, EU1)**
- **Survivor activator - important items on an island (economic resources) (M, EU1)**
- Goodie Bag – items put into bag, students pick items out and must identify if they are a need or a want **(T, EU1)**
- **Factors of production for a consumer good (M, EU1, EU2)**
- **Phases of the business cycle matrix (A, EU2)**
- **Evolution of American business timeline (A, EU2)**
- **Supply and Demand cheat sheet auction (T, EU2)**
- **Paper airplanes: using different economies (M, EU2)**
- **YouTube videos on various economic systems (T, EU2)**
- **Discuss different economic systems used throughout the world (A, EU2, EU3)**
- **Foreign country project (T, EU2, EU3)**
- **Cultural and International business etiquette DVD (A, EU3)**
- **Identify real-life business mistakes due to national interpretation (T, EU3)**
- **Exchange rate chart (T, EU3)**
- **Body language interpretation (M, EU3)**
- **International business meeting role play (M,T, EU3)**

## Pacing Guide

{This chart will be identical in all of the units for this course.}

<b><i>Unit #</i></b>	<b><i>Title of Unit</i></b>	<b><i>Approximate # of teaching days</i></b>
1	The Economic Environment	36
2	Marketing	15
3	Business Structures and Management	39
4	Financial Management	45

### **Instructional Materials**

- Google Suite
- Online textbook to be named later
- Teacher textbook - hard copy
- Presentation technology (i.e. projector or smart TV)



## Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.