



ESL
SCIENCE
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HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: Business

Course: Introduction to Business

Grade Level: 9-12

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

ACKNOWLEDGMENTS

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Program Supervisor of 7-12 Math & Science and 9-12 Business & Technology Education

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

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

Date of Board Adoption:
August 26, 2025

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>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>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>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. ● 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. 	<p>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. ● 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.

UNIT 1 OVERVIEW

Content Area: Business

Unit Title: The Economy and You

Target Course/Grade Level: Introduction to Business/Grades 9-12

Unit Summary: This unit introduces key economic principles and how they affect individuals, businesses, and society. Students will explore concepts such as supply and demand, opportunity cost, and the role of government in the economy. As part of the unit, students will be introduced to and participate in The Stock Market Game, where they will research companies, track market trends, and make investment decisions using a virtual portfolio. This hands-on experience helps students apply economic concepts in real-world scenarios while building financial literacy, decision-making, and teamwork skills.

Approximate Length of Unit: 6 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 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.
- 9.1.12.FI.1** Identify ways to protect yourself from identify theft.
- 9.1.12.CP.6** Explain the effect of debt on a person's net worth.
- 9.1.12.RM.1** Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments.
- 9.1.12.PB.5** Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget
- 9.3.12.BM.1** Utilize mathematical concepts, skills, and problem-solving to obtain necessary information for decision making in business.
- 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.4** Identify and demonstrate key employability skills to succeed in business.
- 9.3.12.BM.5** Implement systems, strategies, and techniques used to manage information in a business.
- 9.3.12.FN-BF.1** Describe and follow laws and regulations to manage business operations and transactions in corporate finance.
- 9.3.12.FN-BF.2** Manage the use of financial resources to ensure business stability.
- 9.3.12.FN-BF.3** Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop in a corporate finance career.
- 9.3.12.FN-BF.4** Employ risk-management strategies and techniques in corporate finance to minimize business loss.

Career Readiness, Life Literacies, and Key Skills:

- 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.
- 9.4.12.CI.2** Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3** Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.CT.2** Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 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:

ELA

- RL.CR.11–12.1** Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
- RI.CI.11–12.2** Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- W.IW.11–12.2** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.WR.11–12.5** 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.
- SL.PE.11–12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Mathematics

- A.CED.A.1** Create equations and inequalities in one variable and use them to solve problems.
- A.REI.B.3** Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
- S.ID.A.1** Represent data with plots on the real number line (dot plots, histograms, and box plots).
- S.ID.A.3** Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
- S.ID.B.6** Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
- S.IC.A.1** Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
- S.IC.B.4** Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Science

- HS-ETS1-3** Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

Social Studies

- 6.1.12.EconNE.11.a** Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.
- 6.1.12.EconEM.13.a** Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sitdowns).
- 6.1.12.EconEM.14.a** Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.
- 6.1.12.CivicsPI.14.a** Draw from multiple perspectives to evaluate the effectiveness and fairness

of the processes by which local, state, and national officials are elected.

Unit Understandings:

Students will understand that...

- Economic concepts such as supply and demand, scarcity, and opportunity cost influence the availability of goods and services and how different economic systems function.
- Common economic measurements—such as GDP, unemployment rate, and inflation—are used to evaluate economic health and business performance.
- Consumers and businesses face fundamental economic challenges, including how to allocate limited resources to meet unlimited wants and needs.
- Economic indicators, market trends, and government policies all impact financial decision-making and investment outcomes, particularly in the stock market.

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?
- How do economic conditions and consumer behavior influence stock prices and investment strategies?

Knowledge and Skills:

Students will know...

- The definition of scarcity and how it forces individuals, businesses, and governments to make choices.
- The differences between needs and wants and how they drive economic activity.
- The factors of production: land, labor, capital, and entrepreneurship, and their role in creating goods and services.
- The characteristics of different economic systems: traditional, command, market, and mixed economies, and how each addresses the fundamental economic questions (what, how, and for whom to produce).
- The laws of supply and demand and how they interact to determine equilibrium prices and quantities in a market.
- How shifts in supply and demand affect market prices and quantities.
- The role of competition in a market economy and its impact on prices, quality, and innovation.
- The stages of the business cycle (expansion, peak, contraction, trough) and their impact on employment, production, and investment.
- The concept of economic growth and factors that contribute to it (e.g., productivity, investment, technology).
- The purpose and basic functions of financial markets, particularly the stock market, in facilitating capital formation and investment.
- The difference between stocks and bonds as investment vehicles.
- The basic terminology of the stock market (e.g., share, dividend, ticker symbol, bull market, bear market).
- The roles of various participants in financial markets (e.g., investors, brokers, companies).
- The impact of government policies (fiscal and monetary) on the economy and financial markets.
- The importance of saving and investing for personal financial well-being and wealth creation.
- Basic risk and return principles related to investments.
- The concept of diversification in an investment portfolio.
- Ethical considerations in economic decision-making and business practices.
- Basic consumer rights and responsibilities and common consumer protection laws.

Students will be able to ...

- Distinguish between wants and needs and explain how they impact consumer behavior.
- Use a decision-making process to make informed choices about resource use.
- Explain how profit and competition drive business activity and influence the market.
- Describe the four factors of production and their role in creating goods and services.
- Compare how market and command economies answer basic economic questions.
- Identify key economic indicators (e.g., GDP, inflation, unemployment) and explain what they reveal about economic conditions.
- Recognize how economic trends and financial decisions affect investment outcomes in the stock market.
- Explain the stages of the business cycle and how they relate to overall economic health.
- Apply the concept of opportunity cost to personal, business, and societal decision-making scenarios.
- Analyze how changes in supply and demand for a product or service affect its price.
- Differentiate between the roles of consumers, producers, and government in a mixed market economy.
- Interpret basic economic indicators (GDP, inflation, unemployment rate) to assess current economic conditions.
- Identify the current stage of the business cycle based on provided data or scenarios.
- Research and analyze information about publicly traded companies for investment purposes.
- Make informed investment decisions based on economic trends, company performance, and risk assessment within a simulated environment (Stock Market Game).
- Track and evaluate the performance of a virtual investment portfolio, explaining gains or losses.
- Communicate effectively with peers in a team setting to develop and execute investment strategies.
- Explain the relationship between personal financial decisions (e.g., spending, saving, borrowing) and broader economic conditions.
- Describe common risks associated with investing in the stock market and strategies to mitigate them.
- Formulate a basic argument for or against a particular economic policy, citing evidence.
- Collaborate to identify and explain real-world examples of economic concepts in action.
- Utilize financial literacy tools and resources to make informed personal economic choices.

EVIDENCE OF LEARNING

Assessment:

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

- End of Unit Common Assessment - See folder for assessment links.
- Students will complete the end-of-chapter lesson questions and activities.
- Students will participate in group discussions on current topics as they relate to each lesson.
- Students will participate in critical thinking activities.
- Students will work with their team to invest in the stock market simulation through the Stock Market Game.
- 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?

- End of Unit Project: Students will complete a Stock Market Game Wrap Up and Reflection, which they will present to the class with their team.
- Students will 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 will 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 may participate in the Stock Market Game: <https://www.stockmarketgame.org/>
- Students participate in seminars with guest speakers from various industries and colleges
- Edpuzzles

<i>RESOURCES</i>

Teacher Resources:

- Textbook: Principles of Business, Teacher's Edition and Web Resources:
- Next Generation Personal Finance: <https://www.ngpf.org/>
- Cengage MindTap
- Everfi Financial Education website: <https://everfi.com/k-12/financial-education/>
- The Stock Market Game website: <https://www.stockmarketgame.org/expteacher.html>
- Edpuzzles
- Nearpod: <https://nearpod.com/>
- PearDeck: <https://www.peardeck.com/>

Equipment Needed:

- Interactive screen
- Laptops
- Document camera
- Handouts
- Textbook: Principles of Business
- Rahway Public School's Curriculum

UNIT 2 OVERVIEW

Content Area: Business

Unit Title: Business in the Global Economic Environment

Target Course/Grade Level: Introduction to Business/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. The Stock Market Game will continue to be used in this unit to give students a hands-on way to learn about money and the economy. In the game, students will research companies, track economic trends, and make investment choices. This helps them understand how global events can affect the stock market and builds their skills in managing money, making decisions, and thinking critically.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 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.
- 9.3.12.FN.1** Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision making in the finance industry.
- 9.3.12.FN.2** Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.
- 9.3.12.FN.3** Plan, staff, lead and organize human resources in finance to enhance employee productivity and job satisfaction.
- 9.3.12.FN.4** Determine effective tools, techniques and systems to communicate and deliver value to finance customers.
- 9.3.12.BM.1** Utilize mathematical concepts, skills, and problem-solving to obtain necessary information for decision-making in business.
- 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.4** Identify, demonstrate and implement solutions in managing effective business customer relationships.
- 9.3.MK.1** Describe the impact of economics, economics systems and entrepreneurship on marketing.
- 9.3.MK.2** Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
- 9.3.MK.3** Plan, monitor, manage and maintain the use of financial resources for marketing activities.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.12.CAP.4** Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

- 9.2.12.CAP.5** Assess and modify a personal plan to support current interests and postsecondary plans.
- 9.4.12.GCA.1** Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
- 9.4.12.IML.7** Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
- 9.4.12.CI.3** Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.CT.2** Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

Interdisciplinary Connections and Standards:

ELA

- RL.CR.11–12.1** Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
- RI.CI.11–12.2** Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- W.IW.11–12.2** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.WR.11–12.5** 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.
- SL.PE.11–12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Mathematics

- A.CED.A.1** Create equations and inequalities in one variable and use them to solve problems.
- A.REI.D.10** Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
- S.ID.A.1** Represent data with plots on the real number line (dot plots, histograms, and box plots).
- S.ID.B.6** Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
- S.IC.B.6** Evaluate reports based on data.

Science

- HS-ESS3-1** Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.
- HS-ESS3-3** Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
- HS-ETS1-3** Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

Social Studies

- 6.1.12.EconNE.14.a** Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
- 6.1.12.EconEM.13.a** Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sitdowns).
- 6.1.12.EconGE.16.a** Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
- 6.1.12.GeoHE.14.a** Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

6.1.12.CivicsPI.14.a Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.

Unit Understandings:

Students will understand that...

- Businesses operate in a global economy that depends on international trade, including importing, exporting, and cross-border business activities
- Social responsibility is an important consideration for businesses, and governments play key roles in regulating and supporting ethical business practices
- A strong understanding of international business fundamentals - such as trade relationships, global currencies, and economic partnerships - is essential for success in the global marketplace.
- Global events and economic trends affect businesses and stock market decisions while playing the Stock Market Game.

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 major drivers of international trade, including differences in resources, technology, labor costs, and consumer preferences.
- The distinction between absolute advantage and comparative advantage and how each explains patterns of international trade.
- The concept of free trade versus protectionism and the arguments for and against each.
- Types of trade barriers: tariffs, quotas, embargoes, subsidies, and non-tariff barriers, and their impact on businesses and consumers.
- The significance of exchange rates and how fluctuations in currency values affect import/export prices, business profitability, and investment returns.
- The concepts of balance of trade (exports vs. imports) and balance of payments (all international transactions) for a country.
- The various forms of international business (e.g., exporting, importing, licensing, franchising, joint ventures, foreign direct investment) and their associated risks and rewards.
- The cultural, political, legal, and economic factors that influence international business operations.
- The concept of corporate social responsibility (CSR) and its different dimensions (e.g., environmental, ethical, philanthropic, economic).
- The benefits and challenges of socially responsible business practices for reputation, profitability, and stakeholder relationships.
- The various roles of government in the economy and business, including regulator, protector, provider, and consumer.
- Examples of government regulations designed to protect consumers, workers, the environment, and promote fair competition (e.g., antitrust laws, environmental protection agencies, labor laws).
- The concept of global supply chains and their vulnerabilities to geopolitical events, natural disasters, and economic shifts.
- How technological advancements (e.g., e-commerce, digital communication) have facilitated international business.
- The importance of ethical decision-making in a global business context, considering different cultural norms and legal frameworks.

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 the balance of trade and the 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.
- Analyze specific international trade scenarios and identify the principles of absolute and comparative advantage at play.
- Evaluate the impact of different trade barriers on consumers, domestic industries, and international relations.
- Explain how changes in exchange rates can affect the competitiveness of a country's exports and imports.
- Assess the balance of trade and payments for a given country and draw conclusions about its economic position.
- Research and present on a multinational corporation's global strategy, including its approach to cultural adaptation, market entry, and supply chain management.
- Formulate a reasoned argument for or against a company's corporate social responsibility initiatives, providing evidence.
- Identify and explain specific government regulations that impact business operations in a given industry or country.
- Collaborate to identify and propose solutions for ethical dilemmas or social responsibility challenges faced by businesses operating globally.
- Evaluate the economic, social, and environmental impacts of international business activities (e.g., outsourcing, global manufacturing).
- Apply knowledge of global economic trends and political events to make more informed investment decisions within the Stock Market Game.
- Communicate clearly and persuasively about the complexities of global business and its implications for individuals and society.
- Utilize critical thinking to analyze how international business operations can address or exacerbate global problems like climate change or social inequality.
- Develop guidelines for businesses to adhere to ethical practices when operating in diverse cultural contexts.

EVIDENCE OF LEARNING

Assessment:

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

- End of Unit Common Assessment - See folder for assessment links.
- Students will complete end-of-chapter 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
- Students will continue to participate and evaluate their investments in the Sock Market Game.

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 the use of the steps of Economic Decision Making.
- Students work on the Unit Project “The Multinational Companies Project.”
 - Students work in groups to research their assigned company, for example, Coca-Cola
 - Students research the business practices and customs of their assigned company in different parts of the world.
 - Students discuss transportation and logistics problems the company may face.
 - Students complete presentations of their findings.
- Students continue to play the Stock Market Game with their group.
- Students participate in seminars with guest speakers from various industries and colleges.
- Edpuzzles

RESOURCES

Teacher Resources:

- Textbook: Principles of Business, Teacher's Edition and Web Resources: <https://www.cengage.com/>
- Next Generation Personal Finance: <https://www.ngpf.org/>
- Cengage MindTap
- Everfi Financial Education website: <https://everfi.com/k-12/financial-education/>
- The Stock Market Game website: <https://www.stockmarketgame.org/expteacher.html>
- Nearpod: <https://nearpod.com/>
- PearDeck: <https://www.peardeck.com/>
- Edpuzzles

Equipment Needed:

- Interactive screen
- Laptops
- Document camera
- Handouts
- Textbook: Principles of Business
- Rahway Public School's Curriculum

UNIT 3 OVERVIEW

Content Area: Business

Unit Title: Business Organization and Management

Target Course/Grade Level: Introduction to Business/Grades 9-12

Unit Summary: This unit describes the 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:

9.1.12.CFR.1 Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

9.1.12.CFR.2 Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.

9.1.12.FP.6 Evaluate the relationship of cultural traditions and historical influences on financial practices.

9.3.12.BM.1 Utilize mathematical concepts, skills, and problem-solving to obtain necessary information for decision-making in business.

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.4 Identify, demonstrate and implement solutions in managing effective business customer relationships.

Career Readiness, Life Literacies, and Key Skills:

9.2.12.CAP.4 Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.5 Assess and modify a personal plan to support current interests and postsecondary plans.

9.2.12.CAP.6 Identify transferable skills in career choices and design alternative career plans based on those skills.

9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.CT.3 Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.2 Identify career pathways that highlight personal talents, skills, and abilities.

9.4.12.CI.3 Investigate new challenges and opportunities for personal growth, advancement, and transition.

9.4.12.IML.4 Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.

9.4.12.IML.7 Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.

- 9.4.12.TL.1** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- 9.4.12.TL.3** Analyze the effectiveness of the process and quality of collaborative environments.
- 9.4.12.GCA.1** Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.

Interdisciplinary Connections and Standards:

ELA

- RL.CR.11–12.1** Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
- RI.CI.11–12.2** Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- W.IW.11–12.2** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.WR.11–12.5** 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.
- SL.PE.11–12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Mathematics

- A.CED.A.1** Create equations and inequalities in one variable and use them to solve problems.
- A.REI.D.10** Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
- S.ID.A.1** Represent data with plots on the real number line (dot plots, histograms, and box plots).
- S.ID.B.6** Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
- S.IC.B.6** Evaluate reports based on data.

Science

- HS-ESS3-1** Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.
- HS-ESS3-3** Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
- HS-ETS1-3** Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

Social Studies

- 6.1.12.EconNE.11.a** Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.
- 6.1.12.CivicsDP.14.a** Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
- 6.3.12.EconGE.1** Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.

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 one 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 characteristics, advantages, and disadvantages of the major forms of business ownership: sole proprietorship, partnership, corporation, and limited liability company (LLC).
- The legal and financial implications of choosing different business structures.
- The definition of an entrepreneur and the common traits, motivations, and challenges associated with entrepreneurship.
- The key steps involved in developing a business plan, including executive summary, company description, market analysis, organization & management, service/product line, marketing & sales strategy, funding request, and financial projections.
- The four basic functions of management: planning, organizing, leading, and controlling.
- The different levels of management (top, middle, operational) and their respective responsibilities.
- The importance of organizational structure (e.g., functional, divisional, matrix) and how it impacts communication and efficiency.
- The distinction between management and leadership and various leadership styles (e.g., autocratic, democratic, laissez-faire).
- The role of human resources (HR) management in attracting, developing, motivating, and retaining employees.
- Key aspects of managing a diverse workforce and fostering an inclusive work environment.
- The importance of organizational culture and how it influences employee behavior and business performance.
- The components of a comprehensive career plan, including self-assessment, career exploration, goal setting, and action planning.
- The elements of effective job search strategies: networking, résumé and cover letter writing, interview skills, and online applications.
- The fundamental principles of marketing: product, price, place (distribution), and promotion (the "4 Ps").
- The importance of market research in identifying customer needs and market opportunities.
- Basic customer relationship management (CRM) principles.
- The ethical considerations involved in business management, leadership, and marketing.

- The importance of effective communication within a business organization.
- The role of technology and digital tools in modern business operations and management.

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 small businesses play 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.
- Compare and contrast the advantages and disadvantages of different forms of business ownership for a given scenario.
- Identify key characteristics of successful entrepreneurs and analyze entrepreneurial case studies.
- Develop a concise executive summary for a new business idea.
- Outline the essential components of a business plan for a proposed venture.
- Apply the four functions of management to solve simulated business problems.
- Analyze different leadership styles and articulate which style would be most effective in various business situations.
- Propose strategies for building a positive and diverse work environment.
- Conduct a self-assessment of their own skills, interests, and values to inform career exploration.
- Research and evaluate various career opportunities within the business field.
- Develop a basic résumé and cover letter tailored to a specific job opening.
- Practice essential job interview skills, including responding to common questions and asking insightful questions.
- Design a basic marketing promotion plan for a product or service, applying the 4 Ps of marketing.
- Collaborate effectively in a group to develop and present a comprehensive business plan (e.g., Food Truck Project).
- Utilize problem-solving strategies to address real-world business challenges.
- Articulate ethical considerations in various business management and marketing scenarios.
- Access and evaluate reliable sources of information for career planning and business research.

EVIDENCE OF LEARNING

Assessment:

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

- End of Unit Common Assessment - See folder for assessment links.
- Unit Project and Presentation: Food Truck Project
- Students will complete a comprehensive end of chapter assessment.
- Students must complete the 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.
- Edpuzzles

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

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