

Rumson-Fair Haven Regional High School

Course: *Introduction to Business*

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Section I: Course Description

Introduction to Business is designed to provide students with a background in all business areas, including basic economic principles, marketing, management, finance and investment, accounting, government and taxes, and business ethics. It provides a study of the role of business in our economic system and analyzes changes occurring in business today. Students will complete various individual and team projects, engage in real-world simulations, and work with current resources to enhance literacy, public speaking, collaboration, and problem-solving skills. *Introduction to Business* is a foundation for success in future business courses.

Section II: NJSLs: New Jersey Student Learning Standards/Learning Objectives:

1. **2020 New Jersey State Learning Standards-Social Studies:**
 - "...Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLs-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in the sophistication of learning about history, economics, geography, and civics at all ages."
2. **2023 New Jersey Student Learning Standards-English Language Arts:**
 - A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. ...Students will [d]evelop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language[; r]ead rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success[; e]ngage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences)[; l]everage complex texts and digital media to develop comprehension, active listening, and discussion skills[; g]round daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens[; e]valuate the reliability, credibility, and perspective of authors and speakers across all forms of media[; e]xpress ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines [and l]earn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.
3. **2023 New Jersey Student Learning Standards – Mathematics:**
 - "A New Jersey education in Mathematics builds quantitatively and analytically literate citizens prepared to meet the demands of college and career, and to engage productively in an information-driven society; ...[A] high-quality mathematics education [] fosters a population that...leverages data in decision-making and as a lens for discussing, analyzing, and responding to practical questions, persists to make sense of and model problems arising in everyday life, society, and the workplace, thinks critically and strategically to assess quantitative relationships and to solutions to complex problems, employs precise reasoning and constructs viable arguments to deduce conclusions, recognize false statements and assess peers' reasoning, interprets, evaluates and critiques the mathematics embedded in social, scientific and commercial systems, as well as the claims made in the private and public sectors, communicates precisely when conveying, representing, and justifying both qualitative and quantitative perspectives."
4. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLs:**
 - "The 'Intent and Spirit of the Computer Science and Design Thinking Standards' is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply

content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”

5. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSL:**
 - o “This standard outlines 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.”

***Climate Change:** The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”
6. ***Amistad Law: N.J.S.A. 18A 52:16A-88:**
 - o The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: “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.”
7. ***Holocaust Law: N.J.S.A. 18A 35-28:**
 - o The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: “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.”
8. ***LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**
 - o A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “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.”
9. ***Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:**
 - o The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders, will enable New Jersey’s schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: “A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.”
10. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom’s Taxonomy of Cognitive Objectives*

Section III: Curriculum Modifications

The *Introduction to Business* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, multilingual learners, gifted students, students not at grade level proficiency and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district’s Multilingual Learners (ML) coordinator, feedback from members of the Intervention & Referral Services Team (I&RS) for at-risk students, and 504 Plans.

Coursework and assessments will be modified on an individual basis for students when necessary. Modifications may include, but are not limited to those outlined on the [Modifications/Accommodations for Social Studies Courses](#) chart.

Section IV: Preparation for Standardized Testing

Instruction in *Introduction to Business* is aligned with the requirements of state and national standardized assessments, including the *NJGPA*, *NJSLA*, the *ACT*, the *PSAT*, and the *SAT*.

Section V: Curriculum Pacing Guide

Curriculum Pacing Guide	
Course Title: <i>Introduction to Business</i>	Grade Level: 9-12
Unit I: Business Formation and Organizational Cultures	Weeks 1-4
Unit II: The Language of Business	Weeks 5-8
Unit III: Strategic Planning & Marketing Basics	Weeks 9-12
Unit IV: Ethics and Social Responsibility	Weeks 13-15
Unit V: How Successful Businesses Create Value	Weeks 16-18
Unit VI: Career Pathways in Business	Weeks 19-20

Section VI: Primary Texts and Year-Long Instructional Resources

The following texts and instructional resources are employed for all students in *Introduction to Business*:

- Google Classroom
- *Common Sense Education* (www.commonsense.org)
- YouTube ([YouTube: Home](#))
- Class Companion ([Class Companion - AI Teaching Assistant](#))
- Next Gen Personal Finance ([NGPF](#))
- The Fed ([The Fed of St. Louis](#))
- *The New York Times*
- *Business Week*
- *Bloomberg*
- *CNN Business*
- *Forbes*
- *The Wall Street Journal*
- *Fortune Magazine*
- Openstax Textbook

Section VII: Grading Formula and Assessment Modes

Marking period grades in *Introduction to Business* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined before the start of each academic year and will be published in the posted/distributed course syllabi.

Assessments in *Introduction to Business* vary greatly in format, scope/content/skills assessed, and alternative assessments; differentiation in assessments and choice will be incorporated as appropriate. Preliminary assessments of each format will be used as benchmarks, and summative assessments will be created/revised collaboratively each year and planned by members of the *Introduction to Business* instructional team to inform future learning and to measure student growth.

Section VIII: Unit Templates

The following unit templates have been established for the *Introduction to Business* curriculum by the *Introduction to Business* instructional team:

Unit I: Business Formation and Organizational Culture	
Unit Summary	
<p>In this unit, students will explore the factors that make up a company's culture, how corporate cultures differ among businesses, and the role of a company's cultural diversity in its success. This unit explores management and the role of leaders in cultivating culture within their company. The exact nature of a company's culture is crucial to its success or failure and has direct impacts on employees and customers alike. Students will understand the initial steps of setting up a business. They will be able to describe the advantages and disadvantages of the three major forms of business organizations: sole proprietorships, corporations, and partnerships. Students will also explore how cooperatives and nonprofits compare to corporations and franchises. Students will be able to define an entrepreneur and entrepreneurship. They will identify the challenges and rewards of being an entrepreneur. Students will understand why it is important to the company culture to form a mission statement as a guide to help define its culture, goals, and values.</p>	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
<p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Introduction to Business</i>:</p> <ul style="list-style-type: none"> ● <i>2023 New Jersey Student Learning Standards: English Language Arts 11-12</i> <ul style="list-style-type: none"> ○ RI.CI.11-12.2., RI.MF.11-12.6., W.WR.11-12.5., SL.PE.11-12.1.A-D, SL.II.11-12.2., SL.PI.11-12.4. ● <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.2.12.ITH.3, 8.2.12.EC.3 ● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> ○ 9.1.12. CFR. 1-6; 9.4.12.CI.1-3; 9.4.12.CT.1, 2, 4 	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● What are the three main forms of business ownership? ● What are the advantages and disadvantages of the three main forms of business organizations? ● How can one make informed decisions about business structure? ● How do cooperatives and nonprofits compare to corporations and franchises? ● How can individuals and teams identify and evaluate promising business opportunities in various market contexts? ● What are some key personal and societal rewards and challenges of pursuing an entrepreneurship path? ● What is the purpose of a company's mission statement and what essential question does it answer? ● *How does a company's culture affect its ability to attract and retain talent? 	<ul style="list-style-type: none"> ● Students can identify key terms, vocabulary, and concepts of the major types of business: sole proprietorship, partnership, LLCs, and corporations. Students will learn about the characteristics, formation process, and legal consequences of different business types. ● Evaluate the pros and cons of each business structure, considering factors like liability protection, taxation, and ease of operation. ● Develop the ability to choose the most appropriate legal structure for a specific business venture, considering the business's goals and circumstances. ● Unlike corporations and franchises, both cooperatives and nonprofits focus on serving members or the community, which prioritizes profit maximization or expansion. Despite this difference, there are similarities in legal structure and market operation, as well as similarities in objectives, ownership, and financial structures. ● Success in entrepreneurship includes the ability to identify problems or unmet needs in the market, analyze market trends, and having the ability to differentiate product offerings to create unique value propositions. ● Entrepreneurship creates the potential for significant financial rewards, personal fulfillment, autonomy and positive societal impact. Entrepreneurship also involves inherent challenges including greater financial risk, potential for failure and long hours. ● A mission statement will highlight the company's guiding principles, ethical standards, and core values. It will aim to outline its purpose and how it plans to achieve its goal. The mission statement is a tool for decision-making and internal activities. It should address stakeholders, customers and employees alike. ● A company's culture significantly affects its ability to attract and retain talent by shaping its reputation as an employer of choice. A strong, positive culture that aligns with employee values and supports professional growth can attract top talent seeking a fulfilling work environment. Similarly, a culture that promotes employee well-being, offers opportunities for advancement, and values diversity can contribute to higher employee retention rates, reducing turnover costs and maintaining continuity in organizational performance.
Evidence of Learning	

<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> ● Classwork ● Homework ● Online simulations ● Performance activities ● Informal checks for understanding ● Current Events ● Class Discussions ● Group Work ● Individual student check-ins with teacher ● Warm Ups ● Exit Slip Questioning ● Newsela ● Quizzes ● Kahoot ● Chick-Fil-A Corporate Culture Project and YouTube video ● Starbucks Corporate Culture Project and YouTube video ● Walmart Corporate Culture Project and YouTube video ● Google Culture at Googleplex Mini Case Study Worksheet and YouTube video ● The Founder Movie ● Shark Tank Activity ● Business Ownership Type Choice Board ● Business Ownership Structures, Activities and Entrepreneurship Project ● Forms of Business Ownership Graphic Organizer, Sorting and Research Activity ● Franchise Webquest ● Business Logo Activity 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> ● Entrepreneurship/Business Organization Quiz/Test: Main types of business organizations (sole proprietorship, partnership, LLC, and corporation) 	<p>Resources Needed:</p> <ul style="list-style-type: none"> ● <i>The New York Times</i> ● <i>Business Week</i> ● <i>Bloomberg</i> ● <i>CNN Business</i> ● <i>Forbes</i> ● <i>The Wall Street Journal</i> ● <i>Fortune Magazine</i> ● Openstax Textbook
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Unit II: The Language of Business

Unit Summary

In this unit, students will learn how managers document a company's sources of capital (balance sheet) and track the progress of a company over time (income and cash flow statements). This unit highlights the most important aspects of accounting and is crucial for student understanding of the day-to-day tracking of a company's business. In this unit, students will practice balancing assets and liabilities on a balance sheet, researching other metrics of growth and performance, and provide examples of different business models that grew using various sources of capital.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Introduction to Business*:

- *2023 New Jersey Student Learning Standards: English Language Arts 11-12*
 - RI.CI.11-12.2., RI.MF.11-12.6., W.WR.11-12.5., SL.PE.11-12.1.A-D, SL.II.11-12.2., SL.PI.11-12.4.
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.EconGE.16.a
- *2023 New Jersey Student Learning Standards: Mathematics*
 - S.IC.B.6
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.2.12.ITH.3, 8.2.12.EC.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.1.12. CFR. 1-6; 9.4.12.CI.1-3; 9.4.12.CT.1, 2, 4

Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> ● How do businesses utilize capital to foster growth and innovation, and what are the primary sources of capital for businesses today? ● What key elements do balance sheets typically include, and how do stakeholders use them? ● What financial metrics or indicators are commonly used to measure and evaluate business performance? ● What are the different methods of raising capital, as well as the advantages and disadvantages of each method in terms of cost, risk, and control? ● What are the four key elements in an income statement, and how do they give us important insight into the company's financial status? ● What are the three parts of a balance sheet, and as a financial statement, how does a balance sheet provide an overview of the company's financial worth? ● As the third critical financial statement used by businesses, how does a cash flow statement track cash going into and out of a business, and the amount of cash a business can access in a given time period? ● How are T accounts useful to accountants in business? ● How can assets be easily identified on a balance sheet or financial statement? ● How are liabilities identified and recorded on financial statements? ● How is cash accounting used as an accounting reporting method? 	<ul style="list-style-type: none"> ● Businesses utilize capital to invest in research, development, and infrastructure, fostering growth and innovation by expanding operations or launching new products and services. Primary sources of capital include equity (from investors), debt (such as loans or bonds), and retained earnings (profits reinvested into the business). Students will use Google Sheets in order to enhance learning in utilizing formulas and manipulating cells. ● Balance sheets typically include assets (such as cash, inventory, and property), liabilities (like loans and accounts payable), and equity (owners' investments and retained earnings). Stakeholders use balance sheets to gauge financial health, assess liquidity, and understand the company's ability to meet its financial obligations. ● Common financial metrics for evaluating business performance include profitability ratios (like gross profit margin and net profit margin), liquidity ratios (such as current ratio and quick ratio), and efficiency ratios (like inventory turnover and accounts receivable turnover). These metrics provide insights into profitability, efficiency, and financial health over time. ● Businesses can raise capital through equity financing (selling ownership stakes to investors), which can provide flexibility but may dilute control and incur high costs, or debt financing (borrowing funds with interest), which offers tax advantages but increases financial risk and requires timely repayments. Additionally, retained earnings (reinvesting profits) offer independence but limit immediate cash flow availability and can restrain growth potential compared to external funding. ● Income statements are composed of four key elements: revenue, expenses, gains, and losses, and are a vital part of a company's operation. They are usually generated by the accounting department, but can be completed by other members of the organization. Generating an income statement depicting expenses and income in a specific period of time is a useful piece of information for employees and investors alike. ● Balance sheets are one of the company's three financial statements, which provide an overview of the company's financial health. The three parts of a balance sheet are: assets, non-current assets, and equity. A balance sheet can be viewed by employees internally to ascertain certain financial data, and it can also be used externally by potential investors. Most importantly, it needs to always balance and show past performance data in a specific time period. ● Cash Flow statements can be created and managed using accounting software, spreadsheets, and ledgers, and help track the liquidity of your business and make accurate cash flow projections. ● T accounts are a tool employed by accountants in business in the visual shape of a T to illustrate two sides of an account, the debits and credits. ● Assets can easily be identified as anything of value, or a resource used to support a business and should be recorded as such. Assets can be physical and non-physical entities that can depreciate or grow in value over time. ● Liabilities will be shown as debts recorded or monies owed to parties outside the company. On accounting sheets, note different types of liabilities listed, including current and long-term liabilities. ● Cash accounting is an accounting method that allocates the recording of transactions to the time period either cash is paid or expenses are paid for goods and services. Businesses use this method of recording to simplify accounting practices in lieu of the other discussed three main forms of financial statements. 	
Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Classwork 	Benchmark & Summative Assessments:	Resources Needed: <ul style="list-style-type: none"> ● <i>The New York Times</i> ● <i>Business Week</i>

<ul style="list-style-type: none"> ● Homework ● Guest Speakers ● Online simulations ● Performance activities ● Informal checks for understanding ● Current Events ● Class discussions ● Group Work ● Individual student check-ins with teacher ● Financial Statements-Write the Room ● Accounting Scenarios Activity ● Analyzing Cash Flow Statements -Amazon and Netflix ● Intro to the Accounting Equation Organizer and Financial Claims Sorting Activity ● Income Statement Digital Activity ● Balance Sheet Digital Activity ● Balance Sheet Process Project using Google Sheets 	<ul style="list-style-type: none"> ● The Language of Business Unit Assessment ● Income and Cash Flow Assessment using Google Sheets 	<ul style="list-style-type: none"> ● <i>Bloomberg</i> ● <i>CNN Business</i> ● <i>Forbes</i> ● <i>The Wall Street Journal</i> ● <i>Fortune Magazine</i> ● Openstax Textbook
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Unit III: Strategic Planning & Marketing Basics

Unit Summary

In this unit, students will explore how a business develops a growth strategy, including the importance of technology in business, and the role of the internet in promotion and communication. The primary focus will be on modern techniques and technologies and their role in business optimization. A cursory understanding of traditional economic growth in business will also be examined. Students will research different online communication tools that businesses utilize for growth and will compare and contrast different businesses' growth across numerous industries. Students will understand how modern companies rise to such prominence so quickly and how that affects both the company and the economy as a whole. Students will understand that companies use SWOT analysis through a structured process of identifying and analyzing strengths, weaknesses (internal environment) as well as weakness and opportunities (external environment), to facilitate informed decision-making and strategic planning. Students will use real-world case studies and group activities to make the learning experience interactive and practical.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Introduction to Business*:

- *2023 New Jersey Student Learning Standards: English Language Arts 11-12*
 - RI.CI.11-12.2., RI.MF.11-12.6., W.WR.11-12.5., SL.PE.11-12.1.A-D, SL.II.11-12.2., SL.PI.11-12.4.
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.EconNE.16.a
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.2.12.ITH.3, 8.2.12.EC.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.1.12. CFR. 1-6; 9.4.12.CI.1-3; 9.4.12.CT.1, 2, 4

Unit Essential Questions

- How do businesses strategically leverage technology and the internet to enhance promotion strategies, and what are some key digital marketing tools and platforms used for effective outreach?

Unit Enduring Understandings

- Businesses strategically leverage technology and the internet by utilizing digital marketing tools such as social media platforms (like Facebook and Instagram), search engine optimization (SEO), email marketing, and online advertising to reach target audiences effectively and measure campaign performance for continuous improvement.
- A SWOT analysis can help companies grow and maintain a competitive edge in the marketplace by identifying a company's strengths, weaknesses, opportunities, and threats.

<ul style="list-style-type: none"> • What are the components and purpose of a SWOT analysis? • The 7Ps of Marketing: How can a company streamline its marketing strategy? • How is segmenting the market the first step in the strategic and social marketing process? 	<ul style="list-style-type: none"> • The 7Ps of Marketing: Product, Price, Promotion, Place, People, Packaging, and Positioning provide a framework for developing a successful marketing plan. Understanding and integrating these marketing strategies can increase marketing efforts and help a company stand out from its competitors. • Market Segmentation is dividing the market into different groups based on demographic, psychographic, geographic, and behavioral factors. Market Segmentation recognizes the diverse needs of different customer bases and develops its strategy based on those needs. It provides success in a competitive marketplace through increased brand loyalty, product personalization, and increased efficiency, resulting in enhanced profitability.
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Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> • Classwork • Homework • Online simulations • Performance activities • Informal checks for understanding • Current Events • Class Discussions • Group Work • Individual student check-ins with teacher, • Lego Success Case Study • “Why every business should study Stanley Cup” YouTube Video • SWOT Analysis Scenario Activity • SWOT Quadrant Example • SWOT Identification Activity • Analyze Company Mission Statement Activity • Make Your Own Mission Statement Activity • Shark Tank SWOT Activity 	<ul style="list-style-type: none"> • Marketing Mix 7Ps Project • Market Segmentation Project • Sports / Resort Marketing Campaign Project 	<ul style="list-style-type: none"> • <i>The New York Times</i> • <i>Business Week</i> • <i>Bloomberg</i> • <i>CNN Business</i> • <i>Forbes</i> • <i>The Wall Street Journal</i> • <i>Fortune Magazine</i> • Openstax Textbook

Unit IV: Ethics and Social Responsibility

Unit Summary

In this unit, students will research examples of both ethically sound and ethically dubious companies in various areas, including personnel, environmental, health, legal, and transparency. These examinations will require students to discuss and debate ethical dilemmas that businesses face daily.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Introduction to Business*:

- *2023 New Jersey Student Learning Standards: English Language Arts 11-12*
 - RI.CI.11-12.2., RI.MF.11-12.6., W.WR.11-12.5., SL.PE.11-12.1.A-D, SL.II.11-12.2., SL.PI.11-12.4.
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.GeoHE.14.a, 6.1.12.CivicsPR.16.a
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.2.12.ITH.3, 8.2.12.EC.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.1.12. CFR. 1-6; 9.4.12.CI.1-3; 9.4.12.CT.1, 2, 4

Unit Essential Questions

- *Why are business ethics important to study, and what shapes their standards?

Unit Enduring Understandings

- *Business ethics are important to study because they guide decision-making, affect reputation, and impact long-term sustainability. Standards are shaped by a combination of legal requirements, societal

<ul style="list-style-type: none"> • *What is corporate social responsibility? • How does one identify unethical business activities, and how to address them? • What are the key principles and practices that businesses should adopt to maintain transparency and accountability? • How do ethical dilemmas arise in business operations, and what strategies can businesses employ to address these challenges while upholding ethical standards and legal obligations? • *How do business decisions impact the environment over time, and do businesses have an obligation to conservation? 	<p>norms, organizational values, and individual beliefs within the business environment.</p> <ul style="list-style-type: none"> • *Corporate social responsibility (CSR) refers to a company's commitment to operate ethically and contribute positively to society and the environment. It involves actions that go beyond legal obligations to address the social, environmental, and economic impacts of business operations. • Unethical business activities can include fraud, bribery, environmental negligence, and exploitation of labor. Addressing these requires implementing robust ethical policies, conducting regular audits, providing whistleblower protection, and taking prompt corrective actions when misconduct is identified. • Key principles and practices for maintaining transparency and accountability include clear communication with stakeholders, accurate financial reporting, adherence to ethical codes of conduct, independent auditing, and establishing mechanisms for feedback and grievance resolution. • Ethical dilemmas in business operations can arise from conflicting interests, pressure to meet targets, or ambiguous regulations. Businesses can address these challenges by fostering a culture of ethical awareness, encouraging open dialogue about ethical issues, seeking legal guidance when necessary, and prioritizing long-term ethical considerations over short-term gains. • *Businesses and their actions can impact the environment and climate change.
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Evidence of Learning

<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Classwork • Homework • Online simulations • Performance activities • Informal checks for understanding • Current Events • Class Discussions • Group Work • Individual student check-ins with teacher • Honest - Ethics Activity • Disney - Ethics Activity • Business Ethics (Ethical Dilemmas) Chat Stations • Gallery Walk • Ethics and Social Responsibility in Marketing Activities • Accounting Fraud Crime Report Project • Business Ethics Speed Debate • Triangle Shirtwaist Fire Activity • “Ben & Jerry’s Pick A Flavor” Ethics Activity 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • Social Responsibility Research Project and Reflection 	<p>Resources Needed:</p> <ul style="list-style-type: none"> • <i>The New York Times</i> • <i>Business Week</i> • <i>Bloomberg</i> • <i>CNN Business</i> • <i>Forbes</i> • <i>The Wall Street Journal</i> • <i>Fortune Magazine</i> • BSR.org • Openstax Textbook
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Unit V: How Successful Businesses Create Value

Unit Summary

In this unit, students will explore the relationship between the cost of capital and the return on capital. Students will understand more in-depth areas of finance, including both cost and return of capital, required rate of reserve, and return on

investment. This unit will have students explore how successful businesses create value using the factors of production, especially capital and entrepreneurship.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Introduction to Business*:

- 2023 New Jersey Student Learning Standards: English Language Arts 11-12
 - RI.CI.11-12.2., RI.MF.11-12.6., W.WR.11-12.5., SL.PE.11-12.1.A-D, SL.II.11-12.2., SL.PI.11-12.4.
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking
 - 8.2.12.ITH.3, 8.2.12.EC.3
- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills
 - 9.1.12. CFR. 1-6; 9.4.12.CI.1-3; 9.4.12.CT.1, 2, 4

Unit Essential Questions	Unit Enduring Understandings
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<ul style="list-style-type: none"> ● What is the cost of capital? ● What is the required rate of Return? (RRR) ● What is the return on capital (ROC)? ● What is the return on investment (ROI)? ● Why is the cost of capital important to business and financial analysts? 	<ul style="list-style-type: none"> ● The cost of capital refers to the cost incurred by a company to acquire funds for financing its operations or investments, typically through debt or equity. It represents the minimum return that investors and lenders expect to receive as compensation for their investment or lending. ● The Required Rate of Return (RRR) is the minimum return an investor expects to achieve from an investment to justify the risk undertaken. It considers factors like the investment's risk level, opportunity cost, and desired return. ● Return on Capital (ROC) refers to the repayment of the original investment amount made by an investor or lender. It typically occurs when an investment or loan is repaid in full, restoring the initial capital amount. ● Return on Investment (ROI) measures the profitability of an investment relative to its cost. It is calculated as a percentage by dividing the net profit or benefit derived from the investment by its initial cost, indicating how effectively the investment has generated returns. ● The cost of capital is crucial to businesses and financial analysts because it helps determine the feasibility and profitability of potential investments and projects. It serves as a benchmark for evaluating investment opportunities, setting pricing for products or services, and making strategic financial decisions to maximize shareholder value and long-term growth.
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Evidence of Learning

<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> ● Classwork ● Homework ● Online simulations ● Performance activities ● Informal checks for understanding ● Current Events ● Class discussions ● Group Work ● Individual student check-ins with teacher 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> ● Risk Management Quiz ● Case Study “Excerpt-The Benefits of Diversification” 	<p>Resources Needed:</p> <ul style="list-style-type: none"> ● <i>The New York Times</i> ● <i>Business Week</i> ● <i>Bloomberg</i> ● <i>CNN Business</i> ● <i>Forbes</i> ● <i>The Wall Street Journal</i> ● <i>Fortune Magazine</i> ● Openstax Textbook
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Unit VI: Career Pathways in Business

Unit Summary

In this unit, students will learn the differences between the most common business majors in college: Accounting, Finance, Marketing, and Management. Students will understand the key components of each in order to have an understanding of the field of business. Students will identify job opportunities in their chosen field of business and identify current trends in the job market. Students will research specific careers, including job duties, required skills, and educational pathways, as well as any certifications required. Students will create short-term and long-term S.M.A.R.T. goals as a way to evaluate their objectives and stay on track. Students will align their strengths and interests with career goals. This unit will provide foundational vocabulary and skill sets that will be developed throughout the course.

Standards/Core Ideas/Performance Expectations/Progress Indicators

<p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Introduction to Business</i>:</p> <ul style="list-style-type: none"> ● 2023 New Jersey Student Learning Standards: <i>English Language Arts 11-12</i> <ul style="list-style-type: none"> ○ RI.CI.11-12.2., RI.MF.11-12.6., W.WR.11-12.5., SL.PE.11-12.1.A-D, SL.II.11-12.2., SL.PI.11-12.4. ● 2020 New Jersey Student Learning Standards: <i>Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.2.12.ITH.3, 8.2.12.EC.3 ● 2020 New Jersey Student Learning Standards: <i>Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> ○ 9.1.12. CFR. 1-6; 9.4.12.CI.1-3; 9.4.12.CT.1, 2, 4 		
Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> ● How do the fields of business (accounting, finance, marketing, and management) differ? ● What career opportunities does each field of business offer? ● How will students determine their best fit for business majors, fields, and careers? ● What is a S.M.A.R.T goal, and what does each letter of the acronym stand for? 	<ul style="list-style-type: none"> ● When evaluating business degree options, one must familiarize oneself with the top business majors, types of business degrees, and outcomes associated with each. This familiarity will allow students to narrow options within common business degrees. ● Deciding to pursue a career in business should be based on research and data collection. Trends in business careers and current career opportunities can inform this decision. ● With so many different majors, fields, and careers in business, individual skills and interests should be carefully considered to forge connections to current careers. ● In order to write and apply S.M.A.R.T goals, one should analyze examples, practice goal setting in various business scenarios, and receive feedback on their goal-setting efforts. When crafting a S.M.A.R.T goal, it must be specific, measurable, attainable, relevant, and time-bound. It should be evaluated based on these criteria, rewritten, and reevaluated multiple times for accuracy and clarity. 	
Evidence of Learning		
Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> ● Classwork ● Homework ● Online simulations ● Performance activities ● Informal checks for understanding ● Current Events ● Class discussions ● Group Work ● Individual student check-ins with teacher ● Career Interest Survey ● Occupational Outlook Handbook Bureau of Labor Statistics ● S.M.A.R.T. goals worksheet 	<ul style="list-style-type: none"> ● Business Major and Career Research Project 	<ul style="list-style-type: none"> ● Free career assessment test for students: https://careertech.org/wp-content/uploads/2023/01/StudentInterestSurvey-English.pdf ● <i>The New York Times</i> ● <i>Business Week</i> ● <i>Bloomberg</i> ● <i>CNN Business</i> ● <i>Forbes</i> ● <i>The Wall Street Journal</i> ● <i>Fortune Magazine</i> ● Openstax Textbook

Section IX: Unit Reflection

The *Introduction to Business* instructional team must confer upon the completion of each instructional unit in the *Introduction to Business* curriculum and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *Introduction to Business* curriculum.

Unit Reflection Form: <i>Introduction to Business</i>			
Lesson Activities:	Strongly	Moderately	Weakly
Foster student use of technology as a tool to develop critical thinking, creativity, and innovation skills;			

Are challenging and require higher-order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21 st century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			

Appendix
Writing Instruction and the RFH Community

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading

skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

What types of writing situations should RFH students engage in?

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect
- write to summarize and report
- write to classify and define
- write to explain how process leads to an outcome
- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends across the academic disciplines.

Upon Completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core foci of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)