

Pascack Valley Regional High School District

Pascack Hills High School, Montvale, New Jersey

Pascack Valley High School, Hillsdale, New Jersey

Course Name: Management and Leadership.

Born on: July, 2020
Previous Revision: July, 2023
Current Revision: July, 2026
Board Approval 8/24/2026

COURSE DESCRIPTION: MANAGEMENT AND LEADERSHIP

Business Management and Leadership is a ½ year course that is available to students in grades 10-12, who have successfully completed Principles of Business. This course explores essential skills and knowledge needed to become highly qualified business professionals in today's technological business environment. A major focus of this course is preparing students to become successful leaders and managers in various fields of business. Business Management and Leadership offers students a broad background in business ethics and management principles, business communication and interpersonal skills, human resources, employment skills in marketing, finance, and computer technology. Project-based learning activities are developed around business case studies that emphasize the use of analytical decision-making skills. This course will guide students who aspire to attend college for business administration, as well as prepare students for careers in the 21st Century.

Student Outcomes

- Explain the functions, levels, and historical foundations of management and apply management concepts to workplace scenarios.
- Compare leadership theories and styles and develop a personal approach to leadership grounded in reflection, collaboration, and ethical decision-making.
- Develop organizational plans, goals, priorities, and control strategies, including SMART goals and employee orientation/training plans.
- Analyze human resource processes including staffing, recruitment, selection, performance appraisal, compensation, benefits, and employment/labor-law considerations.
- Create and evaluate effective written, oral, nonverbal, digital, and intercultural business communications for internal and external audiences.
- Analyze corporate culture, motivation, innovation, productivity, workplace challenges, and strategies for managing employee performance.
- Use evidence, data, digital tools, business case studies, and collaborative problem-solving to make and defend management recommendations.
- Explore management, human resources, consulting, marketing, finance, and related business career pathways.

Course Configuration and Standards Alignment

Course Type: Stand-alone course | Grade Band: 10-12 | Length: ½ year | Prerequisite: Principles of Business

The curriculum uses only Career Readiness, Life Literacies, and Key Skills performance expectations that are directly supported by Management and Leadership content. Unit maps emphasize selected 9.1 Personal Financial Literacy expectations connected to corporate governance and employment law; selected 9.2 Career Awareness and Planning expectations connected to transferable skills, labor markets, employment practices, compensation, and benefits; and selected 9.4 expectations for creativity, critical thinking, information and media literacy, collaboration, and technology literacy.

Interdisciplinary Connections

English Language Arts is integrated through business case reading, evidence-based analysis, professional writing, presentations, discussion, and evaluation of source credibility. Mathematics is integrated when students interpret quantitative performance data, compensation and benefits information, staffing or productivity measures, and spreadsheet-based planning or analysis. Science standards are included only when a unit contains a direct science performance expectation; the current course does not require a course-wide science standard.

Core Instructional and Supplemental Materials

- Core materials: district/teacher-created management, leadership, human resources, business communication, planning, ethics, and workplace culture materials aligned to unit objectives.
- Authentic materials may include company mission/vision/value statements, organizational charts, job descriptions and postings, employee handbooks, performance-review tools, communication samples, workplace policies, case studies, and current business articles.

- Supplemental resources may include Harvard Business Review, DECA Management Case Studies, Wharton Global Youth Resource Center, current business news, and other teacher-approved resources appropriate to the grade band.
- Accessible/leveled readings, vocabulary supports, audio/digital text, teacher-created summaries, graphic organizers, guided notes, alternative media, and assistive technology are used when required by IEP, 504, multilingual learner, or other documented student needs.

Assessment Framework

Each unit includes formative (F), summative (S), benchmark (B), and alternative (A) assessments. Common benchmark checkpoints are described in Appendix C. Alternative formats measure the same priority objectives and may include an oral case defense, structured conference, role-play, recorded presentation, annotated organizational plan, data/spreadsheet model, or workplace simulation as appropriate.

Pacing Guide

Unit	Focus	Time Frame
I	What is Management?	3 weeks
II	Leadership Essentials	3 weeks
III	Managerial Planning	3 weeks
IV	Human Resources	3 weeks
V	Business Communications	3 weeks
VI	The Environment of Management	2 weeks

Pacing is a guide and may be adjusted for the school calendar, student readiness, reteaching, enrichment, authentic case studies, and assessment needs while maintaining the sequence and priority outcomes.

Unit I - What is Management?

Content/Topic	Key Learning Items/Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark / Performance / Assessments	Suggested Materials
Unit I - What is Management? Time Frame: 3 Weeks Content Statement: Students examine the theory and practice of management, the skills required at different organizational levels, the four functions of management, historical and contemporary management theories, and the organizational pyramid used to define supervisory and leadership roles. Essential Questions: • Why should a student study management regardless of career goal? • What management skills are common to virtually all management positions, and how does their importance change by level? • What are the four functions of management? • How do historical and contemporary management theories help explain current management practices?	• Management roles and career paths • Technical, human, and conceptual management skills • Four C's for organizational success • Planning, organizing, leading, and controlling • Historical and contemporary management theories • Organizational levels and supervisory roles • Management best practices	Students will be able to: • Explain why management knowledge is useful across career fields. • Compare skills and responsibilities across supervisory, middle-management, and executive levels. • Apply the four functions of management to workplace cases. • Evaluate historical and contemporary management approaches and identify appropriate practices for a given scenario. Differentiation / Supports: • Apply appropriate IEP, 504, Multilingual Learner, below-grade-level/at-risk, and Gifted & Talented supports. See Appendix A.	Career Readiness, Life Literacies & Key Skills • 9.1.12.CFR.3 • 9.2.12.CAP.6 • 9.4.12.CI.1 • 9.4.12.CI.2 • 9.4.12.CT.1 • 9.4.12.CT.2 • 9.4.12.IML.2 • 9.4.12.TL.1 ELA • RI.CR.9-10.1 / RI.CR.11-12.1 • W.IW.9-10.2 / W.IW.11-12.2 • SL.PE.9-10.1 / SL.PE.11-12.1	Formative (F) • Case-study annotations or short responses • Class discussion / collaborative analysis • Exit tickets, reflections, or concept checks • Teacher observation of application and teamwork Summative (S) • Management functions and theory case analysis or presentation Benchmark (B) • Benchmark 1 evidence: management functions, management skills, theory, and organizational roles Alternative (A) • Oral case defense, role-play/simulation, recorded presentation, or structured conference demonstrating the same priority objectives	• Harvard Business Review selections • DECA Management Case Studies • Wharton Global Youth Resource Center • Teacher-selected management theory readings • Current organizational charts and company profiles

Unit II - Leadership Essentials

Content/Topic	Key Learning Items/Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark / Performance / Assessments	Suggested Materials
Unit II - Leadership Essentials Time Frame: 3 Weeks Content Statement: Students investigate leadership characteristics, major leadership theories and models, transformational and servant leadership, team development, empowerment, delegation, and the characteristics of high-performance teams. Students reflect on their own leadership preferences and growth. Essential Questions: • What are the characteristics of an inspiring leader? • How do leadership theories and models differ? • What is the difference between transformational and servant leadership? • What makes a high-performance team effective? • How do empowerment and delegation contribute to team development?	• Leadership characteristics • Leadership theories and models • Transformational leadership • Servant leadership • High-performance teams • Stages of team development • Empowerment and delegation • Personal leadership style	Students will be able to: • Compare leadership models and select approaches appropriate to different situations. • Analyze the characteristics and needs of high-performance teams. • Apply empowerment and delegation strategies to a team scenario. • Reflect on personal talents, skills, and leadership preferences to develop a personal leadership philosophy. Differentiation / Supports: • Apply appropriate IEP, 504, Multilingual Learner, below-grade-level/at-risk, and Gifted & Talented supports. See Appendix A.	Career Readiness, Life Literacies & Key Skills • 9.2.12.CAP.6 • 9.4.12.Cl.1 • 9.4.12.Cl.2 • 9.4.12.Cl.3 • 9.4.12.CT.2 • 9.4.12.IML.7 • 9.4.12.TL.3 ELA • RI.CR.9-10.1 / RI.CR.11-12.1 • W.AW.9-10.1 / W.AW.11-12.1 • SL.PE.9-10.1 / SL.PE.11-12.1	Formative (F) • Case-study annotations or short responses • Class discussion / collaborative analysis • Exit tickets, reflections, or concept checks • Teacher observation of application and teamwork Summative (S) • Leadership profile/team analysis and personal leadership philosophy Benchmark (B) • Benchmark 1: integrated management and leadership case requiring evidence-based recommendations Alternative (A) • Oral case defense, role-play/simulation, recorded presentation, or structured conference demonstrating the same priority objectives	• Harvard Business Review leadership selections • DECA leadership/team cases • Wharton Global Youth Resource Center • Leadership self-assessments selected by teacher • Team-development scenarios

Unit III - Managerial Planning

Content/Topic	Key Learning Items/Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark / Performance / Assessments	Suggested Materials
Unit III - Managerial Planning Time Frame: 3 Weeks Content Statement: Students examine planning and controlling as core management functions. They analyze vision, mission, and values statements; strategic, tactical, and operational plans; goals and priorities; the implementation/control cycle; employee orientation and training; accountability; and project planning. Essential Questions: • What should a vision, mission, and values statement accomplish? • How do strategic, tactical, and operational plans connect to an organization's mission? • Why are measurable goals and SMART goals important? • How do managers use the planning and control cycle to improve results? • How should managers prepare and orient new employees?	• Vision, mission, and values • Strategic, tactical, and operational planning • Goals, objectives, and priorities • SMART goals • Implementation and control cycle • Accountability and results • New employee orientation • Training and coaching • Project planning and management	Students will be able to: • Analyze and revise mission, vision, values, goals, and priorities for clarity and alignment. • Create a management plan with measurable goals, responsibilities, timelines, and control measures. • Use quantitative evidence or performance indicators to monitor progress and recommend adjustments. • Design an employee orientation/training plan aligned to desired outcomes. Differentiation / Supports: • Apply appropriate IEP, 504, Multilingual Learner, below-grade-level/at-risk, and Gifted & Talented supports. See Appendix A.	Career Readiness, Life Literacies & Key Skills • 9.4.12.CI.1 • 9.4.12.CT.1 • 9.4.12.CT.2 • 9.4.12.IML.3 • 9.4.12.IML.4 • 9.4.12.TL.1 • 9.4.12.TL.2 • 9.4.12.TL.3 ELA • W.IW.9-10.2 / W.IW.11-12.2 • W.SE.9-10.6 / W.SE.11-12.6 • SL.II.9-10.2 / SL.II.11-12.2 Mathematics • MP.2 • MP.4 • MP.5 • MP.6	Formative (F) • Case-study annotations or short responses • Class discussion / collaborative analysis • Exit tickets, reflections, or concept checks • Teacher observation of application and teamwork Summative (S) • Strategic/operational planning project with SMART goals, metrics, and orientation/training component Benchmark (B) • Benchmark 2 evidence: planning, control, goal-setting, performance indicators, and training decisions Alternative (A) • Oral case defense, role-play/simulation, recorded presentation, or structured conference demonstrating the same priority objectives	• Sample company mission/vision/value statements • Project planning templates • SMART goal tools • Performance dashboards or KPI examples • Employee orientation/training samples • Harvard Business Review planning selections

Unit IV - Human Resources

Content/Topic	Key Learning Items/Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark / Performance / Assessments	Suggested Materials
Unit IV - Human Resources Time Frame: 3 Weeks Content Statement: Students examine forecasting staffing needs, job analysis, recruitment, selection, performance appraisal, compensation, benefits, and legal and ethical challenges in human resource management, including employment and labor-law considerations. Essential Questions: • Why is effective recruitment important? • How are job analysis, job specifications, and job descriptions developed and used? • Why are internal and external recruiting both important? • What evidence should hiring managers use when making selection decisions? • How do compensation, benefits, employment law, and labor practices affect employees and organizations?	• Staffing forecasts • Job analysis/specifications/descriptions • Internal and external recruitment • Selection criteria and data • Performance appraisal • Compensation and benefits • Employment and labor law • Collective bargaining • Ethics and fair employment practices	Students will be able to: • Develop a job description and recruitment strategy for an organizational need. • Evaluate candidate information against job-related selection criteria. • Analyze how labor-market conditions affect recruiting and staffing. • Explain legal and ethical responsibilities in employment decisions. • Interpret compensation, benefits, payroll, and collective-bargaining considerations in HR scenarios. Differentiation / Supports: • Apply appropriate IEP, 504, Multilingual Learner, below-grade-level/at-risk, and Gifted & Talented supports. See Appendix A.	Career Readiness, Life Literacies & Key Skills • 9.1.12.CFR.6 • 9.2.12.CAP.6 • 9.2.12.CAP.8 • 9.2.12.CAP.13 • 9.2.12.CAP.17 • 9.2.12.CAP.19 • 9.4.12.IML.2 • 9.4.12.IML.7 • 9.4.12.TL.1 ELA • RI.CR.9-10.1 / RI.CR.11-12.1 • W.AW.9-10.1 / W.AW.11-12.1 • W.SE.9-10.6 / W.SE.11-12.6 • SL.PE.9-10.1 / SL.PE.11-12.1 Mathematics • MP.2 • MP.4 • MP.6	Formative (F) • Case-study annotations or short responses • Class discussion / collaborative analysis • Exit tickets, reflections, or concept checks • Teacher observation of application and teamwork Summative (S) • Human resources staffing, recruitment, selection, and compliance case/project Benchmark (B) • Benchmark 2: integrated planning and HR case requiring a staffing plan, evidence-based selection decision, and legal/ethical justification Alternative (A) • Oral case defense, role-play/simulation, recorded presentation, or structured conference demonstrating the same priority objectives	• Sample job descriptions and postings • Employee handbook/policy excerpts • Compensation and benefits examples • Labor-market data selected by teacher • Harvard Business Review HR selections • DECA HR/management cases

Unit V - Business Communications

Content/Topic	Key Learning Items/Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark / Performance / Assessments	Suggested Materials
Unit V - Business Communications Time Frame: 3 Weeks Content Statement: Students apply nonverbal, listening, speaking, reading, and writing skills to workplace communication. They examine internal and external communication, formal and informal channels, media richness, technology/social media, and intercultural communication in a global business environment. Essential Questions: • What forms of communication are required within an organization? • How can technology reduce time and distance as communication barriers? • How does culture affect managerial communication? • How should managers select the appropriate medium for a message? • How can effective communication improve management performance?	• Communication process • Verbal and nonverbal communication • Listening and speaking • Written business communication • Internal and external communication • Formal and informal communication • Media richness • Technology and social media • Intercultural communication • Proactive and reactive communication	Students will be able to: • Create clear professional business documents and messages for specific audiences and purposes. • Differentiate verbal, nonverbal, formal, informal, internal, and external communication. • Select appropriate communication media based on audience, purpose, urgency, and richness. • Evaluate digital and media sources for credibility, point of view, bias, and message design. • Collaborate effectively in digital and face-to-face environments. Differentiation / Supports: • Apply appropriate IEP, 504, Multilingual Learner, below-grade-level/at-risk, and Gifted & Talented supports. See Appendix A.	Career Readiness, Life Literacies & Key Skills • 9.4.12.CT.2 • 9.4.12.IML.2 • 9.4.12.IML.7 • 9.4.12.IML.8 • 9.4.12.IML.9 • 9.4.12.TL.1 • 9.4.12.TL.3 • 9.4.12.TL.4 ELA • W.AW.9-10.1 / W.AW.11-12.1 • W.IW.9-10.2 / W.IW.11-12.2 • W.SE.9-10.6 / W.SE.11-12.6 • SL.PE.9-10.1 / SL.PE.11-12.1 • SL.II.9-10.2 / SL.II.11-12.2	Formative (F) • Case-study annotations or short responses • Class discussion / collaborative analysis • Exit tickets, reflections, or concept checks • Teacher observation of application and teamwork Summative (S) • Business communication portfolio and professional presentation Benchmark (B) • Benchmark 3 evidence: communication choice, source evaluation, audience awareness, and professional message design Alternative (A) • Oral case defense, role-play/simulation, recorded presentation, or structured conference demonstrating the same priority objectives	• Authentic business memos/emails/reports selected by teacher • Digital communication examples • Harvard Business Review communication selections • DECA communication scenarios • Wharton Global Youth Resource Center • Intercultural communication case studies

Unit VI - The Environment of Management

Content/Topic	Key Learning Items/Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark / Performance / Assessments	Suggested Materials
Unit VI - The Environment of Management Time Frame: 2 Weeks Content Statement: Students examine corporate culture, employee motivation, creativity and innovation, workplace design, productivity, progressive discipline, difficult employee situations, legal considerations, and strategies for sustaining an effective and positive work environment. Essential Questions: • Why is corporate culture important to an effective work environment? • How can managers improve employee motivation? • What core values support creativity and innovation? • How can the physical and social workplace affect communication, productivity, and cost? • How should managers respond to underperformance and difficult employee situations?	• Corporate culture • Core values • Employee motivation • Creativity and innovation • Positive work environment • Workplace design • Communication and productivity • Performance problems • Progressive discipline • Legal and ethical workplace considerations	Students will be able to: • Analyze a corporate culture and identify practices that support employee productivity and satisfaction. • Recommend strategies to motivate employees and encourage innovation. • Use workplace data and stakeholder perspectives to evaluate management challenges. • Apply problem-solving and ethical decision-making to underperformance and discipline scenarios. • Evaluate management processes for efficiency, quality, and employee impact. Differentiation / Supports: • Apply appropriate IEP, 504, Multilingual Learner, below-grade-level/at-risk, and Gifted & Talented supports. See Appendix A.	Career Readiness, Life Literacies & Key Skills • 9.1.12.CFR.3 • 9.1.12.CFR.6 • 9.4.12.CI.1 • 9.4.12.CT.1 • 9.4.12.CT.2 • 9.4.12.IML.3 • 9.4.12.IML.7 • 9.4.12.TL.3 ELA • RI.CR.9-10.1 / RI.CR.11-12.1 • W.AW.9-10.1 / W.AW.11-12.1 • SL.PE.9-10.1 / SL.PE.11-12.1 Mathematics • MP.2 • MP.4 • MP.6	Formative (F) • Case-study annotations or short responses • Class discussion / collaborative analysis • Exit tickets, reflections, or concept checks • Teacher observation of application and teamwork Summative (S) • Corporate culture, motivation, innovation, and employee-performance management case analysis Benchmark (B) • Benchmark 3: integrated management scenario requiring analysis of culture, communication, motivation, performance, evidence, and a justified action plan Alternative (A) • Oral case defense, role-play/simulation, recorded presentation, or structured conference demonstrating the same priority objectives	• Harvard Business Review workplace/culture selections • DECA management case studies • Wharton Global Youth Resource Center • Employee engagement or productivity data selected by teacher • Workplace culture and discipline scenarios

APPENDIX A - ACCOMMODATIONS AND MODIFICATIONS

The following supports supplement the examples embedded in each unit. Individual IEPs, 504 Plans, language-acquisition needs, student readiness, and district procedures govern implementation.

Learner Group	Possible Accommodations / Modifications
Special Education / IEP	Preferential seating; guided notes; repeated/clarified directions; chunked assignments; reduced complexity or quantity when specified; extended time; alternate response formats; graphic organizers; vocabulary supports; models/examples; checks for understanding; scaffolded writing; formula/reference sheets when appropriate; assistive technology; alternate assessments aligned to priority objectives.
504 Plans	Implement documented accommodations such as extended time, flexible setting/schedule, preferential seating, movement breaks, copies of notes, reduced distraction, organizational supports, access to assistive technology, and alternate means of demonstrating understanding when specified.
Multilingual Learners	Preteach essential management/business vocabulary; provide visuals and labeled examples; use sentence frames and exemplars; provide oral and written directions; chunk text; allow bilingual resources/dictionaries as appropriate; partner strategically; provide additional processing time; permit multiple modes of expression while maintaining priority content objectives.
Students Below Grade-Level Proficiency / At Risk	Build background knowledge; use concrete workplace examples; provide guided questions, graphic organizers, checklists, chunked readings/tasks, frequent feedback, extra practice, short formative checks, clear rubrics, peer/teacher conferencing, organizational supports, and alternative demonstrations of learning when appropriate.
Gifted and Talented	Use advanced case studies and primary/authentic business sources; increase complexity and ambiguity of scenarios; require independent research and evidence synthesis; add leadership/facilitation roles; use open-ended problems with multiple defensible solutions; permit accelerated or extended projects and authentic presentations to external audiences when appropriate.

APPENDIX B - AUTHENTIC MANAGEMENT AND LEADERSHIP APPLICATION

- Business Case Analysis: identify the management problem, relevant evidence, stakeholders, constraints, alternatives, and a justified recommendation.
- Professional Communication: create workplace documents and presentations that match audience, purpose, medium, tone, and organizational expectations.
- Team Leadership: practice delegation, role clarification, collaborative problem-solving, meeting facilitation, feedback, and reflection on team performance.
- Planning and Performance: use goals, timelines, responsibilities, performance indicators, and control measures to monitor progress and recommend adjustments.
- Human Resources: interpret staffing needs, job descriptions, candidate information, compensation/benefit information, and employment/labor considerations in simulated decisions.
- Career Connection: connect transferable management and leadership skills to education/training requirements, career pathways, and professional growth.

APPENDIX C - BENCHMARK ASSESSMENT FRAMEWORK

Benchmark assessments measure cumulative priority skills rather than isolated recall. Teachers may use a common case, scenario, document set, presentation task, or equivalent assessment format as long as the same benchmark criteria are measured.

Checkpoint	Timing	Priority Evidence
Benchmark 1	After Unit II	Explain management functions and roles; apply leadership theory; analyze team dynamics; support a recommendation with evidence; communicate reasoning clearly.
Benchmark 2	After Unit IV	Develop a management plan; use measurable goals/indicators; analyze staffing and HR information; consider labor-market, legal, ethical, compensation, and benefits factors; justify decisions.
Benchmark 3	After Unit VI / End of Course	Integrate management, leadership, communication, culture, motivation, innovation, HR, planning, and evidence/data analysis in a complex workplace scenario.

Alternative benchmark administration: when required by a student plan, the mode of response may be adjusted (for example, oral defense, recorded presentation, structured conference, or annotated visual plan) while preserving the same priority standards and mastery criteria.

APPENDIX D - SELECTED NJSLs AND CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS PRACTICES

The standards below are selected because the course directly requires students to analyze management and workplace situations, examine leadership and career skills, evaluate employment practices, use evidence and data, communicate professionally, collaborate, and use digital tools. Standards not directly supported by the course are intentionally omitted.

NJSLS-CLKS	Management and Leadership Course Connection
9.1.12.CFR.3	Research and evaluate corporate governance, ethical leadership, common-good, and human-rights considerations in management and workplace culture.
9.1.12.CFR.6	Identify consequences of breaking federal and/or state employment or financial laws in human resource and management scenarios.
9.2.12.CAP.6	Identify transferable skills and connect management/leadership abilities to alternative career plans and pathways.
9.2.12.CAP.8	Examine employer job-entry criteria in recruitment and selection activities.
9.2.12.CAP.13	Analyze how economic, social, and political conditions affect labor markets and staffing.
9.2.12.CAP.17	Analyze the impact of collective bargaining on benefits, income, and fair labor practice.
9.2.12.CAP.19	Explain payroll deductions and the costs/purpose of employee benefits in HR and compensation scenarios.
9.4.12.CI.1	Reflect, analyze, and use creative skills and ideas in leadership, planning, innovation, and workplace problem-solving.
9.4.12.CI.2	Connect personal talents, skills, and abilities to management, leadership, human resources, and other business career pathways.
9.4.12.CI.3	Investigate challenges and opportunities for personal growth, advancement, and leadership transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development or improvement of organizational practices.
9.4.12.CT.2	Explain and apply the benefits of collaboration to enhance critical thinking and problem-solving.
9.4.12.IML.2	Evaluate digital business and workplace sources for timeliness, accuracy, perspective, credibility, and relevance.
9.4.12.IML.3	Analyze data using tools and models to make valid claims about planning, staffing, performance, productivity, or workplace decisions.
9.4.12.IML.4	Assess and critique data visualizations used for management and organizational audiences.
9.4.12.IML.7	Develop an evidence-based argument regarding a current workplace or societal/ethical issue.
9.4.12.IML.8 / 9.4.12.IML.9	Evaluate media for point of view, bias, motivations, and explicit/implicit messages in business communication.
9.4.12.TL.1	Assess digital tools for accessibility, capacity, and utility for a specific management or communication task.
9.4.12.TL.2	Use formula-based spreadsheet calculations and draw conclusions from data when quantitative planning or performance analysis is required.
9.4.12.TL.3 / 9.4.12.TL.4	Evaluate collaborative digital environments and collaborate online to analyze and propose resolutions to real-world problems.

Interdisciplinary NJSLs Connections

Content Area / Standard	Course Application
ELA: RI.CR.9-10.1 / RI.CR.11-12.1	Cite and analyze evidence in management, leadership, human resources, business communication, and workplace texts.
ELA: W.AW.9-10.1 / W.AW.11-12.1	Write evidence-based arguments and recommendations about leadership, staffing, communication, culture, ethics, and workplace decisions.

Content Area / Standard	Course Application
ELA: W.IW.9-10.2 / W.IW.11-12.2	Write clear informative/explanatory business analyses, plans, professional documents, and reports using appropriate organization and terminology.
ELA: W.SE.9-10.6 / W.SE.11-12.6	Gather and evaluate authoritative print/digital sources and integrate/cite information responsibly.
ELA: SL.PE.9-10.1 / SL.PE.11-12.1	Participate effectively in collaborative management analysis, team problem-solving, meetings, peer review, and presentations.
ELA: SL.II.9-10.2 / SL.II.11-12.2	Integrate information from multiple media and quantitative formats and evaluate credibility/accuracy.
Mathematics: MP.2	Reason abstractly and quantitatively with staffing data, compensation/benefits information, performance indicators, productivity measures, and management metrics when used.
Mathematics: MP.4	Model planning and workplace situations using tables, graphs, spreadsheets, timelines, goals, and performance measures when appropriate.
Mathematics: MP.5	Use appropriate tools strategically, including calculators, spreadsheets, collaborative platforms, survey tools, and digital data resources.
Mathematics: MP.6	Attend to precision in calculations, labels, assumptions, units, timelines, and interpretation of management/workplace data.

Science: No science NJSLS is assigned course-wide because the six current units do not require a direct science performance expectation. A science standard should be added only if a specific unit or project is revised to include direct science content and assessment.

Career Readiness, Life Literacies, and Key Skills Practices

Practice	Management and Leadership Integration
1. Act as a Responsible and Contributing Community Member and Employee	Fulfill team roles, communicate professionally, meet deadlines, apply fair workplace practices, and consider how management decisions affect employees and stakeholders.
2. Attend to Financial Well-Being	Interpret compensation, benefits, payroll, productivity, and organizational resource decisions when addressed in HR and management scenarios.
3. Consider the Environmental, Social and Economic Impacts of Decisions	Consider social, ethical, economic, employee, customer, and stakeholder consequences of management decisions.
4. Demonstrate Creativity and Innovation	Use creative thinking in leadership, planning, workplace improvement, motivation, innovation, and communication.
5. Utilize Critical Thinking to Make Sense of Problems and Persevere in Solving Them	Analyze evidence and data, compare alternatives, identify tradeoffs, collaborate, and justify solutions to workplace problems.
6. Model Integrity, Ethical Leadership and Effective Management	Apply ethics, legal responsibilities, accurate representation of information, professional conduct, and fair management practices.
7. Plan Education and Career Paths Aligned to Personal Goals	Connect transferable management and leadership skills to careers, education/training pathways, advancement, and professional growth.
8. Use Technology to Enhance Productivity, Increase Collaboration and Communicate Effectively	Use digital communication, collaborative platforms, spreadsheets, research resources, presentations, and other management tools appropriately.
9. Work Productively in Teams while using Cultural/Global Competence	Lead and participate in teams, resolve differences respectfully, analyze intercultural communication, and value diverse viewpoints in workplace decisions.

APPENDIX E - CURRICULUM READINESS CROSSWALK

Required Curriculum Element	Where It Is Addressed
Grade/grade-band expectations and course configuration	Course Configuration and Standards Alignment; Grade 10-12 unit maps; pacing guide.
Relevant Career Readiness, Life Literacies, and Key Skills performance expectations	Each unit NJSLS column; Appendix D selected standards and practices. Only standards directly supported by course content are included.
Integrated accommodations and modifications	Each unit Differentiation/Supports section; Appendix A for Special Education/IEP, 504, Multilingual Learners, students below grade-level proficiency/at risk, and Gifted and Talented students.
Formative, summative, benchmark, and alternative assessments	Assessment Framework; assessment column in every unit; Appendix C benchmark checkpoints.
Core instructional and supplemental materials	Front-matter Core Instructional and Supplemental Materials section; Suggested Materials column in every unit.
Pacing guide	Front-matter Pacing Guide and unit time frames.
Interdisciplinary connections	Front-matter Interdisciplinary Connections; ELA and Mathematics standards in unit maps; Appendix D interdisciplinary NJSLS table. Science is included only when directly supported.
Career Readiness, Life Literacies, and Key Skills Practices	Appendix D practices table and embedded application throughout the six units.
Career education and authentic application	Management case studies, leadership reflection, planning, HR simulations, business communication, workplace culture/problem-solving, team leadership, and career-pathway exploration.

APPENDIX F - CAREER CONNECTIONS

Career Information - Business

A business degree is a great way to develop many of the transferable skills needed for working in a business environment. There are a number of business degrees which you can undertake, one of the most common of which is an undergraduate business studies degree. Often a business studies degree will cover subjects such as accounting, finance, management and, increasingly, entrepreneurship. This wide range of subjects reflects the multidisciplinary nature of business, and the importance of understanding all the key elements needed to make a business successful.

If you're looking for a degree which specializes more in a particular aspect of the business world (e.g. economics or marketing), consider taking a dedicated program in that area, or a joint honors degree (e.g. Business & Economics). The advantage of a joint degree is that you acquire general business skills along with more specialized ones, leaving you well placed when it comes to applying for graduate jobs.

Corporate business careers are available in pretty much every sector you can think of; all industries need strong leaders, managers, financial advisors and market-savvy decision-makers. For many business graduates, however, the traditional pathways still hold a strong appeal – including careers in the banking and financial sectors, consultancy, human resources and marketing roles.

If a straightforward corporate career is failing to get you excited, then a business program can also give you the skills to create your own business, or to take on business and management roles within more creative industries, be that fashion, media, or even the charity sector.

The good thing about a business studies qualification is that it can lead to many entry-level roles upon graduation, while still allowing those who wish to specialize further the chance to improve their return on investment with a graduate degree. Examples of postgraduate programs include Masters in Management, Masters in Finance and (for those who've gained some professional experience) the Masters in Business Administration (MBA).

Typical careers with a business degree

Don't assume that studying business is a one-way route into business leadership and management roles – while this is a common path, business careers span multiple industries. Good business and management skills are key elements of any profitable company, and therefore effective leaders, strategic thinkers and financial experts are all in great demand. Big or small, global or local, companies all over the world are looking for business graduates like you.

Business careers in accounting and finance

Generalized business studies degrees will usually cover aspects of accountancy and finance, however, if you wish to pursue a career in accounting or finance, you'll usually need to gain further qualifications. A good option for business graduates is to apply for a graduate role and complete a specialized qualification while you work. In many larger companies, the course costs will be covered by the employer.

If you decide to go into accounting or finance, your job may involve reviewing your company's financial situation both past and present; advising clients and colleagues on tax and expenditure; managing records and business transactions; playing a role in mergers and acquisitions; and taking responsibility for preventing bad practice as well as fraud and negligence.

Business careers in management

Becoming a manager is a tough job, with long hours and heavy responsibilities. The upside is that managerial roles are known for being higher-paid, as well as boasting many opportunities for career progression or even a career U-turn. Managers can be found across all industries and fields, and their job is to provide structure and strategy to a workplace.

Because of the responsibility of such positions, it's unlikely you'll find a managerial role without first gaining a further degree or a number of years of mid-level work experience. Despite this, business graduates are well-placed to become managers later on in life, and with determination and steady career progression an additional degree may not be necessary.

Business careers in consultancy

Another option which may appeal is the field of business consultancy. This means working as part of a team, combining your business expertise and analytical skills in order to provide advice to other companies, usually focusing on how to optimize a specific project or part of the business. Projects and clients may vary widely, ensuring plenty of fresh challenges to get to grips with. Or you may specialize in a particular type of business, combining your business knowledge with a second field of interest, such as engineering or logistics.

Business careers in retail and sales

There's much more to retail and sales than shelf-stacking and cold-calling, especially if you're armed with a business degree. Opportunities within sales and retail are numerous, including shop-based and office-based roles, as well as traveling positions for which a good knowledge of global markets is a must.

For those looking to rise to the higher levels of retail and sales careers, large companies often offer the chance to undertake a graduate training program or trainee management program, in order to fast-track your position within the company. This can be highly valuable in gaining on-the-job experience, while continuing to develop your business and management skills in a commercial world.

Other common graduate careers with a business degree include roles within auditing, banking, communications, distribution, energy and utilities, hospitality and leisure, IT, insurance, journalism, law, logistics, manufacturing, media administration, production management, public relations, the public sector and defense, risk management and tax.

Less typical careers with a business degree

What can you do with a business degree without following the typical routes? Well, you can do a lot. Roles requiring business acumen and analytical thinking are innumerable, and your choice of which industry to head into is likely to be based on personal interests. It's a cliché, but true – if you work for a company, product or service you truly believe in, you're likely to be more motivated and effective in your role and progress more rapidly.

Business careers in media

Although business studies degrees may not seem like the most creative of pathways, they can in fact lead to many roles within creative industries. Media is one such widespread industry, an umbrella term covering TV, film, online, newspaper and magazine publishing, events and more. While you're unlikely to be directly involved in creative tasks such as writing, video editing or animation production, you'll need a solid understanding of the media sector within which you're working. Business careers in media include roles in sales, human resources, PR, finance and accounting, operations, marketing and branding, as well as overall management and strategic direction.

Business careers in marketing and advertising

Opportunities in marketing and advertising are numerous for business graduates, particularly for those with a bit of creative flair. In these industries, business graduates can use the analysis and report-writing skills honed during their degree in order to conduct market research, develop marketing strategies, manage client relationships, liaise with copywriters, designers and printers, analyze markets and evaluate campaign results. You're likely to be working alongside specialists such as designers, video producers and copywriters, and will need to continually broaden your own skillset to keep pace with changes in technology and market trends.

Business careers in human resources

Business doesn't have to be a dog-eat-dog world, and careers within human resources offer roles which require both business acumen and highly honed interpersonal skills. Recruitment, training and pay are all areas handled by the HR department. Great communication skills are essential, but you'll also be expected to have a good basic understanding of business operations and management as well as detailed and up-to-date knowledge of employment laws and company regulations.