

Pascack Valley Regional High School District

Pascack Hills High School, Montvale, New Jersey

Pascack Valley High School, Hillsdale, New Jersey

Course Name: Advanced Placement Microeconomics

Born on: August, 2026
Current Revision: July, 2026
Board Approval: 8/24/2026

AP Microeconomics: Course Description

AP Microeconomics is an introductory college-level economics course focused on the decisions of individual consumers, firms, workers, and governments and on the operation of markets. Students use economic principles and models to explain outcomes, make predictions, perform numerical analysis, and communicate reasoning with accurately labeled graphs, charts, and data.

The course is organized around the six-unit AP Microeconomics framework: Basic Economic Concepts; Supply and Demand; Production, Cost, and the Perfect Competition Model; Imperfect Competition; Factor Markets; and Market Failure and the Role of Government. Instruction emphasizes economic reasoning, marginal analysis, graphical modeling, quantitative skills, and AP-style multiple-choice and free-response practice throughout the year.

Course Content

Unit 1: Basic Economic Concepts — 12%–15% of AP multiple-choice weighting

Unit 2: Supply and Demand — 20%–25%

Unit 3: Production, Cost, and the Perfect Competition Model — 22%–25%

Unit 4: Imperfect Competition — 15%–22%

Unit 5: Factor Markets — 10%–13%

Unit 6: Market Failure and the Role of Government — 8%–13%

COURSE OBJECTIVES:**Students Will Be Able To:**

1. explain and apply the principles that govern the choices of individual economic decision-makers and the functioning of product and factor markets;
2. use constraints, incentives, opportunity costs, benefits, costs, and marginal analysis to evaluate consumer, producer, worker, and government decisions;
3. construct, interpret, and manipulate economic models and graphs to predict changes in equilibrium, production, costs, profits, factor payments, efficiency, and welfare;
4. evaluate market outcomes and public policies by considering efficiency, equity, incentives, market power, externalities, public goods, and income distribution.

Skills Objectives:**Students Will Be Able To:**

1. define economic principles and models and use precise economic vocabulary to describe economic situations and relationships;
2. interpret economic outcomes from written scenarios, numerical data, tables, graphs, and visual representations;
 - a. manipulate economic models to determine the effects of changes in incentives, constraints, market conditions, and public policy;
 - b. create, label, and explain economic graphs and visual representations and connect them to written and quantitative reasoning;
3. analyze evidence, perform calculations, justify conclusions, and communicate economic reasoning in AP-style multiple-choice and free-response formats.

Suggested pacing is approximately 30 instructional weeks, with additional time reserved for cumulative review, AP exam preparation, assessment, and district scheduling needs.

*AP Microeconomics follows the current six-unit College Board Advanced Placement framework and uses AP-style economic reasoning, graphing, and quantitative analysis throughout the course.

Student Outcomes:

After successfully completing this course, the student will:

- explain scarcity, trade-offs, opportunity cost, resource allocation, and the role of incentives in economic decision-making.
- construct and interpret a production possibilities curve and use it to analyze efficiency, growth, and opportunity cost.
- calculate comparative advantage and explain specialization, exchange, and gains from trade.
- apply cost-benefit analysis, marginal analysis, and consumer choice to rational economic decisions.
- explain demand, supply, market equilibrium, disequilibrium, and changes in equilibrium.
- calculate and interpret elasticity and use it to evaluate consumer, producer, and policy responses.
- analyze the effects of government intervention, international trade, and public policy on market outcomes.
- explain production functions, diminishing marginal returns, and short-run and long-run production costs.

- distinguish accounting profit from economic profit and apply the profit-maximizing rule to firm decisions.
- analyze the short-run and long-run behavior of perfectly competitive firms and markets.
- analyze monopoly, price discrimination, monopolistic competition, oligopoly, and strategic behavior using game theory.
- compare market structures in terms of price, output, profit, efficiency, barriers to entry, and consumer welfare.
- explain factor markets, derived demand, marginal revenue product, and changes in factor demand and supply.
- determine profit-maximizing employment and resource use in perfectly competitive factor markets.
- analyze monopsony and compare factor-market outcomes with competitive markets.
- identify socially efficient and inefficient market outcomes and explain the causes of market failure.
- analyze externalities, public and private goods, government intervention, and the distribution of income and wealth.
- demonstrate AP-level mastery through economic models, quantitative analysis, graphing, multiple-choice questions, and free-response writing.

Interdisciplinary Connections

Connections are made to mathematics through ratios, percentages, slopes, marginal values, graphing, optimization, and data analysis; to English language arts through close reading, evidence-based explanation, argumentation, source evaluation, and precise academic vocabulary; and to social studies, career readiness, science, and technology through policy analysis and real-world economic applications.

Accommodations and Modifications: Each unit has examples of possible accommodations/modifications. Charts of accommodations/modifications are found at the end of the document.

SUBJECT: AP MICROECONOMICS

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLS
I. BASIC ECONOMIC CONCEPTS Time: 4 weeks Course Content - Topics may include: • Scarcity • Resource allocation and economic systems • The Production Possibilities Curve • Comparative advantage and gains from trade • Cost-benefit analysis • Marginal analysis and consumer choice Students will be able to: evaluate decisions by identifying constraints, incentives, trade-offs, and opportunity costs. compare how economic systems allocate scarce resources and answer basic economic questions. construct and analyze production possibilities curves for efficiency, inefficiency, growth, and increasing opportunity cost. calculate absolute and comparative advantage and identify mutually beneficial terms of trade. apply cost-benefit and marginal analysis to consumer, producer, and public-policy decisions. explain rational consumer choice using marginal benefit, marginal cost, utility, and budget constraints.	• Construct, label, and manipulate production possibilities curves from data and scenarios. • Complete scarcity and opportunity-cost decision problems using marginal reasoning. • Conduct a specialization and trade simulation and calculate comparative advantage and terms of trade. • Analyze consumer-choice situations using costs, benefits, constraints, and incentives. • Complete AP-style graphing, numerical analysis, multiple-choice, and free-response practice. Differentiation for Diverse Learners/Accommodations Special Ed/504: notes/worked examples, graph templates, chunking, and extended time/review as specified. Multilingual Learners: accessible text, labeled visuals, vocabulary supports, and rehearsal opportunities. At Risk Students: checkpoints, chunked tasks, targeted support, and review. Gifted and Talented: advanced data and extension problems.	Methods of Assessment <i>Student Assessment</i> Homework / problem sets F Class discussion F Graphing / quantitative analysis F AP Classroom questions / progress checks F Quizzes / unit test F/S AP-style free-response questions S Comparative advantage / trade simulation F Basic Economic Concepts AP-style FRQ S	6.1.12.EconET.3.a 6.1.12.EconNE.3.a 6.1.12.EconGE.3.a Interdisciplinary Connections NJSLS-ELA: RI.CR.11-12.1 - informational-text evidence W.IW.11-12.2 - explanatory economic writing SL.PE.11-12.1 - collaborative economic discussion NJSLS-Mathematics: N.Q.A.1 - units, scales, and quantitative interpretation N.Q.A.2 - quantities for descriptive modeling A.CED.A.3 - constraints and viable solutions MP.4 - model with mathematics NJSLS-Science: HS-ETS1-1 - criteria, constraints, and societal needs

SUBJECT: AP MICROECONOMICS

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLS
II. SUPPLY AND DEMAND Time: 6 weeks Course Content - Topics may include: • Demand • Supply • Elasticity • Market equilibrium, disequilibrium, and changes in equilibrium • The effects of government intervention in markets • International trade and public policy Students will be able to: define and distinguish demand, quantity demanded, supply, and quantity supplied. identify determinants that shift demand and supply and distinguish shifts from movements along curves. determine market equilibrium and analyze shortages, surpluses, and changes in equilibrium price and quantity. calculate and interpret price elasticity of demand, price elasticity of supply, income elasticity, and cross-price elasticity. analyze price controls, taxes, subsidies, and tax incidence and evaluate their effects on market efficiency and welfare. analyze consumer surplus, producer surplus, total surplus, deadweight loss, and the distribution of gains and losses. evaluate international trade and public policy using domestic supply-and-demand models.	• Construct and manipulate supply-and-demand graphs from written scenarios, schedules, and data. • Conduct a classroom market simulation to observe equilibrium formation and disequilibrium. • Calculate elasticity using the midpoint method and interpret total-revenue effects. • Analyze minimum wage, rent control, excise tax, subsidy, tariff, and trade-policy cases. • Use consumer and producer surplus to evaluate efficiency before and after intervention. • Complete AP-style supply-and-demand free-response and multiple-choice sets. Differentiation for Diverse Learners/Accommodations Special Ed/504: notes/worked examples, graph templates, chunking, and extended time/review as specified. Multilingual Learners: accessible text, labeled visuals, vocabulary supports, and rehearsal opportunities. At Risk Students: checkpoints, chunked tasks, targeted support, and review. Gifted and Talented: advanced data and extension problems.	Methods of Assessment <i>Student Assessment</i> Homework / problem sets F Class discussion F Graphing / quantitative analysis F AP Classroom questions / progress checks F Quizzes / unit test F/S AP-style free-response questions S Supply and demand market simulation F Elasticity and government intervention FRQ S Unit assessment with graphing and quantitative analysis S	6.1.12.EconEM.6.a 6.1.12.EconGE.6.a 6.1.12.EconET.11.a Interdisciplinary Connections NJSLS-ELA: RI.CR.11-12.1 - evidence from economic texts and cases W.AW.11-12.1 - arguments about market intervention SL.II.11-12.2 - integrate graphical, quantitative, and written sources NJSLS-Mathematics: A.CED.A.2 - equations relating price and quantity F.IF.B.4 - interpret key features of graphs and tables F.IF.B.6 - interpret rates of change MP.4 - model with mathematics

SUBJECT: AP MICROECONOMICS

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLS
III. PRODUCTION, COST, AND THE PERFECT COMPETITION MODEL Time: 7 weeks Course Content - Topics may include: • The production function • Short- and long-run production costs • Types of profit • Profit maximization • Perfect competition Students will be able to: explain the production function and distinguish short-run fixed inputs from variable inputs. calculate total product, marginal product, and average product and explain diminishing marginal returns. calculate and graph fixed, variable, total, average, and marginal costs in the short run. distinguish accounting profit, normal profit, and economic profit and identify explicit and implicit costs. apply the profit-maximizing rule where marginal revenue equals marginal cost and identify break-even and shutdown conditions. analyze perfectly competitive firms and markets in the short run and long run. evaluate productive efficiency, allocative efficiency, and long-run adjustment under perfect competition.	• Build production and cost schedules and derive product and cost curves from numerical data. • Graph short-run cost curves and explain the relationships among marginal, average, and total measures. • Model profit maximization, economic profit, loss minimization, shutdown, and break-even for competitive firms. • Analyze entry and exit and the movement toward long-run equilibrium. • Use industry and firm graphs together to explain competitive market outcomes. • Complete AP-style production, cost, and perfect-competition FRQs and multiple-choice sets. Differentiation for Diverse Learners/Accommodations Special Ed/504: notes/worked examples, graph templates, chunking, and extended time/review as specified. Multilingual Learners: accessible text, labeled visuals, vocabulary supports, and rehearsal opportunities. At Risk Students: checkpoints, chunked tasks, targeted support, and review. Gifted and Talented: advanced data and extension problems.	Methods of Assessment <i>Student Assessment</i> Homework / problem sets F Class discussion F Graphing / quantitative analysis F AP Classroom questions / progress checks F Quizzes / unit test F/S AP-style free-response questions S Production and cost quantitative analysis F/S Perfect competition graphing assessment S Production, cost, and perfect competition FRQ S	6.1.12.EconEM.6.a 6.1.12.EconGE.3.a 6.1.12.HistoryCC.6.a Interdisciplinary Connections NJSLS-ELA: W.IW.11-12.2 - explain production and cost relationships SL.II.11-12.2 - integrate tables, graphs, and written scenarios SL.PI.11-12.4 - present findings and economic reasoning NJSLS-Mathematics: A.SSE.A.1 - interpret expressions in context A.CED.A.2 - represent relationships between quantities F.IF.B.4 - interpret cost and revenue graphs F.IF.B.6 - calculate and interpret rates of change MP.4 - model with mathematics NJSLS-Science: HS-ETS1-3 - evaluate solutions using costs, constraints, and trade-offs HS-ETS1-4 - use simulations to model complex systems

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLS
IV. IMPERFECT COMPETITION Time: 5 weeks Course Content - Topics may include: • Monopoly • Price discrimination • Monopolistic competition • Oligopoly and game theory Students will be able to: explain the sources of market power and barriers to entry. determine monopoly price, output, profit, loss, consumer surplus, and deadweight loss using graphs and data. analyze the conditions and effects of price discrimination. explain short-run and long-run equilibrium in monopolistic competition, including excess capacity and product differentiation. analyze oligopoly using payoff matrices, dominant strategies, Nash equilibrium, collusion, and strategic interdependence. compare perfect competition, monopoly, monopolistic competition, and oligopoly in terms of efficiency, price, output, and welfare. evaluate how real-world firms use pricing, product differentiation, innovation, and strategic behavior.	• Construct and analyze monopoly graphs, including demand, marginal revenue, marginal cost, average total cost, profit, and deadweight loss. • Compare monopoly and perfect competition using common market scenarios. • Analyze price-discrimination cases and identify conditions that make price discrimination possible. • Use payoff matrices and classroom games to identify dominant strategies and Nash equilibrium. • Classify real industries by market structure and defend classifications with economic evidence. • Complete AP-style imperfect-competition FRQs and multiple-choice practice. Differentiation for Diverse Learners/Accommodations Special Ed/504: notes/worked examples, graph templates, chunking, and extended time/review as specified. Multilingual Learners: accessible text, labeled visuals, vocabulary supports, and rehearsal opportunities. At Risk Students: checkpoints, chunked tasks, targeted support, and review. Gifted and Talented: advanced data and extension problems.	Methods of Assessment <i>Student Assessment</i> Homework / problem sets F Class discussion F Graphing / quantitative analysis F AP Classroom questions / progress checks F Quizzes / unit test F/S AP-style free-response questions S Market structure comparison project F/S Oligopoly / game theory analysis F Imperfect competition FRQ S	6.1.12.EconEM.6.a 6.1.12.EconNE.13.a 6.1.12.EconEM.10.a Interdisciplinary Connections NJSLS-ELA: RI.CR.11-12.1 - analyze evidence about firms and markets W.AW.11-12.1 - defend market-structure classifications SL.PE.11-12.1 - discuss strategic behavior and competition NJSLS-Mathematics: N.VM.C.6 - represent and analyze payoff matrices F.IF.B.4 - interpret monopoly and competition graphs MP.3 - construct arguments and critique reasoning MP.4 - model with mathematics

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLS
V. FACTOR MARKETS Time: 4 weeks Course Content - Topics may include: • Introduction to factor markets • Changes in factor demand and factor supply • Profit-maximizing behavior in perfectly competitive factor markets • Monopsonistic markets Students will be able to: explain factor markets and derived demand for labor and other productive resources. calculate marginal product, marginal revenue product, and marginal factor cost. identify determinants that shift factor demand and factor supply and analyze changes in equilibrium factor prices and quantities. determine profit-maximizing employment and resource use in perfectly competitive factor markets. analyze the relationship among productivity, output price, marginal revenue product, wages, and employment. analyze monopsony and compare wages and employment with outcomes in competitive factor markets. evaluate how human capital, productivity, discrimination, unions, and policy can affect factor-market outcomes.	• Construct labor-market and firm-level factor-market graphs. • Calculate marginal revenue product and optimal hiring from tables and written scenarios. • Analyze shifts in labor demand and labor supply and connect them to productivity, output demand, and input prices. • Compare competitive labor-market and monopsony outcomes graphically. • Use labor-market data to evaluate wage differentials and the role of human capital. • Complete AP-style factor-market quantitative and free-response practice. Differentiation for Diverse Learners/Accommodations Special Ed/504: notes/worked examples, graph templates, chunking, and extended time/review as specified. Multilingual Learners: accessible text, labeled visuals, vocabulary supports, and rehearsal opportunities. At Risk Students: checkpoints, chunked tasks, targeted support, and review. Gifted and Talented: advanced data and extension problems.	Methods of Assessment <i>Student Assessment</i> Homework / problem sets F Class discussion F Graphing / quantitative analysis F AP Classroom questions / progress checks F Quizzes / unit test F/S AP-style free-response questions S Marginal revenue product / hiring analysis F/S Competitive factor market vs. monopsony graphing assessment S Factor Markets FRQ S	6.1.12.EconNE.3.a 6.1.12.HistoryCA.6.a 6.1.12.EconGE.3.a Interdisciplinary Connections NJSLS-ELA: RI.CR.11-12.1 - analyze labor-market information W.AW.11-12.1 - support claims about wages and employment SL.II.11-12.2 - integrate labor data, graphs, and written sources NJSLS-Mathematics: N.Q.A.1 - units and scales in wage and productivity data A.CED.A.2 - equations relating factor demand and supply F.IF.B.4 - interpret labor-market graphs MP.2 - reason abstractly and quantitatively MP.4 - model with mathematics

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLS
VI. MARKET FAILURE AND THE ROLE OF GOVERNMENT Time: 4 weeks Course Content - Topics may include: • Socially efficient and inefficient market outcomes • Externalities • Public and private goods • The effects of government intervention in different market structures • Income and wealth inequality Students will be able to: distinguish private and social costs and benefits and identify socially efficient and inefficient market outcomes. analyze positive and negative externalities using marginal private benefit, marginal social benefit, marginal private cost, and marginal social cost. distinguish private goods, public goods, common resources, and other goods based on rivalry and excludability. explain the free-rider problem and why public goods may be underprovided by markets. evaluate taxes, subsidies, regulation, antitrust policy, and other government interventions across market structures. analyze the efficiency and equity effects of public policy, including intended and unintended consequences. interpret measures and representations of income and wealth inequality and evaluate competing policy approaches.	• Graph negative and positive externalities and identify market quantities, socially efficient quantities, and corrective policies. • Conduct a public-goods / common-resource simulation to examine incentives and the free-rider problem. • Analyze antitrust, regulation, subsidy, tax, and environmental-policy case studies. • Compare government intervention across competitive and imperfectly competitive markets. • Analyze income and wealth distribution data and construct or interpret Lorenz curves where appropriate. • Develop an evidence-based policy brief that evaluates efficiency, equity, incentives, and trade-offs. • Complete cumulative AP-style market-failure and government-role FRQs and multiple-choice review. Differentiation for Diverse Learners/Accommodations Special Ed/504: notes/worked examples, graph templates, chunking, and extended time/review as specified. Multilingual Learners: accessible text, labeled visuals, vocabulary supports, and rehearsal opportunities.	Methods of Assessment <i>Student Assessment</i> Homework / problem sets F Class discussion F Graphing / quantitative analysis F AP Classroom questions / progress checks F Quizzes / unit test F/S AP-style free-response questions S Market failure policy brief S Externalities / public goods graphing assessment S Cumulative AP Microeconomics practice assessment S	6.1.12.EconEM.10.a 6.1.12.CivicsPR.10.b 6.1.12.GeoHE.14.a 6.2.12.EconGE.6.a Interdisciplinary Connections NJSLS-ELA: RI.CR.11-12.1 - evaluate policy and environmental evidence W.AW.11-12.1 - write evidence-based policy arguments W.SE.11-12.6 - research and cite authoritative sources SL.II.11-12.2 - integrate data and multimedia sources SL.PI.11-12.4 - present policy findings and recommendations NJSLS-Mathematics: N.Q.A.1 - units and scales in policy data F.IF.B.4 - interpret externality and distribution graphs S.IC.B.6 - evaluate reports based on data MP.3 - construct arguments and critique reasoning MP.4 - model with mathematics NJSLS-Science: HS-ESS3-1 - natural resources, climate, and human activity

	At Risk Students: checkpoints, chunked tasks, targeted support, and review. Gifted and Talented: advanced data and extension problems.		HS-ESS3-2 - economic and environmental resource trade-offs HS-ESS3-4 - evaluate solutions reducing human impacts HS-LS2-7 - solutions that reduce environmental and biodiversity impacts
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Interdisciplinary Connections	<u>Connections to NJSL – English Language Arts:</u> W.IW.11-12.2: Write informative/explanatory texts that convey complex ideas clearly and accurately through effective selection, organization, and analysis of content. W.SE.11-12.6: Gather relevant information from authoritative sources, assess source strengths and limitations, integrate information selectively, and cite it properly. RI.CR.11-12.1: Cite a range of thorough textual evidence and relevant connections to support comprehensive analysis of informational texts. <u>Connections to NJSL – Mathematics</u> MP.4: Model with mathematics. SL.PE.11-12.1: Initiate and participate effectively in collaborative discussions, building on others' ideas and expressing ideas clearly and persuasively. SL.II.11-12.2: Integrate multiple sources across diverse formats and media, evaluating credibility and accuracy to make informed decisions and solve problems.
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21st Century Life and Careers	● 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures. ● 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. ● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights. ● 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures. ● 9.1.12.CFR.5: Summarize the purpose and importance of estate planning documents (e.g., will, durable power of attorney, living will, health care proxy, etc.). ● 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws. ● 9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt. ● 9.1.12.CDM.2: Compare and contrast the advantages and disadvantages of various types of mortgages. ● 9.1.12.CDM.3: Determine ways to leverage debt beneficially. ● 9.1.12.CDM.4: Identify issues associated with student loan debt, requirements for repayment, and consequences of failure to repay student loan debt. ● 9.1.12.EG.1: Review the tax rates on different sources of income and on different types of products and services purchased. ● 9.1.12.EG.2: Explain why various forms of income are taxed differently ● 9.2.12.CAP.15: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income. ● 9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments. ● 9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice. ● 9.2.12.CAP.18: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).
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	● 9.2.12.CAP.19: Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income ● 9.2.12.CAP.20: Analyze a Federal and State Income Tax Return. ● 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8) ● 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
Computer Science and Design Thinking	● 8.2.12.ETW.2: Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment. ● 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution. ● 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. ● 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. ● 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. ● 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented
Display labeled images of individuals, terms and content Use body movement and gestures to further explain concepts to students. Restate design steps aloud before project activity. Assign a native language partner.	Provide adequate scaffolds for the educational process. Provide alternative choices (i.e. verbal or visual) to demonstrate proficiency. Provide an outline of lessons Get a written list of instructions Work or take a test in a different setting, such as a quiet room with few distractions. Sit where they learn best (for example, near the teacher). Use an alarm to help with time management. Work with a partner.	Incorporate student choice Invite parents, neighbors, friends, the school principal and other community members to support classroom activities. Provide peer mentoring to improve techniques.	Take on an additional or more complex reading and writing prompts Investigate different levels and concepts relevant to the presented topics

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.