

**ROBBINSVILLE PUBLIC SCHOOLS**  
**OFFICE OF CURRICULUM AND INSTRUCTION**  
**BUSINESS**

**Introduction To Business**

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### **Course Philosophy**

Every individual develops intellectually at his or her own unique pace through a variety of structured individual and group experiences. Through the study of Introduction to Business, students develop critical thinking skills, patience, teamwork, and a sense of accomplishment from a job well done. Additionally, participating in this course will develop skills critical to success in a wide variety of career settings. Skills such as learning to follow directions systematically and how to troubleshoot and problem solve individually and collectively. Whether a student decides to pursue a career in this field in the future or applies the principles learned personally, the knowledge and skills gained as a result of completing this course will continue to be a source of lifelong learning and fulfillment. Knowledge and skills learned in this course can serve in a wide variety of career fields as well as to serve to build a strong financial literacy to be a critically thinking, and informed citizen and consumer.

### **Course Description**

Introduction to Business is a 2.5 credit course open to students in grades 9-12. Subjects covered include; economic principles, social responsibility, business structure, business relationships, management and various business fundamentals surrounding the organization and daily routines of the workplace. Throughout the course, students will participate in class activities individually and in small groups to develop interpersonal skills and self management skills. Students will also continue to improve presentation and public speaking skills in a peer setting with guided practice and feedback

This introductory course will help students develop an understanding of how business affects everyone's personal lives. Students will learn about economic systems and their role in business, how private enterprise works, how businesses are organized, and the role government plays in business. Students will culminate concepts learned by developing a simple business plan framework to present to their peers. Students will also identify factors that influence consumer behavior as well as gain perspective on skills and attributes for successful contribution in the workplace. This course is also an excellent opportunity for students to build skills in public speaking and effective interpersonal communication.

### **Core and Supplemental Instructional Materials**

Core Materials	Supplemental Materials
Introduction to Business Text Unit Study Guides Workbook Pages Project Rubrics Teacher Examples and prior student work	<ul style="list-style-type: none"><li>● Newsela</li><li>● Kahoot</li><li>● Quizlet</li><li>● Google Surveys</li><li>● Newspaper and Magazine Articles</li><li>● Videos</li></ul>

## Social Emotional Learning Connections

Below are the five core SEL Competencies as outlined by CASEL, and examples of how each may be addressed within this curriculum

**Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

**Example 1: Journal Entries**

**Example 2: Encourage positive self talk**

**Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

**Example 1: Practicing Mindfulness**

**Example 2: Incorporating PEI activities**

**Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

**Example 1: Celebrating diversity with research and discussion**

**Example 2: Encouraging students to integrate their own personal culture into their assignments and class discussions**

**Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

**Example 1: Team Building Activities**

**Example 2: Integrating reflection into self assessment for student work**

**Responsible decision-making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

**Example 1: Smart Goal Activities**

**Example 2: Business Scenario Activities**

## Integration of 21st Century Themes and Skills

### Educational Technology

#### Standards:

- **Technology Operations and Concepts:** Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review (8.1.12.A.2).

**Example:** Students can work individually or collaborate using technology to produce, edit, electronically submit and present to peers.

- **Creativity and Innovation:** Students can work alone or in small groups to read various scenarios, apply concepts learned and work towards business minded solutions being able to identify outcomes and cost benefit analysis.

**Example:** Students can use the business decision model to create options, pros and cons, and mathematically justify the best choice.

- **Communication and Collaboration:** Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community (8.1.12.C.1). Example: Students can investigate multiple online sources to develop a presentation synthesizing the information found and proposing ideas, information and solutions.

**Example:** Students can collaborate online to produce, edit and electronically submit a slideshow on socially responsible corporations or various franchise organizations.

- **Research and Information Fluency:** Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources (8.1.12.E.1). Example: Develop a position for specific socratic interactive discussion.

**Example:** Students can collaborate online to gather information which will be used to interact in a socratic seminar such as debating the advantages and disadvantages of market based economies vs. command economies

## Career Ready Practices

### Standards: CRP 1, 4, 5, 6, 7, 8, 11

**CRP1.** Act as a responsible and contributing citizen and employee Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**Example:** Students will demonstrate the responsibilities associated with being a member of a community when engaging collaboratively during sharing in pairs/trios, and participating in whole group discussions. Examples may include jigsaw and fishbowl activities.

**CRP4.** Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**Example:** Students will communicate clearly and effectively with their classmates when presenting their projects. They will be active listeners during others' presentations. They will ask thoughtful questions and respond appropriately.

**CRP5.** Consider the environmental, social and economic impacts of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social conditions, the environment and the profitability of the organization.

**Example:** Students will investigate and evaluate the decisions of socially responsible businesses, and evaluate how these actions benefit both the organization and society.

**CRP6.** Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and

they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**Example:** Students will brainstorm ideas and collaborate with their classmates to find creative solutions to the task at hand. This may include research as a basis for discussion.

**CRP7.** Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use a reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

**Example:** Students will employ accepted research strategies and cite their sources.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**Example:** Once students have brainstormed and collaborated and decided on a course of action, they work diligently until the project has been completed.

**CRP11.** Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

**Example:** Students use technology responsibly to complete their assigned projects.



## Robbinsville Ready 21st Century Skill Integration

**The following skills will be embedded throughout the curriculum and instruction of this course.**

**Collaborative Team Member:** Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

**Effective Communicator:** Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

**Emotionally Intelligent Learner:** Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

**Informed and Involved Citizen:** Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

**Innovative Thinker:** Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

**Resilient and Self-Directed Learner:** Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

**Robbinsville Public Schools**  
**Scope, Sequence, Pacing and Assessment**

**Introduction to Business**

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments			
			Formative	Summative	Common Benchmark Assessments (mid-course and end of course <u>only</u> )	Alternative Assessments (projects, etc. <b>when appropriate</b> )
<b>Unit #1:</b> Economic activity, systems, and principles	<p>The economy is driven by TRANSACTIONS of goods &amp; services to meet consumers wants and needs.</p> <p>ECONOMICS studies how resources are used to meet demand.</p> <p>To <i>create</i> the goods and services businesses utilize the 4 factors of production. Scarcity is the lack of resources; it influences decisions by both consumers and producers.</p> <p>All businesses, regardless of their scope, continually perform all of the 7 common activities. Of these, Marketing is the most common and influential activity that all businesses must do.</p> <p>The United States has been a global leader for over 200 years. The current emphasis of the U.S. Economy is technology and information.</p> <p>Most nations despite their political structure, have organized themselves economically to blend attributes of a market economy and a command economy.</p>	3-4 weeks	Exit tickets  Interim project checks  Check ins and check for understanding  progress checklists  Completed study guides  Structured pairs and small group work  Topic Stations  Money Math worksheets  Socratic circles	Quizzes Unit Projects Research Presentations Unit Test Final Exam	Unit Exam Final Exam	Modified activities and projects based on student need (i.e. absences, accommodations , modifications)

	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>• Understand what drives the economy and economic decisions</li> <li>• Identify the four factors of production and relate them to essential functions of business</li> <li>• Identify how economic activity is measured</li> <li>• Understand the 7 key/common activities all businesses do</li> <li>• Compare and contrast economic systems and the role they play in the global economy</li> </ul>					
<b>Unit 2:</b> Business Ethics, Social Responsibility and Business Relationships	<p>Following regulations and having high standards can build trust, loyalty, and customer confidence.</p> <p>Focusing on socially responsible actions can attract target consumers and build brand value</p> <p>Emphasizing equal importance on the 4 main business relationships supports sustainability, longevity, and profitability.</p> <p>The government regulates, monitors and legally enforces the workplace and the marketplace.</p> <p>A code of ethics clearly defines the rights and expectations for behavior in the workplace.</p> <p>Human resources is a key factor of production and an HR manager will oversee all aspects of the employment of labor.</p> <p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast ethics and social responsibility.</li> <li>• Examine examples of socially responsible actions and determine how they can be beneficial to business objectives</li> </ul>	3-4 weeks	Exit tickets  Interim project checks  Check ins and check for understanding  progress checklists  Completed study guides  Structured pairs and small group work  Topic Stations  Money Math worksheets  Socratic circles	Quizzes Unit Projects Research Presentations Unit Test Final Exam	Unit Exam Final Exam	Modified activities and projects based on student need (i.e. absences, accommodations, modifications)

	<ul style="list-style-type: none"> <li>Identify common government regulatory agencies and assess the role they play in the workplace</li> <li>Examine examples of corporate code of ethics and assess the importance for legal protection of both employers and employees</li> <li>Connect human resources to the 4 factors of production and relate the role of human resources in business objectives</li> </ul>					
<b>Unit 3: Entrepreneurship, Organization and Operations</b>	<p>Entrepreneurs share many common personality traits that inspire them to take the risk; Courage, resilience, innovative, to name a few.</p> <p>Small businesses tend to be more customer relations focused and have a local connection with the community</p> <p>A proprietor/entrepreneur has an idea or identifies an opportunity.</p> <p>Entrepreneurs are influenced by a variety of factors, including Internal: personality traits, expertise, education, and external factors; economics, and market conditions.</p> <p>The most common way to start a small business is to organize it as a sole proprietorship</p> <p>A business plan is a comprehensive outline detailing the nature of your business, the product or service, and how you intend to run your operations.</p> <p>Franchises offer a variety of advantages for opening a business; Brand recognition, a proven business plan, and corporate support.</p> <p>Non-profits operate and are structured just like a “for profit” business. Nonprofits rely on outside</p>	3-4 weeks	Exit tickets  Interim project checks  Check ins and check for understanding  progress checklists  Completed study guides  Structured pairs and small group work  Topic Stations  Money Math worksheets  Socratic circles	Quizes Unit Projects Research Presentations Unit Test Final Exam	Unit Exam Final Exam	Modified activities and projects based on student need (i.e. absences, accommodations, modifications)

	<p>financial support and serve to solve a problem or have a socially responsible purpose</p> <p>All products have a linear path from raw materials to final consumer. The intermediaries are steps along the way where “value” is added.</p> <p>Businesses are classified into “types” based upon their role in the “Value Chain”. This is referred to as the scope of their operations</p> <p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Identify traits and factors of entrepreneurs and research examples of well known modern entrepreneurs</li> <li>• Compare and contrast various ways to organize a business and identify advantages for each</li> <li>• Research a franchise and understand how owning a franchise can be a successful way of operating a business</li> <li>• Identify the various types of business and connect the role of each in the supply chain model</li> </ul>					
<b>Unit 4: Management and Leadership</b>	<p>The modern workplace has evolved significantly since 1950 and incorporates a wide variety of management styles, leadership strategies, human resources and technology to reach business objectives and maximize productivity.</p> <p>Corporate culture, sometimes called organizational culture, encompasses values and behaviors that contribute to the unique social and psychological environment of a business.</p> <p>Utilizing the best leadership styles can positively impact human resources.</p>	2 Weeks	<p>Exit tickets</p> <p>Interim project checks</p> <p>Check ins and check for understanding</p> <p>progress checklists</p> <p>Completed study guides</p>	<p>Quizes</p> <p>Unit Projects</p> <p>Research</p> <p>Presentations</p> <p>Unit Test</p> <p>Final Exam</p>	<p>Unit Exam</p> <p>Final Exam</p>	<p>Modified activities and projects based on student need (i.e. absences, accommodations, modifications)</p>

	<p>Management is a job title, leadership is a skill developed with education, job content experience and professional development.</p> <p>Managers plan, lead, organize and control the factors of production.</p> <p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Develop an awareness of leadership qualities and types of leadership.</li> <li>• Develop an understanding of how businesses are organized and run.</li> <li>• Develop an awareness of the difference between leaders and managers</li> <li>• Develop an understanding of levels of management in a business</li> <li>• Identify the (4) essential functions of a manager</li> </ul>		<p>Structured pairs and small group work</p> <p>Topic Stations</p> <p>Money Math worksheets</p> <p>Socratic circles</p>			
<p><b>Unit 5</b></p> <p><b>Project Based Learning;</b></p> <p>Business Plan Project</p>	<p>The creation of a solid business plan is the framework for success when starting a business.</p> <p>Branding, and all of the subsequent components of marketing and branding serve as the communication venue, image, and ultimate perception of a business.</p> <p>To create and provide products and services, businesses must manage the factors of production.</p> <p>Once the target market is identified, choosing the best advertising/communication methods will optimize promotion.</p> <p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Culminate concepts learned to conceptualize a small business, create a business plan, create simple branding material, and present to their peers their idea.</li> </ul>	3 Weeks	<p>Check ins and check for understanding</p> <p>progress checklists</p> <p>teacher modeled examples</p>	<p>Quizzes</p> <p>Unit Projects</p> <p>Research Presentations</p> <p>Unit Test</p> <p>Final Exam</p>	<p>Final Exam (content chapter 1-4)</p>	<p>Modified activities and projects based on student need (i.e. absences, accommodations, modifications)</p>

	<ul style="list-style-type: none"><li>• Work in a group dynamic to achieve team goals.</li><li>• Demonstrate mastery of relevant course content and connect relevance to their individual output and group project</li></ul>					
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## Robbinsville Public Schools

### Unit 1: Economic activity, systems, and principles

<p><b>Enduring Understandings:</b></p> <p>The economy is driven by TRANSACTIONS of goods &amp; services to meet consumers wants and needs.</p> <p>ECONOMICS studies how resources are used to meet demand.</p> <p>To <i>create</i> the goods and services businesses utilize the 4 factors of production. Scarcity is the lack of resources; it influences decisions by both consumers and producers.</p> <p>All businesses, regardless of their scope, continually perform all of the 7 common activities. Of these, marketing is the most common and influential activity that all businesses must do.</p> <p>The United State has been a global leader for over 200 years. The current emphasis of the U.S. Economy is technology and information.</p> <p>Most nations despite their political structure, have organized themselves economically to blend attributes of a market economy and a command economy.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What drives the economy?</li> <li>• What is the basic economic problem?</li> <li>• What is economics?</li> <li>• What resources are used by businesses?</li> <li>• What is meant by scarcity?</li> <li>• How does scarcity affect decisions?</li> <li>• What do all businesses have in common?</li> <li>• How do businesses communicate with consumers?</li> <li>• How is economic activity measured?</li> </ul>
<p><b>Interdisciplinary Connections</b></p> <p><b><u>Reading/Writing:</u> NJSLSA.R7:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Examples: Students can collaborate online to produce, edit, and electronically submit various google documents and presentations.</p> <p><b><u>Mathematical Practice-Modeling:</u></b> Examples: Students will work through various applications of typical commercial transactions including but not limited to; subtotalling, calculating New Jersey sales tax, discounting, totaling, reading tables and graphs, and unit costing scenarios.</p>	
<p><b>Career/Real World Connections</b></p> <p><b>Example:</b> Connecting economic trends and data to sports teams and statistics to understand cycles, change and causal effect.</p>	

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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<p>9.3.12.BM-BIM.3 Access, evaluate and disseminate information for business decision making.</p> <p>9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.</p> <p>9.1.12.F.1 Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.</p>	<p>What factors drive the economy?</p> <p>How does scarcity of resources impact the economic system and business decisions?</p> <p>What tools are used to measure and analyze economic behavior?</p> <p>What are the 3 types of economies?</p> <p>What is meant by “factors of production”?</p> <p>What is the business cycle?</p>	<p>Define basic economic terms and assemble the information as to how it relates to a nation's economic system and decisions</p> <p>Identify the 4 factors of production and be able to determine how they are used to create products and services</p> <p>List the 7 common business activities and identify examples for each.</p> <p>Understand how marketing is the communication platform between business and consumers</p> <p>Examine various ways economic activity is measured</p>	<p>Using google sheets to create spreadsheets, charts and grids</p> <p>Topic specific station content</p> <p>Pair and Share</p> <p>Unit packet graphic organizer</p> <p>Google slides to prepare presentations</p> <p>Interactive lecture bursts</p> <p>Workbook activities</p> <p>Money math activities</p>	<p>Text Study Guides Workbook Pages Laptops/Internet Rubrics</p>	<p>Exit tickets</p> <p>Project/Activity rubrics</p> <p>Progress checks and content review</p> <p>Monitoring/frequent check for understanding</p> <p>Vocabulary quiz</p> <p>Chapter test</p>
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## Robbinsville Public Schools

### Unit 2: Business Ethics, Social Responsibility and Business Relationships

<p><b>Enduring Understandings:</b></p> <p>Following regulations and having high standards can build trust, loyalty, and customer confidence.</p> <p>Focusing on socially responsible actions can attract target consumers and build brand value</p> <p>Emphasizing equal importance on the 4 main business relationships supports sustainability, longevity, and profitability.</p> <p>The government regulates, monitors and legally enforces the workplace and the marketplace.</p> <p>A code of ethics clearly defines the rights and expectations for behavior in the workplace.</p> <p>Human resources is a key factor of production and an HR manager will oversee all aspects of the employment of labor.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How can ethics and social responsibility impact business?</li> <li>● What are the 4 main business relationships?</li> <li>● Why is it important to have a code of ethics?</li> <li>● What does a human resource manager do</li> <li>● What is the role of government in the marketplace?</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p><b>Science: HS-ESS3-4:</b> Evaluate or refine a technological solution that reduces impacts of human activities on natural systems. Examples: Students can investigate the benefits of environmentally friendly modern business solutions, as well as the positive economical and societal impacts of socially responsible environmental actions.</p> <p><b>Reading/Writing: NJSLA.R7:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Examples: Students can collaborate online to produce, edit, and electronically submit various google documents and presentations.</p> <p><b>Mathematical Practice-Modeling:</b> Examples: Students will work through various applications of typical commercial transactions including but not limited to; subtotalling, calculating New Jersey sales tax, discounting, totaling, reading tables and graphs, and unit costing scenarios.</p>	
<p style="text-align: center;"><b>Career/Real World Connections</b></p> <p><b>Example: Research and investigate how modern business emphasizes developing a corporate culture of social responsible actions.</b></p>	

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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<p>9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.</p> <p>9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.</p> <p>9.3.12.BM-HR.6 Plan, monitor and manage day-to-day business activities to foster a healthy and safe work environment.</p>	<p>How can ethical and socially responsible action impact a business?</p> <p>What is human resources?</p> <p>What are key tasks performed by a human resource manager?</p> <p>Why is a well written code of ethics important for a business?</p>	<p>Compare and contrast ethics and social responsibility</p> <p>Examine samples of various code of ethics and understand how they are used to mitigate legal actions and drive employee productivity</p> <p>Identify the 4 main business relationship and develop an understanding of the total stakeholder approach</p> <p>Understand that our government plays a key role in our economic system as both a fiscal motivator and as a regulator.</p> <p>Connect to prior knowledge of factors of production by examining the role of the human resource department in an organization.</p>	<p>Topic specific station content</p> <p>Pair and Share</p> <p>Unit packet graphic organizer</p> <p>Google slides to prepare presentations</p> <p>Socratic seminar</p> <p>Interactive lecture bursts</p> <p>Workbook activities</p>	<p>Text</p> <p>Study Guides</p> <p>Workbook Pages</p> <p>Laptops/Internet</p> <p>Rubrics</p>	<p>Exit tickets</p> <p>Project/Activity rubrics</p> <p>Progress checks and content review</p> <p>Monitoring/frequent check for understanding</p> <p>Vocabulary quiz</p> <p>Chapter test</p>
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Unit 3: Entrepreneurship, Organization and Operations

<p><b>Enduring Understandings:</b></p> <p>Entrepreneurs share many common personality traits that inspire them to take the risk; Courage, resilience, innovative, to name a few.</p> <p>Small businesses tend to be more customer relations focused and have a local connection with the community</p> <p>A proprietor/entrepreneur has an idea or identifies an opportunity.</p> <p>Entrepreneurs are influenced by a variety of factors, including Internal: personality traits, expertise, education, and external factors; economics, and market conditions.</p> <p>The most common way to start a small business is to organize it as a sole proprietorship</p> <p>A business plan is a comprehensive outline detailing the nature of your business, the product or service, and how you intend to run your operations.</p> <p>Franchises offer a variety of advantages for opening a business; Brand recognition, a proven business plan, and corporate support.</p> <p>Non-profits operate and are structured just like a “for profit” business. Nonprofits rely on outside financial support and serve to solve a problem or have a socially responsible purpose</p> <p>All products have a linear path from raw materials to final consumer. The intermediaries are steps along the way where “value” is added.</p> <p>Businesses are classified into “types” based upon their role in the “Value Chain”. This is referred to as the scope of their operations</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What are some of the common traits of entrepreneurs?</li> <li>● What advantages does a small business have?</li> <li>● How do most small businesses begin? What are some common factors?</li> <li>● What is a business plan?</li> <li>● What are the common ways to own and operate a business?</li> <li>● How can opening a franchise be advantageous?</li> <li>● How does a non-profit business operate?</li> <li>● What is the intermediary chain? What are the different activities businesses provide?</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p><b><u>Reading/Writing:</u></b> <b>NJSLSA.R7:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Examples: Students can collaborate online to produce, edit, and electronically submit various google documents and presentations.</p> <p><b><u>Career and Tech Education:</u></b> <b>9.3.12.AR-VIS.2:</b> Analyze how the application of visual arts elements and principles of design communicate and express ideas. Examples: Students can support their presentation with impactful graphics, photos, and layout.</p>	

### Career/Real World Connections

**Example: Conducting research on well known entrepreneurs as well as successful businesses and franchises to make connections locally, nationally, and globally.**

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business. 9.1.12.A.6 Summarize the financial risks and benefits of entrepreneurship as a career choice.	<p>What factors influence someone to start a business?</p> <p>What defines a business as a small business?</p> <p>Why is opening a franchise less risky than starting your own business?</p> <p>What is meant by the value chain?</p>	<p>Identify both internal and external factors that motivate entrepreneurs.</p> <p>Identify the advantages and disadvantages of small businesses.</p> <p>Identify the 3 common ways to own and organize a business, and 3 alternate ways to start a business.</p> <p>List and describe the various types of business and relate it to the value chain.</p> <p>Connect prior knowledge (factors of production) to the value chain to understand how manufactured products are created</p>	<p>Topic specific station content</p> <p>Pair and Share</p> <p>Unit packet graphic organizer</p> <p>Google slides to prepare presentations</p> <p>Socratic seminar</p> <p>Interactive lecture bursts</p> <p>Workbook activities</p>	<p>Text</p> <p>Study Guides</p> <p>Workbook Pages</p> <p>Laptops/Internet</p> <p>Rubrics</p>	<p>Exit tickets</p> <p>Project/Activity rubrics</p> <p>Progress checks and content review</p> <p>Monitoring/frequent check for understanding</p> <p>Vocabulary quiz</p> <p>Chapter test</p>

# Robbinsville Public Schools

## Unit 4: Management and Leadership

<p><b>Enduring Understandings:</b></p> <p>The modern workplace has evolved significantly since 1950 and incorporates a wide variety of management styles, leadership strategies, human resources and technology to reach business objectives and maximize productivity.</p> <p>Corporate culture, sometimes called organizational culture, encompasses values and behaviors that contribute to the unique social and psychological environment of a business.</p> <p>Utilizing the best leadership styles can positively impact human resources.</p> <p>Management is a job title, leadership is a skill developed with education, job content experience and professional development.</p> <p>Managers plan, lead, organize and control the factors of production.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the differences between the three styles of leadership?</li> <li>• What is a manager's primary objective in leading?</li> <li>• Is being a manager the same as being a leader?</li> <li>• What are the four functions of a manager and how do they relate to the 4 factors of production?</li> <li>• What is corporate culture?</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p><b>Reading/Writing:</b> <u>NJSLSA.R7:</u> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Examples: Students can collaborate online to produce, edit, and electronically submit various google documents and presentations.</p> <p><b>Science:</b> Modern civilization depends on major technological systems. <b>(HS-PS4-2),(HSPS4-5)</b> Students will evaluate the role of major technological changes on the way people live and work and compare this to modern technological advances such as the internet and the cell phone.</p>	
<p style="text-align: center;"><b>Career/Real World Connections</b></p> <p><b>Example:</b> Understanding the vital role modern technology plays in management , leadership, and global connectivity.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
9.3.12.BM-ADM.1 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.	<p>What is the difference between a leader and a manager?</p> <p>What are the 4 functions of a manager?</p>	<p>Compare and contrast leadership and management.</p> <p>Identify the 4 functions of managers and list example action/activities for each.</p>	<p>Topic specific station content</p> <p>Pair and Share</p> <p>Unit packet graphic organizer</p> <p>Socratic seminar</p>	<p>Text</p> <p>Study Guides</p> <p>Workbook Pages</p> <p>Laptops/Internet</p> <p>Rubrics</p>	<p>Exit tickets</p> <p>Project/Activity rubrics</p> <p>Progress checks and content review</p>

9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.	What is a manager's primary objective in leading? What leadership models best serve a business environment?	Understand that management is a component of the human resource factor of production.  Examine the various leadership styles and identify which business environment they are best suited for.	Interactive lecture bursts  Workbook activities		Monitoring/frequent check for understanding  Vocabulary quiz  Chapter test
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Unit 5: Project Based Learning - The Business Plan

<p><b>Enduring Understandings:</b></p> <p>The creation of a solid business plan is the framework for success when starting a business.</p> <p>Branding, and all of the subsequent components of marketing and branding serve as the communication venue, image, and ultimate perception of a business.</p> <p>To create and provide products and services, businesses must manage the factors of production.</p> <p>Once the target market is identified, choosing the best advertising/communication methods will optimize promotion.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is meant by break even? How do I calculate break even?</li> <li>• What is a business plan?</li> <li>• What advertising strategies will best promote my business?</li> <li>• What is a mission statement?</li> <li>• What is branding and why is it so important?</li> <li>• What timeline and goals should I create?</li> <li>• What financial resources and factors of production will I need?</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p><b>Career and Tech Education: 9.3.12.AR-VIS.2:</b> Analyze how the application of visual arts elements and principles of design communicate and express ideas. Examples: Students can support their final project by creating logos, marketing materials and websites.</p> <p><b>Mathematical Practice-Modeling:</b> Examples: Students will integrate math concepts learned in the course to enhance their project.</p> <p><b>Reading/Writing: NJSLSA.R7:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Examples: Students can collaborate online to produce, edit, and electronically submit the final project.</p>	
<p style="text-align: center;"><b>Career/Real World Connections</b></p> <p><b>Example:</b> Through completing the final course project, students will connect to various key elements to starting business and planning for daily operations.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
9.3.12.BM-ADM.1 Plan, staff, lead and organize human resources to enhance employee	<p>What is meant by “break even”?</p> <p>What is a business plan?</p>	<p>Students will culminate the course by identifying and applying concepts learned to develop a simple small business plan.</p> <p>Additionally, students will further develop Robbinsville Ready and Career Ready skills by</p>	<p>Direct one on one consultation and group guided practice</p> <p>Teacher modeled examples</p> <p>Daily themed lecture bursts</p>	<p>Textbook</p> <p>Internet Resources</p> <p>Teacher modeled examples</p>	<p>Exit tickets</p> <p>Project rubric</p> <p>Progress checks and content review</p>

productivity and satisfaction. 9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.	What is branding?	collaborating, self managing, using technology, and practicing presentation skills to share completed work with peers.		Daily lecture topics to apply to project development  Assorted Art Supplies  Laptops	
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General Differentiated Instruction Strategies	
<ul style="list-style-type: none"> <li>• Leveled texts</li> <li>• Chunking texts</li> <li>• Choice board</li> <li>• Socratic Seminar</li> <li>• Tiered Instruction</li> <li>• Small group instruction</li> <li>• Guided Reading</li> <li>• Sentence starters/frames</li> <li>• Writing scaffolds</li> <li>• Tangible items/pictures</li> <li>• Adjust length of assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat, reword directions</li> <li>• Brain breaks and movement breaks</li> <li>• Brief and concrete directions</li> <li>• Checklists for tasks</li> <li>• Graphic organizers</li> <li>• Assistive technology (spell check, voice to type)</li> <li>• Study guides</li> <li>• Tiered learning stations</li> <li>• Tiered questioning</li> <li>• Data-driven student partnerships</li> <li>• Extra time</li> </ul>

Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)			
Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> <li>• Extra time for assigned tasks</li> <li>• Adjust length of assignment</li> <li>• Timeline with due dates for reports and projects</li> <li>• Communication system between home and school</li> <li>• Provide lecture notes/outline</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Response time</li> <li>• Have students verbalize steps</li> <li>• Repeat, clarify or reword directions</li> <li>• Mini-breaks between tasks</li> <li>• Provide a warning for transitions</li> <li>• Reading partners</li> </ul>	<ul style="list-style-type: none"> <li>• Precise step-by-step directions</li> <li>• Short manageable tasks</li> <li>• Brief and concrete directions</li> <li>• Provide immediate feedback</li> <li>• Small group instruction</li> <li>• Emphasize multi-sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made checklist</li> <li>• Use visual graphic organizers</li> <li>• Reference resources to promote independence</li> <li>• Visual and verbal reminders</li> <li>• Graphic organizers</li> </ul>

Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> <li>● Computer/whiteboard</li> <li>● Tape recorder</li> <li>● Spell-checker</li> <li>● Audio-taped books</li> </ul>	<ul style="list-style-type: none"> <li>● Extended time</li> <li>● Study guides</li> <li>● Shortened tests</li> <li>● Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>● Consistent daily structured routine</li> <li>● Simple and clear classroom rules</li> <li>● Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Individual daily planner</li> <li>● Display a written agenda</li> <li>● Note-taking assistance</li> <li>● Color code materials</li> </ul>

## Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).

- Using supplementary materials in addition to the normal range of resources.

### English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-[www.Duolingo.com](http://www.Duolingo.com)
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-[www.Mobymax.com](http://www.Mobymax.com)
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site <http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

### Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple

sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>

- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>