

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

BUSINESS DEPARTMENT

FUNDAMENTALS OF BUSINESS

Grade Level: 9-12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 25, 2014

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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Fundamentals of Business

COURSE PHILOSOPHY

Fundamentals of Business provides students with the understanding of how business impacts and is influenced by a global economy in the 21st century. This course is designed to strengthen students' skills across the curriculum and acquaint students with the activities associated with a business. Students will gain a comprehensive understanding of business procedures and issues emerging in today's global economy. Overall, the course gives students a broad exposure to business operations and a solid background for additional business courses.

COURSE DESCRIPTION

Fundamentals of Business is designed for students who have an interest in exploring 21st century business operation. The goals of this course are to introduce students to the different internal and external elements of a business and the context in which a business operates. *Fundamentals of Business* explores common elements and characteristics of business such as marketing, accounting, economics, management, technology, and ethics. Topics are grouped in occupational clusters to assist students in choosing pathways of interest for college and/or a career.

OVERARCHING GOALS

CG1: Students will be able to make an informed decision about future possible career paths in the business field.

OVERARCHING ENDURING UNDERSTANDINGS

CEU1: There are many different aspects of the business field in which to specialize.

OVERARCHING ESSENTIAL QUESTIONS

CEQ1a: How do the various fields of business interact?
CEQ1b: Why is there no such thing as a "general business degree?"

UNIT GOALS & PACING

UNIT TITLE	UNIT GOALS	RECOMMENDED DURATION
Unit 1: Marketing	Students will be able to analyze and evaluate existing marketing strategies to determine their effectiveness upon consumers, and implement a variety of promotional strategies that form the foundation of marketing.	4 weeks
Unit 2: Accounting	Students will be able to maintain accurate financial statements for a business, analyze the financial status of a business, and make recommendations based on their analysis.	6 weeks
Unit 3: Economics	Students will be able to justify their analysis of real world business situations by using the elements and relationships within a mixed market economy.	6 weeks
Unit 4: Business Management/ Entrepreneurship	Students will be able to create a leadership philosophy and use that philosophy to justify their responses to situations that arise in a business.	6 weeks
Unit 5: Technology in Business	Students will be able to effectively communicate in 21 st century business relationships by utilizing a variety of media.	6 weeks
Unit 6: Careers	Students will be able to develop an effective entrance plan for their future educational or career paths.	3 weeks
Unit 7: Ethics	Students will be able to debate and justify their opinions on themes such as morals, values and principles.	3 weeks

FUNDAMENTALS OF BUSINESS**UNIT 1: MARKETING****SUGGESTED DURATION: 4 WEEKS****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will be able to analyze and evaluate existing marketing strategies to determine their effectiveness upon consumers, and implement a variety of promotional strategies that form the foundation of marketing.

UNIT LEARNING SCALE

4	In addition to level 3 performances, the student can explain and teach the relationship between marketing and consumerism.
3	The student can: <ul style="list-style-type: none"> analyze and evaluate existing marketing strategies to determine their effectiveness; implement a variety of promotional strategies that form the foundation of marketing including: persuasive advertising copy, slogan writing, and logo and package design.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes larger errors in attempting to reach level 3.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

ENDURING UNDERSTANDINGS

EU1: Marketers must use the marketing mix to entice consumers.

ESSENTIAL QUESTIONS

EQ1: How do the 4 P's of the marketing mix work together to bring a product to the consumer?

NJCCCS & COMMON CORE STANDARDS





9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
 9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
 9.2.12.E.3 Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.

9-10.WHST.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 9-10.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG 1 EU1, EQ 1 9.1.12.A.1, 9.1.12.C.5, 9.1.12.F.2 9-10.WHST.1.d, 9-10.WHST.7 DOK 4	Students will apply the four components of the marketing mix to create and design an original product idea that includes: <ul style="list-style-type: none"> written product description; product package design; promotional product plan; product distribution plan.

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p> Students will brainstorm a list of needs and wants and then conduct research to determine the products and services that are currently available to meet those needs.</p> <p> Students may think about products and services that are available to the student personally instead of globally.</p>	<p>Channels of Distribution, Marketing Mix, SWOT Analysis, PEST Analysis</p> <p>DOK 1</p>	<p>Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link other information and to display information flexibly and dynamically</p> <p>DOK 3</p>
<p>Students will conduct a simple class survey to determine if there is interest in some of the original products or services they intend to market. Students will then prepare a report of the survey findings and analyze which products gained the most support from their peers and justify which products will have the best chances for success.</p>	<p>Sample Size, Product Evaluation, Stages of Product Development, Green Market, Packaging</p> <p>DOK 1</p>	<p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</p> <p>DOK 3</p>
<p> Students will critique a list of successful marketing campaigns for their effectiveness. These campaigns should include color print ads, TV commercials, Internet pop-up ads, banner ads, company web sites, and streaming video ads. Students will research company sales figures to determine if the marketing campaign costs were justified.</p>	<p>Promotion, Publicity, Public Relations, Advertising, Special Promotions, Personal Selling, Branding, Company Endorsements</p> <p>DOK 1</p>	<p>Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words</p> <p>DOK 4</p>
<p> Have students watch YouTube clips of product presentations from the TV show <i>Shark Tank</i>. Students should analyze the effectiveness of the marketing.</p>	<p>Product, Price, Promotion, Placement, Personal Selling, Pricing Strategies, Advertising Methods</p> <p>DOK 1</p>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning</p> <p>DOK 3</p>

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will be able to maintain accurate financial statements for a business, analyze the financial status of a business, and make recommendations based on their analysis.

UNIT LEARNING SCALE

4	In addition to level 3 performances, the student can explain and teach all accurate accounting procedures and financial forecasts.
3	The student can: <ul style="list-style-type: none"> • keep a ledger; • review financial statements; • explain a business’s financial status; • assess the importance and impact of taxes; • make recommendations based on an analysis.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes larger errors in attempting to reach level 3.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
EU1: Accurate accounting is imperative in running a successful business.	EQ1a: Why are many business, family, and individual decisions based on the availability of money? EQ1b: What would happen if financial business records and bank account records were erased or destroyed? EQ1c: Some businesses, governments and individuals have proposed digital money to replace paper money. Is this a good idea? Why/Why not?
EU2: Taxes are a social and civic responsibility.	EQ2: How would society be affected if individuals and businesses did not pay their annual income tax?

NJCCCS & COMMON CORE STANDARDS



9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences
 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
 9.2.12.E.1 Analyze and apply multiple sources of financial information when prioritizing financial decisions.
 9.2.12.E.2 Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.
 9.2.12.G.1 Analyze risks and benefits in various financial situations.

9-10.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topic
 9-10.RST.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
 9-10.WHST.9 Draw evidence from informational texts to support analysis, reflection and research.

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1a, EQ1b, EQ1c, EU2, EU2 9.1.12.A.1, 9.1.12.E.1, 9.1.12.E.2, 9.2.12.G.1 9-10.RST.4, 9-10.RST.7 9-10.WHST.9 DOK 4	Students will be able to independently create an accounting cycle for an imaginary business. Students must account for revenue, expenses, and taxes. Students will also have to assess the financial status of the business by analyzing the accounting statements they created. Students will predict the future direction of the company based on their assessment.

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
Students will work on keeping the books for a fictitious business. They will begin with journal entries, and work their way through the financial statements.  The complexity of the fictitious business may be based on student ability.	Accounting Equation, Debit, Credit, Liability, Balance Side, Revenue, Expense, Net Income, Net Loss, Balance Sheet, Income Statement, Double Ruling, Profit, Loss DOK 1	Create a ledger DOK 2
Students will keep a personal budget for 2 weeks. They will record all money received and all money spent. Students will analyze their budget when completed. The class will discuss the importance of a budget and the repercussions of not having one.  Students may explore personal financial web services like Mint.	Budget, Bank Statement, Check, Canceled Check, Checking Account, Deposit Slip, Endorsement, Reconciling, External Controls, Internal Controls DOK 1	<ul style="list-style-type: none"> Develop money management skills through developing and maintaining a personal budget Develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, and investments DOK 3
Students will look at and analyze a payroll stub. They will begin with gross pay, subtracting all payroll taxes to understand how net pay is calculated.	Deductions, Direct Deposit, Exemption, Gross Earnings, Net Pay, Overtime Rate, Payroll Register, Salary, Timecard, Wage, FICA, Medicare, Taxes, Disposable Income DOK 1	<ul style="list-style-type: none"> Demonstrate how exemptions and reductions can reduce taxable income Analyze how taxes and the cost of employee benefits can affect the amount of disposable income DOK 3

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will be able to justify their analysis of real world business situations by using the elements and relationships within a mixed market economy.

UNIT LEARNING SCALE

4	In addition to level 3 performances, the student can: <ul style="list-style-type: none"> report and summarize Federal policy meetings; track the financial, commodity and housing markets; evaluate current bills in legislation.
3	The student can: <ul style="list-style-type: none"> analyze inter-relationships among business, government and consumers in a mixed market economy; research current economic news events; write editorial briefs; analyze and construct graphs and charts based on the latest economic data.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes larger errors in attempting to reach level 3.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

ENDURING UNDERSTANDINGS

EU1: A mixed market economy provides economic opportunities and freedoms.

ESSENTIAL QUESTIONS

EQ1a: How would your life as a teenager be different if you lived in a society that embraces a command economy?
EQ1b: What would happen to the U.S. economy if the nation’s water supply were estimated to be gone within 10 years?
EQ1c: How can the U.S. avoid another Great Depression?
EQ1d: What would happen to world economies if the U.S. dollar were no longer accepted as a monetary value of exchange?

NJCCCS & COMMON CORE STANDARDS

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
- 9.2.12.A.7 Analyze different forms of currency, how currency is used to exchange goods and services, and how it can be transferred from one person’s business to another.
- 9.2.12.A.10 Explain the relationship between government programs and services and taxation.
- 9.2.12.A.11 Explain how compulsory government programs (e.g., social security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
- 9.2.12.D.10 Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.
- 9.2.12.F.2 Summarize the concept and types of taxation used to fund public initiatives

NJCCCS & COMMON CORE STANDARDS

9.2.12.F.3 Assess the impact of emerging global economic events on financial planning.

9.2.12.F. 4 Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

9.2.12.F.8 Evaluate the effects of entrepreneurship on economic stability and quality of living in local and global communities

9.2.12.F.9 Assess the impact of the global economy on entrepreneurial opportunities

9.2.12.G.1 Analyze risks and benefits in various financial situations

9-10.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topic

9-10.RST.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

9-10.WHST.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.



9-10.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9-10.WHST.9 Draw evidence from informational texts to support analysis, reflection and research.

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1a, EQ1b, EQ1c, EQ1d 9.1.12.A.1, 9.2.12.A.10, 9.2.12.F.9 9-10.RST.4, 9-10.RST.7 9-10.WHST.1.d, 9-10.WHST.7 9-10.WHST.9 DOK 3	Students will prepare a multimedia presentation that analyzes and explains the elements and relationships that exist within a mixed market economy. The presentation will also differentiate how a mixed economy contrasts with a command economy. Possible Topics: <ul style="list-style-type: none"> • Governments' role in a mixed market economy • Consumers' role in a mixed market economy • Businesses' role in a mixed market economy • How the Federal Reserve implements monetary policy • Influences of the NYSE and NASDAQ • Current economic news • Cell phone technology's impact on the economy • Sports/Entertainment and its effects on the U.S. economy • Education, college tuition and the effects on the U.S. economy • "Obamacare" and its effect on the U.S. economy

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Students read an article from a reputable source (i.e. <i>Money</i>, <i>Wall Street Journal</i>, <i>Barons</i>, <i>Fortune</i>) on resources. The students should summarize and analyze the text concepts. Their summary should include the topics of scarcity and resources, thus establishing a relationship to macroeconomics.</p> <p> The complexity of the article should be based upon students' Lexile levels.</p>	<p>Non-Renewable Resources, Renewable Resources, Pure Market Economy, Mixed Economy, Command Economy, Free Enterprise System, Capitalism Entrepreneurship, Human Resources, Capital Resources, Infrastructure, Third World Country, Modern Society</p> <p>DOK 1</p>	<p>Identify evidence and analyze current events articles in order to provide evidence of how the text explicitly uses details to support key ideas</p> <p>DOK 3</p>
<p>The teacher will display a list of items that current teens want or need. Each item will be marked with a current price. Each student receives a certain amount of play money. The teacher will then conduct a pure market auction of the displayed items. The goal for each student is to spend money on items that will sustain their current lifestyle without exceeding their starting cash allocation.</p> <p>A second auction will be conducted with strict rules (e.g., only left-handed students can bid). At the conclusion, students will tally and compare their purchases from both activities and determine which auction method was most beneficial to them.</p> <p> Students can earn more play money by answering questions from previous lesson about topics such supply and demand.</p>	<p>Discretionary Income, Necessities, Regulation, Deregulation, Government Intervention, Laws, The Law of Demand, The Law of Supply, Equilibrium Point, Opportunity Cost</p> <p>DOK 1</p>	<ul style="list-style-type: none"> • Make connections to new evidence or reasoning posed to justify personal viewpoints • Critique products, individual or shared, for the purpose of updating and maintaining accuracy of information <p>DOK 3</p>
<p>Students will choose a country from a list of varied economic systems (e.g., China, Canada, North Korea, and Russia) and present a 3 to 5 minute economic report persuading listeners on the effectiveness of that country's use of natural, human, and capital resources.</p>	<p>Gross Domestic Product, Trade Surplus, Budget Deficit, Taxes, Inflation Labor, Unemployment Rate, Consumer Price Index, Commodities, Stagflation, Fiscal Policy, Tariffs, Productivity, Recession, Recovery, Depression</p> <p>DOK 1</p>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience, and task</p> <p>DOK 3</p>
<p>In small groups, students will assume the roles of leaders of hypothetical countries. Each group will be given a certain amount of capital, human, and natural resources and a geographic location on a world map. The leaders must decide how they will utilize the resources they were given to build an infrastructure, secure trade partners, reach full employment, feed the population, and educate and train workers to become a world economic power.</p>	<p>Infrastructure, 4 Factors of Production, Economic Trade, Entrepreneurism</p> <p>DOK 1</p>	<p>Create a stable economy based on an array of factors</p> <p>DOK 4</p>

FUNDAMENTALS OF BUSINESS**UNIT 4: BUSINESS MANAGEMENT/ENTREPRENEURSHIP****SUGGESTED DURATION: 8 WEEKS****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will be able to create a leadership philosophy and use that philosophy to justify their responses to situations that arise in a business.

UNIT LEARNING SCALE

4	In addition to level 3 performances, the student can critique the pros and cons of others' leadership philosophies.
3	The student can: <ul style="list-style-type: none"> • create their own philosophy of leadership; • analyze the pros and cons of entrepreneurship; • use their philosophy in specific scenarios; • develop a marketing plan, operating plan, mission statement, and growth plan in line with their philosophy of leadership.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes larger errors in attempting to reach level 3.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

ENDURING UNDERSTANDINGS

EU1: An effective manager must utilize and combine human, capital, natural, and entrepreneurial resources for a business to succeed.

ESSENTIAL QUESTIONS

EQ1a. Why does it take more than just a good idea to start a business?
EQ1b. Why is effective leadership necessary for business success?
EQ1c. What makes a business fail or succeed?
EQ1d. What are the most important qualities of a business leader?
EQ1e. What is the relationship between a successful team of athletes and a successful team of business workers?
EQ1f: "Successful products don't sell; the people behind successful products sell." What does this mean?

NJCCCS & COMMON CORE STANDARDS

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

9.2.12.A.5 Summarize the financial risks and benefits of entrepreneurship as a career choice.

9-10.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topic

9-10.RST.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

9-10.WHST.6 Use technology, including the internet to product, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information to display information flexibility and dynamically.

9-10.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question, integrate information into the text selectively to maintain the flow of ideas, avoid plagiarism and following a standard format for citation.

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1a, EQ1b, EQ1c, EQ1d, EQ1e, EQ1f 9.2.12.A.5, 9.1.12.F.2 9-10.RST.4, 9-10.RST.7 9-10.WHST.6, 9-10.WHST.8 DOK 4	Students will create leadership philosophy that incorporates managerial skills of planning, organizing, and controlling with the vision of entrepreneurship. Students will solve hypothetical business problems while assuming the role of a business manager or entrepreneur using their leadership philosophy.

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
Students will pick a business and create a mini business plan for their business. They will create the following components: vision and mission statement, operational plan, executive summary, marketing and growth plans.	Product, Service, Business Writing, Executive Summary, Marketing Plan, Operational Plan, Vision Statement, Mission Statement, Supporting Documents, Growth Plan, Contingency Plan DOK 1	Identify new ideas, opportunities, and methods to create or start a new project or venture DOK 4
Students will fill out a questionnaire entitled "Your Potential as an Entrepreneur." They will decide which of the 12 characteristics of a successful entrepreneur they already possess and which ones they would like to develop. Students must justify their response.	Persistent, Creative, Responsible, Realistic, Goal-Oriented, Independent, Self-Demanding, Self-Confident, Risk-Taking, Restless, Action-Oriented, Enthusiastic DOK 1	Implement the concept that educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle DOK 3

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will be able to effectively communicate in 21st century business relationships by utilizing a variety of media.

UNIT LEARNING SCALE

4	In addition to level 3 performances, the student can critique and provide feedback on a specific companies' use or non-use of technology.
3	The student can use technology to: <ul style="list-style-type: none"> • increase efficiency; • communicate clearly to a variety of audiences; • present data qualitatively and quantitatively.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes larger errors in attempting to reach level 3.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

ENDURING UNDERSTANDINGS

EU1: Since technology is constantly evolving, it causes change in the business world.

ESSENTIAL QUESTIONS

EQ1a: How is the use of social media affecting business?
 EQ1b: What technological advances will have the greatest impact on consumers, employees, and businesses in the 21st century?
 EQ1c: What is the impact of technology on communication?
 EQ1d: At what sacrifices to personal safety and privacy must the government and society allow technology to proceed unchecked?

NJCCCS & COMMON CORE STANDARDS



9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

9-10.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topic
 9-10.RST.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
 9-10.WHST.6 Use technology, including the internet to product, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information to display information flexibility and dynamically.
 9-10.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question, integrate information into the text selectively to maintain the flow of ideas, avoid plagiarism and following a standard format for citation.

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1a, EQ1b, EQ1c, EQ1d 9.1.12.F.1, 9.1.12.F.2 9-10.RST.4, 9-10.RST.7 9-10.WHST.6, 9-10.WHST.7 DOK 3	<p>Students will take a presentation or work from a previous assessment and improve it by utilizing varied technological tools in order to increase efficiency and communication in an ethical manner.</p> <p>Students may also devise and produce mockups of an original app that a retailer, manufacturer, or consumer could use to facilitate or improve a business operation.</p>

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
 <p>Students will prepare a report/presentation highlighting marketing and advertising techniques used over the years by a long-standing successful company. The students will show how the use of technology has changed the methods used to identify and reach a target audience.</p>	<p>Marketing Software, Market Precision, Two Way Communication with Target Market as a Channel of Communication, Social Media, Pop-Up Ads, In-Text Advertising, Market Precision, Cloud Technology, Marketing, Digital Newsletters, Mobile Marketing, Smartphone Applications</p> <p>DOK 1</p>	<p>Explore new technologies through hands-on application of software and services</p> <p>DOK 3</p>
 <p>Students will complete a research project that will require them to use their accounting knowledge and spreadsheet skills (e.g., formulas and charting functionality) to show the financial life/well-being of a business over a period of time.</p>	<p>Workbook, Sheet Tabs, Formulas, Functions, What-If Analysis, Charts, Graphs, Hyperlinks, Accounting Standards, Ethics in Financial Reporting, Financial Statements, Financial Ratios, Information Analysis, Forecasting and Business Development</p> <p>DOK 1</p>	<p>Use spreadsheet software to collect data</p> <p>DOK 3</p>

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will be able to develop an effective entrance plan for their future educational or career paths.

UNIT LEARNING SCALE

4	In addition to level 3 performances, the student can analyze others' skill sets and deficiencies and create a career path for that person.
3	The student can: <ul style="list-style-type: none"> • provide the short and long term implications of a chosen career path; • create personal criteria for choosing an occupation; • assess their skill set, identify deficiencies and take the necessary steps toward improvement; • differentiate between temporary satisfaction as a result of monetary reward and fulfillment resulting from the proper career choice.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes larger errors in attempting to reach level 3.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>EU1: Deciding on a career path, one of the most important decisions made in a lifetime, requires consideration of both short and long term implications.</p>	<p>EQ1a: Why does choosing a career path have both short and long term implications?</p> <p>EQ1b: What is the most important criteria for you when choosing an occupation?</p> <p>EQ1c: What present skills do you have that will make you marketable to an employer, and what skills do you wish to obtain that may make you more marketable in the future?</p> <p>EQ1d: How will your professional career impact you as an adult?</p> <p>EQ1e: What is more important: a job that you hate that pays you monetary riches, or a career offering fulfillment but not monetary riches?</p>

NJCCCS & COMMON CORE STANDARDS

- 9.1.12.D.3 Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st century skill.
- 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
- 9.2.12.A.1 Analyze the relationship between various careers and personal earnings
- 9.2.12.A.2 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.

NJCCCS & COMMON CORE STANDARDS

9.2.12.A.3 Analyze how the economic, social, and political conditions of a time period can affect starting a business and can affect a plan for establishing such an enterprise.

9.2.12.A.4 Summarize the financial risks and benefits of entrepreneurship as a career choice.

9.2.12.A.5 Evaluate current advances in technology that apply to a selected occupational career cluster.

9.2.12.A.8 Analyze how personal and cultural values impact spending and other financial decisions.

9-10.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

9-10.RST.4 Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in specific scientific or technical context relevant to grades 9-10 texts and topics

9-10.RST.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g. a chart or table) and translate information expressed visually or mathematically (e.g. in an equation into words).

9-10.RST.10 By the end of grade 10 read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

9-10.WHST.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.



9-10.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience

9-10.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1a, EQ1b, EQ1c, EQ1d, EQ1e 9.2.12.A.1, 9.2.12.A.2, 9.2.12.A.5 9-10.RST.3, 9-10.RST.4, 9-10.RST.7, 9-10.RST.10 9-10.WHST.1.d, 9-10.WHST.4 9-10.WHST.7 DOK 4	Students will develop a career portfolio that will include: <ul style="list-style-type: none"> • completed job applications; • updated resume; • applicable cover letter; • analysis of future and current occupations; • assessment of job interview techniques; • essay outlining where they will be in 6 years and how they will get there. Students will also prepare a projected budget that takes into account: residence, possible occupations, anticipated salary, family, and continued education.

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
 <p>Students will pick a career in which they are interested and prepare a complete description of the industry/career. Students should use career assessment tools to determine if they have the qualities needed for success. They will complete a multimedia presentation as an artifact.</p>	<p>Skills, Aptitudes, Interests, Values, Lifestyle Goals, Personality, Work Environment Preferences, US Department of Labor, Dictionary of Occupational Titles, Occupational Outlook Handbook, Guide for Occupational Exploration, Career Planning/Job Search Websites</p> <p>DOK 1</p>	<p>Exercise careful thought, planning, and research when examining opportunities</p>
 <p>Students may receive printed or digital copies of the <i>Occupational Outlook Handbook</i> as a research aid.</p>		<p>DOK 3</p>

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will be able to debate and justify their opinions on themes such as morals, values and principles.

UNIT LEARNING SCALE

4	In addition to level 3 performances, the student can articulate and justify a code of ethics and find commonalities with others' codes of ethics.
3	The student can: <ul style="list-style-type: none"> • differentiate between ethical and unethical behavior; • analyze real world events in terms of laws, codes, and ethics; • create a personal code of ethics.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes larger errors in attempting to reach level 3.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
EU1: Ethical behaviors are an essential element in a business's code of conduct.	EQ1a. How does a person or society determine what is ethical? EQ1c: Why do the lines between right and wrong sometimes seem to appear differently to different people? EQ1d: Are laws influenced by ethics or are ethics influenced by laws? EQ1e: Is it up to our society to dictate ethical behavior or should that be an individual's choice?

NJCCCS & COMMON CORE STANDARDS

9.2.12.E.7 Relate consumer fraud, including on-line scams and thefts of employee time and goods to the laws that protect consumers

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

9.1.12.F.5 Formulate an opinion regarding a current workplace or societal/ethical issue based on research.

9.1.12.F.6 Relate scientific advances (e.g. advances in medicine) to the creation of new ethical dilemmas.

9.2.12.E.6 Apply consumer protection laws to the issues they address

9-10.WHST.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1a, EQ1b, EQ1c, EQ1d, EQ1e 9.1.12.F.2, 9.1.12.F.5 9-10.WHST.2.e DOK 3	Students will research an ethical dilemma that occurred in a business (e.g., and insider trading scandal, unfair hiring practices, etc.). They will present on what occurred, how they would have handled it based on their formal code of conduct, and the implications of their decision.

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
Student groups will identify terms that are associated with ethics. Groups will discuss the meanings of the terms and relationships between the terms. Groups will then design a graphic organizer that shows the relationship that exists among the terms. Groups will compare their definitions with the dictionary definitions.	Morals, Values, Conduct, Respect, Character, Unethical, Ethical, Behavior, Opinions, Principles, Religion, Belief, Standards, Vince Lombardi's Leadership Model, John Wooden's Pyramid of Success, Steven Covey's <i>7 Habits Of Highly Successful People</i> DOK 1	<ul style="list-style-type: none"> Use precise language and domain-specific vocabulary to manage the complexity of the topic Organize complex ideas, concepts, and information to make important connections and distinctions DOK 2
Students will compare and contrast ethics and the law by analyzing, discussing, and critiquing business issues such as: attempts to defeat competitive bidding; agreements that violate public policy; the sale of alcohol and tobacco; deceptive advertising; workplace conduct; insider trading.	Insider Trading, Illegal Employment, Price Fixing, Gouging, Deceptive Advertising, Extortion, Bribery, Resume Padding, Competitive Advantage DOK 1	<ul style="list-style-type: none"> Determine what the text says explicitly and make logical inferences from it Cite specific textual evidence when writing or speaking to support conclusions DOK 3
Students will participate in role play scenarios that involve questionable business practices. Students will have 10 minutes to analyze the scenario, make a decision, and develop an argument for or against the questionable business practice. Other students in the class will assess the effects of the decision.	Repercussion, Bean Counter, Product Liability, Consumer Protection Consumer Advocate, Negligence, Compromising Values, Situational Decision Making, Sound Judgment DOK 1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence DOK 3