

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS  
MOORESTOWN, NEW JERSEY**

*Moorestown High School  
Arts & Technology: Business*

*Honors Global Business - A  
Grades 10-12*

**Date: July 2022**

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## [Course Description and Fundamental Concepts](#)

### **Course Description and Fundamental Concepts**

**B10-39            HONORS Global Business I & HONORS Global Business II**  
**Level: 4                    Grades: 10-12                    2.5 Crs/Year**

A student in this course studies the functions of business organization in a global market operations, legal principles, marketing, production, accounting, finance, distribution investments, human resources, banking, communication, and information management in a global society. Readings, research, technology-based projects, simulations, independent study, presentations and interviews are emphasized. Students taking this course should have strong technology skills.

The Business & Information Technology Department offers many courses and programs to meet the various career goals of all students. Our courses are highly recommended for students preparing for college majors in business or a related field. The college major most frequently selected by Moorestown High School graduates is BUSINESS. More importantly, ALL students can enhance their success by taking one or more of the numerous courses offered by the Business & Information Technology Department. In addition, students who plan to obtain a job in the business, information technology, or marketing field upon graduation from high school have the opportunity to be more successful in developing marketable skills upon completion of one of our programs. Several business courses meet graduation requirements for COMPUTER LITERACY or CAREERS.

### **Fundamental Concepts**

- Business ethics and social responsibility
- Understanding economic concepts and challenges
- The functions of the Financial system
- Various forms of business ownership and organizational development
- How customers impact and drive marketing behavior
- How to competing in global markets
- Understanding how culture and value systems can impact global business
- How governments around the world influence trade relations
- The Foreign Exchange and international finance
- The use of technology to manage global business risk

## [New Jersey Student Learning Standards \(NJSLs\)](#)

### Career Readiness, Life Literacies & Key Skills

#### 9.1 PERSONAL FINANCIAL LITERACY

<b>CONTENT AREA:</b>	<b>21<sup>st</sup> CENTURY LIFE AND CAREERS</b>
<b>STRAND EG:</b>	<b>ECONOMIC and GOVERNMENT INFLUENCES</b>
<b>NUMBER</b>	<b>STANDARD STATEMENT</b>
<i>By the end of Grade 12, students will be able to:</i>	
9.1.12.EG.3	Explain how individuals and businesses influence government policies.
9.1.12.EG.4	Explain the relationship between your personal financial situation and the broader economic and governmental policies.
9.1.12.EG.5	: Relate a country’s economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
9.1.12.EG.6	Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.

#### [English Companion Standards](#)

List grade-level appropriate companion standards for History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12. English Companion Standards are required in these subject/content areas.

Unit Addressed	Standard #	Standard Description
2,3,4,6,8,9,10, 11	NJLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
6	NJLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
2,6,9	NJLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text
	NJLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

	<b>NJSLSA.R5</b>	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<b>8</b>	<b>NJSLSA.R6</b>	Assess how point of view or purpose shapes the content and style of a text.
<b>3,8</b>	<b>NJSLSA.R7</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>6</b>	<b>NJSLSA.R8</b>	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
<b>6</b>	<b>NJSLSA.R10</b>	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>2,3,4,6,8,9,10,11</b>	<b>NJSLSA.W1</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>6</b>	<b>NJSLSA.W2</b>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	<b>NJSLSA.W3</b>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>6,11</b>	<b>NJSLSA.W4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>6,11</b>	<b>NJSLSA.W5</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>2,3,4,6,8,9,10,11</b>	<b>NJSLSA.W6</b>	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>11</b>	<b>NJSLSA.W7</b>	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
<b>6,11</b>	<b>NJSLSA.W8</b>	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>11</b>	<b>NJSLSA.W9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	<b>NJSLSA.W10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Life Literacies and Key Skills ([Standard 9.4](#))

List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
1,2,3,4	<b>Creativity and Innovation:</b> With a growth mindset, failure is an important part of success.	<b>9.4.12.CI.1:</b> Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
1,2,3,4	<b>Creativity and Innovation:</b> Innovative ideas or innovation can lead to career opportunities.	<b>9.4.12.CI.2:</b> Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). <b>9.4.12.CI.3:</b> Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
1,2,3,4	<b>Critical Thinking and Problem-solving:</b> Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	<b>9.4.12.CT.1:</b> Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). <b>9.4.12.CT.2:</b> Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). <b>9.4.12.CT.3:</b> Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). <b>9.4.12.CT.4:</b> Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
3,4	<b>Digital Citizenship:</b> Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.	<b>9.4.12.DC.1:</b> Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a). <b>9.4.12.DC.2:</b> Compare and contrast international differences in copyright laws and ethics

1	<p><b>Digital Citizenship:</b> Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people’s rights.</p>	<p><i>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).</i></p> <p><i>9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).</i></p> <p><i>9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.</i></p>
	<p><b>Digital Citizenship:</b> Cultivating online reputations for employers and academia requires separating private and professional digital identities.</p>	<p><i>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</i></p>
	<p><b>Digital Citizenship:</b> Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.</p>	<p><i>9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</i></p>
	<p><b>Digital Citizenship:</b> Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.</p>	<p><i>9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.</i></p>
	<p><b>Global and Cultural Awareness:</b> Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p>	<p><i>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</i></p>



1,2,3,4	<p><b>Information and Media Literacy:</b> Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.</p>	<p><i>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</i></p> <p><i>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).</i></p>
	<p><b>Information and Media Literacy:</b> Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully</p>	<p><i>9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</i></p> <p><i>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).</i></p>
	<p><b>Information and Media Literacy:</b> In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p>	<p><i>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</i></p> <p><i>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).</i></p>
2,4	<p><b>Information and Media Literacy:</b> Accurate information may help in making valuable and ethical choices.</p>	<p><i>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).</i></p>
1,2,3,4	<p><b>Information and Media Literacy:</b> Media have embedded values and points of view.</p>	<p><i>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</i></p> <p><i>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</i></p>
	<p><b>Technology Literacy:</b> Digital tools differ in features, capacities, and styles.</p>	<p><i>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).</i></p>

	Knowledge of different digital tools is helpful in selecting the best tool for a given task.	<b>9.4.12.TL.2:</b> <i>Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</i>
	<b>Technology Literacy:</b> Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.	<b>9.4.12.TL.3:</b> <i>Analyze the effectiveness of the process and quality of collaborative environments.</i> <b>9.4.12.TL.4:</b> <i>Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</i>

**Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))**

List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
	There are strategies to improve one's professional value and marketability.	<b>9.2.12.CAP.1:</b> <i>Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.</i> <b>9.2.12.CAP.2:</b> <i>Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</i> <b>9.2.12.CAP.3:</b> <i>Investigate how continuing education contributes to one's career and personal growth.</i>
	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	<b>9.2.12.CAP.4:</b> <i>Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</i> <b>9.2.12.CAP.5:</b> <i>Assess and modify a personal plan to support current interests and postsecondary plans.</i> <b>9.2.12.CAP.6:</b> <i>Identify transferable skills in career choices and design alternative career plans based on those skills.</i> <b>9.2.12.CAP.7:</b> <i>Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</i>

		<p><b>9.2.12.CAP.8:</b> Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p> <p><b>9.2.12.CAP.9:</b> Locate information on working papers, what is required to obtain them, and who must sign them.</p> <p><b>9.2.12.CAP.10:</b> Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p> <p><b>9.2.12.CAP.11:</b> Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</p>
1,2,3,4	An individual's income and benefit needs and financial plan can change over time.	<p><b>9.2.12.CAP.12:</b> Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</p> <p><b>9.2.12.CAP.13:</b> Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p>
	Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.	<p><b>9.2.12.CAP.14:</b> Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.</p>
	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.	<p><b>9.2.12.CAP.15:</b> Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.</p> <p><b>9.2.12.CAP.16:</b> Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.</p> <p><b>9.2.12.CAP.17:</b> Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.</p> <p><b>9.2.12.CAP.18:</b> Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).</p>

		<p><b>9.2.12.CAP.19:</b> Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.</p> <p><b>9.2.12.CAP.20:</b> Analyze a Federal and State Income Tax Return.</p>
	There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.	<p><b>9.2.12.CAP.21:</b> Explain low-cost and low-risk ways to start a business.</p> <p><b>9.2.12.CAP.22:</b> Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.</p> <p><b>9.2.12.CAP.23:</b> Identify different ways to obtain capital for starting a business</p>

### Interdisciplinary Connections

List any other content standards addressed as well as appropriate units

<b>Social Studies</b>	
<b>Standard #</b>	<b>Standard Description</b>
6.1.12.C.2.a	Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
6.1.12.C.3.b	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
6.1.12.C.5.a	Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
6.1.12.C.5.c	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
6.1.12.C.12.d	Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
6.1.12.C.16.a	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
6.1.12.C.16.c	Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.

**Pacing Guide** (All Dates are approximate based on the school calendar)

<b>Unit/ Topic</b>	<b>Month</b> (w/Approx number of Teaching Days)
<p align="center"><b>Introduction (Global A)</b>  <b>Our Global Economy</b>  <b>Current Events</b></p>	<p align="center"><b>September /</b>  <b>February</b>                      (~19 days)</p>
<p align="center"><b>Global Financial Management</b>  <b>Stock Market Simulation</b>  <b>Current Events</b></p>	<p align="center"><b>October /</b>  <b>March</b>                      (~19 days)</p>
<p align="center"><b>Global Financial Management</b>  <b>Stock Market Simulation</b>  <b>Government and Global Business</b>  <b>Current Events</b></p>	<p align="center"><b>November /</b>  <b>April</b>                      (~16 days)</p>
<p align="center"><b>Government and Global Business</b>  <b>Stock Market Simulation</b>  <b>Structures of International Business Organizations</b>  <b>Current Events</b></p>	<p align="center"><b>December /</b>  <b>May</b>                      (~15 days)</p>
<p align="center"><b>Structures of International Business Organizations</b>  <b>Current Events</b></p>	<p align="center"><b>January /</b>  <b>June</b>                      (~18 days)</p>

## Units Scope and Sequence

### **Unit Name: Our Global Economy**

#### **Step 1 – Desired Results: What do I want my students to learn?**

##### **Standards**

[NJSLS - 9.1.12.EG.3; 9.1.12.EG.4; 9.1.12.EG.5; 9.1.12.EG.6, 6.1.12.C.2.a, 6.1.12.C.3.b, 6.1.12.C.5.c, 6.1.12.C.12.d, 6.1.12.C.16.a, 6.1.12.C.16.c](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Interdisciplinary Standards](#)

##### **Unit Big Ideas:**

##### **(What Fundamental Concepts Should be Learned during this Unit?)**

- How do business principles apply to our lives both personally and professionally?
- Why do Nations Trade?
- What are the major barriers that confront global business?
- What strategies do firms and countries use to increase business through International Trade?
- What are the economic factors that drive supply and demand?
- How do productivity, price-level changes, and employment levels affect the stability of a nation's economy?
- How are monetary policy and fiscal policy used to manage and economy's performance?

##### **Objectives**

*Students will be able to...*

- Identify the resources available to them throughout this course and to understand the general scope and direction of the course.
- Distinguish between domestic business and international business
- Discuss the reasons why international business is important
- Understand that international trade is not just a recent event
- Describe basic international business activities
- Explain the components of the international business environment
- Name important skills for international business and describe the importance of international business for workers, consumers and citizens,
- Describe the basic economic problem
- List the steps of the decision making process
- Describe how market sets prices
- Explain the causes of inflation
- Name the three main factors of productions
- Understand how different countries make economic decisions
- Describe the factors that affect economic development
- Identify the different levels of development
- Discuss economic principles that explain the need for international trade

- Identify various measures of economic progress and development

## Unit Name: Global Financial Management

### Step 1 – Desired Results: What do I want my students to learn?

#### Standards

[NJSLs](#) - 9.1.12.EG.5, 6.1.12.C.2.a, 6.1.12.C.3.b, 6.1.12.C.5.c, 6.1.12.C.12.d, 6.1.12.C.16.a, 6.1.12.C.16.c  
[NJSLs - Life Literacies and Key Skills](#)  
[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)  
[NJSLs - Interdisciplinary Standards](#)

#### Unit Big Ideas: (What Fundamental Concepts Should be Learned during this Unit?)

- How are securities bought and sold in the primary and secondary market?
- Why do investors choose specific investment options?
- What is the role of organized security exchanges in a free enterprise economy?

#### Objectives

*Students will be able to...*

- Identify the participants in a global financial system
- Describe the flow of funds for international businesses
- Identify deposit-type financial institutions
- Describe the services of other types of financial institutions
- Explain the role of banking for different geographic regions
- Identify the purpose of a central bank
- Describe the activities of a development bank
- Describe how and where stocks are bought and sold
- Explain factors that affect stock prices
- Identify major sources of stock market information
- Explain how investors earn money from corporate bonds
- Identify different types of government bonds
- Describe the role of other global financial markets
- Describe the two major goals of investors
- Analyze international investment opportunities
- Identify major sources of investment information



## Unit Name: Government and Global Business

### Step 1 – Desired Results: What do I want my students to learn?

#### Standards

[NJSLs](#) - 9.1.12.EG.5, 6.1.12.C.2.a, 6.1.12.C.3.b, 6.1.12.C.5.c, 6.1.12.C.12.d, 6.1.12.C.16.a, 6.1.12.C.16.c  
[NJSLs - Life Literacies and Key Skills](#)  
[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)  
[NJSLs - Interdisciplinary Standards](#)

#### Unit Big Ideas:

##### (What Fundamental Concepts Should be Learned during this Unit?)

- How does the government both discourage and encourage global business? Why does the political environment of a country matter to the success of a business? What is the nature of competition?

#### Objectives

*Students will be able to...*

- Discuss various political systems around the world.
- Explain the political environment for a company's host and home countries.
- Describe laws and trade barriers that can discourage global business.
- Explain how political risk can disrupt global business activities.
- Identify the major types of taxes that governments impose around the world.
- Explain government actions that can encourage global business activities.
- Discuss United States government agencies that can help reduce international risk.
- Describe how tax incentives encourage global business.
- Identify the economic effects of foreign trade.

## Unit Name: Structures of International Business Organizations

### Step 1 – Desired Results: What do I want my students to learn?

#### Standards

[NJSLs](#) - 9.1.12.EG.5

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Interdisciplinary Standards](#)

#### Unit Big Ideas:

##### (What Fundamental Concepts Should be Learned during this Unit?)

- What contribution do small businesses make to the local community and the national economy? What are the advantages and disadvantages of the different forms of business ownership? What are the reasons for and effects of mergers, acquisitions, and joint ventures?

#### Objectives

*Students will be able to...*

- Discuss what recent trends have developed in mergers and acquisitions and why.
- Explain why business people choose different forms of business ownership.
- Analyze how technological advances have changed the face of small business.
- Describe funding opportunities for small businesses, including the role of the Small Business Administration (SBA)
- Identify the economic and social contributions of small businesses.
- Define sole proprietorships, partnerships, and corporations.
- Describe public and collective (cooperative) business ownership
- List the advantages and disadvantages of the three forms of business ownership.
- Explain the differences between mergers, acquisitions, and joint ventures.
- Define the term, entrepreneur, and distinguish among the different types of business owners.
- Discuss factors that support and expand opportunities for entrepreneurs.
- Summarize the process of starting a new venture and explain how organizations promote intrapreneurship.

**Unit Name: Current Events**

**Step 1 – Desired Results: What do I want my students to learn?**

**Standards**

[NJSLS - 9.1.12.EG.5](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Interdisciplinary Standards](#)

**Unit Big Ideas:  
(What Fundamental Concepts Should be Learned during this Unit?)**

- What is currently taking place in the business world? What common business principles can be observed in everyday business events? Can business principles be observed in action in “non-business” news events?

**Objectives**

*Students will be able to...*

- Recognize business principles in action in a wide variety of news stories.
- Explain the impact of current events on the national and international business climate.
- Discuss and evaluate current issues in the business world.
- Complete an oral presentation and written summary of a current event.

Please contact the content supervisor for any questions.