

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

*Moorestown High School
Arts & Technology: Business*

**Principles of Business
9-12**

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[Course Description and Fundamental Concepts](#)

This course offers an introduction to the fundamentals of business. Topics include management, marketing, economics, accounting, and finance. The course also explores topics in personal finance and career planning. Through a comprehensive understanding of the functions of business and personal finance, students become smarter consumers who are better prepared to make personal and career choices. This course provides a solid foundation for students who are considering a career in business and is the foundational course for several of the business program strands at Moorestown High School.

- Economics
- Management
- Operations
- Personal Financial Management

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

Social Studies	
Standard #	Standard Description
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.6.b	Determine how supply and demand influenced price and output during the Industrial Revolution.
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.14.b	Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.
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.

Career Readiness, Life Literacies & Key Skills

9.1 PERSONAL FINANCIAL LITERACY	
CONTENT AREA:	<i>21st CENTURY LIFE AND CAREERS</i>
STRAND CFR:	<i>Civic Financial Responsibility</i>
NUMBER	STANDARD STATEMENT
<i>By the end of Grade 12, students will be able to:</i>	
9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights.

9.1 PERSONAL FINANCIAL LITERACY	
CONTENT AREA:	<i>21st CENTURY LIFE AND CAREERS</i>
STRAND CDM:	<i>CREDIT and DEBT MANAGEMENT</i>
NUMBER	STANDARD STATEMENT
<i>By the end of Grade 12, students will be able to:</i>	
9.1.12.CDM.1	Identify the purposes, advantages, and disadvantages of debt.
9.1.12.CDM.2	Compare and contrast the advantages and disadvantages of various types of mortgages.
9.1.12.CDM.3	Determine ways to leverage debt beneficially.
9.1.12.CDM.4	Identify issues associated with student loan debt, requirements for repayment, and consequences of failure to repay student loan debt.
9.1.12.CDM.6	Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. (e.g., student loans, credit cards, auto loans, mortgages, etc.).

9.1 PERSONAL FINANCIAL LITERACY	
CONTENT AREA:	<i>21st CENTURY LIFE AND CAREERS</i>
STRAND CP:	<i>CREDIT PROFILE</i>
NUMBER	STANDARD STATEMENT
<i>By the end of Grade 12, students will be able to:</i>	
9.1.12.CP.1	Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans.
9.1.12.CP.2	Identify the advantages of maintaining a positive credit history.
9.1.12.CP.3	Summarize factors that affect a positive credit rating, including on-time payments, debt versus available credit, length of open credit, and how often you apply for credit.
9.1.12.CP.4	Identify the skill sets needed to build and maintain a positive credit profile.
9.1.12.CP.5	Create a plan to improve and maintain an excellent credit rating.

9.1 PERSONAL FINANCIAL LITERACY	
CONTENT AREA:	<i>21st CENTURY LIFE AND CAREERS</i>
STRAND EG:	<i>ECONOMIC and GOVERNMENT INFLUENCES</i>

NUMBER	STANDARD STATEMENT
<i>By the end of Grade 12, students will be able to:</i>	
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.

9.1 PERSONAL FINANCIAL LITERACY	
CONTENT AREA:	21st CENTURY LIFE AND CAREERS
STRAND FI:	FINANCIAL INSTITUTIONS
NUMBER	STANDARD STATEMENT
<i>By the end of Grade 12, students will be able to:</i>	
9.1.12.FI.2	Explain ways to manage your accounts that maximize benefits and provide you with the utmost protection.
9.1.12.FI.3	Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).
9.1.12.FI.4	Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty insurance).

9.1 PERSONAL FINANCIAL LITERACY	
CONTENT AREA:	21st CENTURY LIFE AND CAREERS
STRAND PB:	PLANNING and BUDGETING
NUMBER	STANDARD STATEMENT
<i>By the end of Grade 12, students will be able to:</i>	
9.1.12.PB.1	Explain the difference between saving and investing.
9.1.12.PB.2	Prioritize financial decisions by considering alternatives and possible consequences.
9.1.12.PB.3	Design a personal budget that will help you reach your long-term and short-term financial goals.
9.1.12.PB.4	Explain how you would revise your budget to accommodate changing circumstances.
9.1.12.PB.6	Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.

9.1 PERSONAL FINANCIAL LITERACY	
CONTENT AREA:	21st CENTURY LIFE AND CAREERS
STRAND RM:	FINANCIAL INSTITUTIONS
NUMBER	STANDARD STATEMENT
<i>By the end of Grade 12, students will be able to:</i>	
9.1.12.RM.3	Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim.
9.1.12.RM.4	Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry.

CONTENT AREA: STANDARD 9.3 CAREER AND TECHNICAL EDUCATION	
BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER[®]	
Number	Standard Statement
<i>By the end of Grade 12, Career and Technical Education Program completers will be able to:</i>	
CAREER CLUSTER[®]:	BUSINESS MANAGEMENT AND ADMINISTRATION (BM)
9.3.12.BM.1	Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
9.3.12.BM.2	Describe laws, rules and regulations as they apply to effective business operations.
9.3.12.BM.3	Explore, develop and apply strategies for ensuring a successful business career.
9.3.12.BM.4	Identify, demonstrate and implement solutions in managing effective business customer relationships.
PATHWAY:	ADMINISTRATIVE SUPPORT (BM-ADM)
9.3.12.BM-ADM.2	Access, evaluate and disseminate information for business decision making.
PATHWAY:	BUSINESS INFORMATION MANAGEMENT (BM-BIM)
9.3.12.BM-BIM.1	Describe and follow laws and regulations affecting business operations and transactions.

PATHWAY:	OPERATIONS MANAGEMENT (BM-OP)
9.3.12.BM-OP.1	Describe and follow laws and regulations affecting business operations and transactions.
9.3.12.BM-OP.2	Develop and maintain positive customer relationships.
9.3.12.BM-OP.3	Apply inventory tracking systems to facilitate operational controls.

9.3.12.BM- OP.4	Plan, monitor and manage day-to-day business activities to maintain and improve operational functions.

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
	NJSLSA.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.
	NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text
	NJSLSA.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.
	NJSLSA.R5	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.
	NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
1,2,3,4	NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
	NJSLSA.R8	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.
	NJSLSA.R10	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.
1,2,3,4	NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

	NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
1,2,3,4	NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
1,2,3,4	NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	NJSLSA.W7	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.
	NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	NJSLSA.W10	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	Creativity and Innovation: With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
1,2,3	Creativity and Innovation: Innovative ideas or innovation can lead to career opportunities.	9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

		<i>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</i>
	<p>Critical Thinking and Problem-solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p>	<p><i>9.4.12.CT.1: 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).</i></p> <p><i>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</i></p> <p><i>9.4.12.CT.3: 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).</i></p> <p><i>9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.</i></p>
1	<p>Digital Citizenship: 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.</p>	<p><i>9.4.12.DC.1: 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).</i></p> <p><i>9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics</i></p>
1	<p>Digital Citizenship: 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>Digital Citizenship: 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>Digital Citizenship: 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>Digital Citizenship: 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>Global and Cultural Awareness: 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>Information and Media Literacy: 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., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).</i></p>

	<p>Information and Media Literacy: 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>Information and Media Literacy: 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., NJLSA.SL5).</i></p>
1	<p>Information and Media Literacy: 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., NJLSA.W1, 7.1.AL.PRSNT.4).</i></p>
	<p>Information and Media Literacy: 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., NJLSA.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>Technology Literacy: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.</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> <p><i>9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</i></p>

	<p>Technology Literacy: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.</p>	<p>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</p> <p>9.4.12.TL.4: 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).</p>
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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
1,4	There are strategies to improve one's professional value and marketability.	<p>9.2.12.CAP.1: 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.</p> <p>9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</p> <p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p>
4	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	<p>9.2.12.CAP.4: 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.</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>9.2.12.CAP.7: 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.</p> <p>9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p>

		<p>9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.</p> <p>9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p> <p>9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</p>
4	An individual's income and benefit needs and financial plan can change over time.	<p>9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</p> <p>9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p>
4	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>9.2.12.CAP.14: 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>
4	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.	<p>9.2.12.CAP.15: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.</p> <p>9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.</p> <p>9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.</p> <p>9.2.12.CAP.18: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).</p> <p>9.2.12.CAP.19: Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.</p>

		<i>9.2.12.CAP.20: Analyze a Federal and State Income Tax Return.</i>
2,3	There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.	<p><i>9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.</i></p> <p><i>9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.</i></p> <p><i>9.2.12.CAP.23: Identify different ways to obtain capital for starting a business</i></p>

Interdisciplinary Connections

List any other content standards addressed as well as appropriate units

Mathematics		
Unit Addressed	Content / Standard #	Standard Description
1,2,3,4	Standard 4	<i>They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions.</i>

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

Unit/ Topic	Month (w/Approx number of Teaching Days)
Unit 1: Economics	September / February (~19 days)
Unit 1: Economics Unit 2: Management	October / March (~19 days)
Unit 2: Management Unit 3: Operations	November / April (~16 days)
Unit 3: Operations	December / May (~15 days)
Unit 4: Personal Financial Management	January / June (~18 days)
Unit 4: Personal Financial Management	September / February (~19 days)

Units Scope and Sequence

Unit Name: Economics

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

Standards

[NJSLS - 6.1.12.C.3.b, 6.1.12.C.5.a, 6.1.12.C.5.c, 6.1.12.C.6.b, 6.1.12.C.12.d, 6.1.12.C.14.b, 6.1.12.C.16.a, 6.1.12.C.16.c, 9.1.12.EG.5, 9.1.12.EG.6](#)

[English Companion Standards: NJSLSA.R7, NJSLSA.W1, NJSLSA.W4, NJSLSA.W6](#)

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

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

[NJSLS - Interdisciplinary Standards Mathematics Standard 4](#)

Unit Big Ideas:

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

- How individuals, institutions, and society choose to satisfy unlimited wants with limited or scarce resources?

Objectives

Students will be able to...

- Compare and contrast needs and wants.
- Distinguish between goods and services.
- Describe the types of economic resources.
- Describe the basic economic problem.
- Identify the three economic questions.
- Differentiate among the main economic systems.
- Describe supply and demand orally and with graphs.
- Discuss how supply and demand affect prices.
- Define gross domestic product.
- Describe the four phases of the business cycle.
- Identify the importance of interest rates.
- Describe importing and exporting activities.
- Identify examples of formal trade barriers.
- Explain actions to encourage international trade.
- Describe social responsibility issues and identify the benefits and costs of social responsibility.
- Identify the roles and levels of government.
- Explain the role of government protection and the legal system in business.
- Describe types of intellectual property.
- Explain actions by the government to regulate and assist businesses.

Unit Name: Management

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

Standards

[NJSLs](#) - 9.1.12.A.5,9.1.12.A.13, 9.3.12.BM.1, 9.3.12.BM.2, 9.3.12.BM.3, 9.3.12.BM.4, 9.3.12.BM-ADM.2, 9.3.12.BM-BIM.1

[English Companion Standards](#):NJSLSA.R7, NJSLSA.W1, NJSLSA.W4, NJSLSA.W6

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

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

[NJSLs - Interdisciplinary Standards](#) Mathematics Standard 4

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

- How do businesses organize and manage human resources?

Objectives

Students will be able to...

- Describe three major types of businesses.
- Understand the three major forms of business ownership.
- Determine when each form of business ownership is most appropriate.
- Recognize other specialized business ownership forms.
- Understand important principles in designing an effective organization.
- Compare alternative organizational structures for business.
- Identify characteristics of successful entrepreneurs.
- Recognize the importance of entrepreneurship in the economy.
- Describe opportunities and risks of entrepreneurship.
- Recognize the competitive advantages of small business.
- Identify problems faced by many small businesses.
- Recognize important factors to be considered when starting a small business.
- Describe the elements of a business plan.
- Identify types and sources of financing for a small business.
- Define the five functions of management.
- Describe the levels of management in businesses and organizations.
- Discuss how and when to use the two management styles.
- Describe the need for leadership skills and the characteristics of an effective leader.
- Identify the human relations skills needed by managers and leaders.
- Recognize four types of leadership influence.
- Describe the nature of today's workforce.
- Identify important goals and activities of human resources.
- Identify important planning and staffing activities.
- Describe compensation and benefits plans.
- Recognize the goals of performance management.

- Recognize factors that contribute to an effective organizational culture.
- Describe the benefits of diversity to an organization, individuals, and society.

Unit Name: Operations

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

Standards

[NJSLs](#) - 9.3.12.BM.1, 9.3.12.BM.2, 9.3.12.BM.3, 9.3.12.BM.4, 9.3.12.BM-ADM.2, 9.3.12.BM-BIM.1, 9.3.12.BM-OP.1, 9.3.12.BM-OP.2, 9.3.12.BM-OP.3, 9.3.12.BM-OP.4

[NJSLSA.R7](#), [NJSLSA.W1](#), [NJSLSA.W4](#), [NJSLSA.W6](#)

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

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

[NJSLs - Interdisciplinary Standards](#) Mathematics Standard 4

Unit Big Ideas:

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

- How do the functions of business come together to produce goods and services?

Objectives

Students will be able to...

- Define important marketing concepts.
- Identify the steps in a marketing strategy.
- Describe the consumer decision making process.
- Justify the importance of marketing research.
- Identify the components of a product.
- Describe how services differ from products.
- Discuss how the selling price of a product is calculated.
- Differentiate between a direct and an indirect channel of distribution.
- Justify the importance of communication in marketing.
- Identify and describe the common types of promotion.
- Describe the components of a management information system
- Identify computer applications in service industries.
- Discuss e-commerce activities.
- Explain workplace uses of technology.
- Discuss social concerns related to technology.
- Recognize important financial questions a business must answer and explain the basic financial equation.
- List the steps in budget preparation.
- Describe three types of business budgets.
- Identify several types of financial records needed by businesses.
- Describe the differences between an income statement and a balance sheet.
- Describe the components of a business payroll system.
- Identify key information included in payroll records and paychecks.
- Recognize important financial information managers use to make decisions.

- Identify the steps in making financial decisions in business.
- Describe the role of producers in the economy and the forms of production.
- Differentiate among the various types of manufacturing.
- Identify the activities involved in production planning.
- Describe how manufacturing is organized.
- Discuss the importance of effective business operations.
- Describe tools used to manage business operations.

Unit Name: Personal Financial Management

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

Standards

[NJSLs](#) - 9.1.12.CFR.3, 9.1.12.CFR.4, 9.1.12.CDM.1, 9.1.12.CDM.2, 9.1.12.CDM.3, 9.1.12.CDM.4, 9.1.12.CDM.6, 9.1.12.FI.2, 9.1.12.FI.3, 9.1.12.FI.4, 9.1.12.PB.1, 9.1.12.PB.2, 9.1.12.PB.3, 9.1.12.PB.4, 9.1.12.PB.6, 9.1.12.RM.3, 9.1.12.RM.4

[English Companion Standards](#): *NJLSA.R7, NJLSA.W1, NJLSA.W4, NJLSA.W6*

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

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

[NJSLs - Interdisciplinary Standards](#) Mathematics Standard 4

Unit Big Ideas:

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

- How can financial planning and consumer awareness lead to greater success and security?

Objectives

Students will be able to...

- Identify major sources of consumer information.
- Explain wise buying actions.
- Explain the consumer movement.
- Explain the eight consumer rights.
- Describe consumer responsibilities.
- List common consumer concerns.
- Describe the steps of the consumer complaint process.
- Explain legal actions available to assist consumers.
- Explain the basics of money management.
- Create a personal balance sheet. develop a personal cash flow statement.
- Identify purposes of a budget.
- Describe steps for preparing a budget.
- Describe characteristics of successful budgeting.
- Identify types of taxes paid by consumers.
- Describe the steps when filing federal income tax returns.
- Explain tax assistance sources
- Identify common tax-planning strategies.
- Describe the financial planning process.
- Explain actions for implementing a financial plan,
- Identify actions for reviewing a financial plan.
- Explain the purpose of the federal reserve.
- List the types of financial institutions.
- Discuss factors for selecting a financial institution.
- Identify the financial services used by consumers.

- Explain types of checking accounts.
- Describe electronic banking activities.
- Identify the types of consumer credit.
- Describe the benefits of using credit.
- Explain some of the disadvantages of using credit.
- Calculate interest in consumer credit situations.
- Explain finance charges when using credit.
- Discuss credit problems and available resources.
- Explain the basics of saving and investing.
- Discuss factors to consider when evaluating savings and investment alternatives.
- Describe the activities involved when buying or selling stock.
- Identify factors that affect the value of a stock.
- Describe various types of bonds and mutual funds.
- Describe housing alternatives
- Explain the benefits of home ownership.
- Discuss the costs of home ownership.
- Describe the types of property, life, and health insurance.

Please contact the content supervisor for any questions.