

Kingsway Regional School District



Committed to Excellence

Course Name: Business Leadership Seminar	
Prerequisite(s): N/A	Grade Level(s): 9
Department: Business Department	Credits: 5
BOE Adoption Date: October 2016	Revision Dates: October 2017, October 2021

Course Description and Outcomes

Business Leadership Seminar serves as the foundational course for students enrolled in the Kingsway Business Leadership Academy program. This seminar course will provide students with a clear understanding of the various functions of business, including basic Economic Concepts, Marketing Principles, Entrepreneurship, Human Resource Management, and Financial and Technological Resource Management. This course provides students a foundation for additional business courses and helps familiarize students with the skills necessary to be successful in the world of business. Students will be able to make an informed decision about future possible careers paths and courses of study in the field of business. Furthermore, students will be exposed to and engage in service learning throughout the duration of this seminar course.

Proficiencies and Pacing Guide:

Course Title: Business Leadership Seminar

Unit Title:	Months & Number of Weeks	Relevant Content Standards	Learning Goals:	Learning Objectives (Identify the DOK Level):
Unit 1: Study and Business Skills	4 Weeks (September)	9.2.12.CAP.2 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1 9.4.12.CT.2 9.4.12.DC.3 9.4.12.DC.6 9.4.12.IML.1 9.4.12.IML.2 9.4.12.IML.8 9.4.12.TL.1	<ul style="list-style-type: none"> • Students will learn how to communicate professionally using email and other technology based platforms. • Students will learn how to safely and responsibly use technology • Students will navigate Schoology in a productive manner and demonstrate an ability to use appropriate tools to manage assignments, course schedules, and communication • Students will practice proper keyboarding technique and computer application skills • Students will perform productive research using online platforms 	<ul style="list-style-type: none"> • Explain how to be safe online and follow safe practices when using the internet (3) • Identify respectful and responsible ways to communicate in digital environments. (1) • Demonstrate the ability to choose a simple search term to find information in a search engine or digital resource. (3) • Identify the characteristics of a positive and negative online identity and the lasting implications of online activity. (4) • Create, organize, and interpret notes. (3)
Unit 2: Marketing	3 Weeks (October)	BUS.9-12. I.1 BUS.9-12.I.1.3 BUS.9-12.I.1.4 BUS.9-12. I.1.6	<ul style="list-style-type: none"> • Students will understand that Marketing is a customer centric business function that aims to anticipate and satisfy wants and needs for the consumer. • Students will understand that Awareness, Anticipation and Innovation is a driving force that helps marketers find Ethical and Profitable solutions to customers’ problems and needs. • Students will understand the important roles of the 	<ul style="list-style-type: none"> • Explain The Marketing Concept as a focus on customers' needs and wants while generating a profit. (1) • Define the Three Benefits of Marketing as new and improved products, lower prices, and added value (utility). (2) • Explain how Marketing is a complex field of study aimed at assessing changing consumer needs and wants. (3)

Unit Title:	Months & Number of Weeks	Relevant Content Standards	Learning Goals:	Learning Objectives (Identify the DOK Level):
			<p>marketing manager.</p> <ul style="list-style-type: none"> Students will understand the components of the marketing mix (4 P's) which include Product, Price Placement and Promotion. 	<ul style="list-style-type: none"> Identify and analyze the marketing mix (4 P's) strategy (4)
Unit 3: Entrepreneurship	6 Weeks (October/November/December)	9.4.12.TL.3 9.4.12.TL.4 9.4.12.CT.1 9.4.12.CT.2 9.4.12.CT.3 9.4.12.CT.4	<ul style="list-style-type: none"> Students will know how to develop and apply strategies for ensuring a successful business career as an entrepreneur. Students will understand the unique characteristics and responsibilities of Entrepreneurs and the important role they play in our economy. Students will understand that a complete marketing plan describes the business venture as a solution for consumers able to yield a profitable, socially responsible business venture. Students will understand the importance of persuasion and personal selling techniques needed to present a business venture. 	<ul style="list-style-type: none"> Define entrepreneurship. (1) List the potential rewards and risks to starting a business. (2) Develop a plan that includes information about career areas of interest. (3) Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. (4) Prepare a sample resume and cover letter as part of an application process. (3) Explain how personal behavior, appearance, attitudes and other choices may affect the job application process. (4) Participate in DECA Entrepreneur Week activities. (4) Practice answering questions and participating in roll plays in the Entrepreneurship career cluster. (2)

Unit Title:	Months & Number of Weeks	<u>Relevant Content Standards</u>	Learning Goals:	<u>Learning Objectives (Identify the DOK Level):</u>
Unit 4: Economics and Wealth Management	8 Weeks (January/February)	9.2.12.CAP.16 9.2.12.CAP.19 9.2.12.CAP.13 9.1.12.RM.1 9.1.12.RM.2 9.1.12.RM.3 9.1.12.PB.1 9.1.12.PB.3 9.1.12.PB.6	<ul style="list-style-type: none"> • Students will be able to explain the difference between needs and wants and that budgeting for each is essential to financial stability. • Students will demonstrate an understanding of the fundamental problem of scarcity. • Students will understand there are several types of taxes and know the reason US citizens pay taxes. • Students will recall the financial services offered by different institutions that can help you get more from your money. • Students will outline the relationship between building and maintaining a good credit rating and how it can lead to financial security. • Students will define the different kinds of investments available and which are best for different situations. • Students will understand that a good financial plan should include auto, homeowners, health, disability, and life insurance. 	<ul style="list-style-type: none"> • Compare the costs of postsecondary education with the potential increase in income from a career of choice. (3) • Devise a strategy to minimize costs of postsecondary education. (3) • Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options. (4) • Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others. Students will come to understand the following concepts: Opportunity Cost Scarcity Needs vs. Wants (1) • Explain how Americans are taxed and what that tax is used to pay. (2) • Explain types of financial institutions and the differences between them.

Unit Title:	Months & Number of Weeks	Relevant Content Standards	Learning Goals:	Learning Objectives (Identify the DOK Level):
			<ul style="list-style-type: none"> • Students will research a college of interest • Students will research all the costs involved with attending a college in or out of state. • Students will research scholarships and grant opportunities. 	<ul style="list-style-type: none"> • Demonstrate an understanding of types of credit, cost of credit, and ways to build and protect your credit • Identify types of investments and for which situation each type is best utilized (3)
Unit 5: Human Resource Management	8 Weeks (March/April)	9.2.12.CAP.2 9.2.12.CAP.3 9.2.12.CAP.4 9.2.12.CAP.5 9.2.12.CAP.6 9.2.12.CAP.7 9.2.12.CAP.8 9.2.12.CAP.9 9.2.12.CAP.10	<ul style="list-style-type: none"> • Students will understand basic laws and regulations affecting human resource operations. • Students will understand how to motivate and supervise personnel to achieve completion of projects and business goals. • Students will know how to plan, staff, lead and organize human resources to enhance employee productivity and satisfaction. • Identify and demonstrate positive work behaviors and personal qualities needed to succeed in the classroom and/or to be employable. • Students will complete a job application. • Students will collect and document references. • Students will learn how to 	<ul style="list-style-type: none"> • Explain the laws and regulations that affect managerial decisions in human resources. (1) • Describe the Human resource management decision-making process. (2) • Compare and Contrast various management styles of employee motivation and empowerment in business today. (4) • Discuss the best ways to motivate employees in today's dynamic and competitive business environment. (4) • Describe and demonstrate work and classroom behaviors and habits that help prepare students for successful careers. (3) • Develop a plan that includes information about career areas of interest. (4)

Unit Title:	Months & Number of Weeks	<u>Relevant Content Standards</u>	Learning Goals:	Learning Objectives (<u>Identify the DOK Level</u>):
			<p>dress when interacting with a possible employer.</p> <ul style="list-style-type: none"> • Students will distinguish between effective and ineffective resumes and create an appropriate rough draft of their own. • Students will review a cover letter/interest letter. • Students will prepare and practice interview questions. • Students will know fundamentals of follow up after applying/interviewing for a job. • Students will be able to define networking and provide examples of how to begin as a high school student. 	<ul style="list-style-type: none"> • Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. (3) • Prepare a sample resume and cover letter as part of an application process. (3) • Explain how personal behavior, appearance, attitudes and other choices may affect the job application process. (3) • Explain why insurance is necessary and the benefits of each type of insurance (2)
Unit 6: Finance and Accounting	3 Weeks (April/May)	9.2.12.CAP.4: 9.2.12.CAP.7:	<ul style="list-style-type: none"> • 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. • Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and 	<ul style="list-style-type: none"> • List the many different careers that are possible in the fields of accounting and finance (1) • Define basic accounting and finance terminology (2) • Complete simple financial documents in Excel (3)

Unit Title:	Months & Number of Weeks	Relevant Content Standards	Learning Goals:	Learning Objectives (Identify the DOK Level):
			national levels to maintain compliance with industry requirements in areas of career interest.	
Unit 7: Business Law	3 Weeks (May/June)	9.2.12.CAP.7 9.4.12.DC.1 9.4.12.IML.7 9.4.12.TL.4	<ul style="list-style-type: none"> • 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. • 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). • 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). • 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). 	<ul style="list-style-type: none"> • List the types of employment opportunities available within the field of business law (1) • Analyze complex business/work related issues and provide ethical solutions (4) • Explain the importance of using information legally and ethically (3)

Unit Title: Study and Business Skills	Unit Length Months/Weeks: 4 Weeks
<p>Unit Description: In this unit, students will learn about and practice skills that will prepare them for success in high school, college, and in future professions. Emphasis will be placed on digital skills and footprint, organization, and research.</p>	
<p><i>To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, & advanced learners) are met when delivering instruction and assessing students, please refer to the District approved Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet. These must be used in the planning and delivery of instruction. Specific student learning activities, differentiated instructional techniques, and accommodations/modifications are noted in Schoology.</i></p>	

Learning Goals & (Primary Content Standards):	Learning Objectives (Identify the DOK Level):
<p>9.4.12.CI.3 Investigate new challenges and opportunities for personal growth, advancement, and transition</p> <p>9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice</p> <p>9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving</p> <p>9.4.12.DC.3 Evaluate the social and economic implications of privacy in the context of safety, law, or ethics</p> <p>9.4.12.DC.6 Select information to post online that positively impacts personal image and future college and career opportunities.</p> <p>9.4.12.IML.1 Compare search browsers and recognize features that allow for filtering of information.</p> <p>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</p> <p>9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations</p> <p>9.4.12.TL.1 Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task</p>	<ul style="list-style-type: none"> • Explain online safety and follow safe practices when using the internet (3) • Identify respectful and responsible ways to communicate in digital environments. (1) • Demonstrate the ability to choose a simple search term to find information in a search engine or digital resource. (3) • Identify the characteristics of a positive and negative online identity and the lasting implications of online activity. (4) • Create, organize, and interpret notes. (3)

Essential Questions: <i>(higher level questions that need to be considered/answers; are open and broad)</i>	Enduring Understandings: <i>(general/transferable ideas to other contexts)</i>
<ul style="list-style-type: none"> • Which digital platform is best for the task I need to complete? • How can I respectfully communicate with other students, teachers, parents, and professionals? • What should I share online and where should I share material? • How can I ethically use the ideas of others in my own work? • How can I best navigate Schoology so that I remember due dates, assignment details, and other important information? • How can I best use technology to perform research? • Can I complete tasks more quickly and efficiently by using proper keyboarding techniques? • How can I take notes in a way that will help me learn? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • It is important to communicate professionally using email and other technology based platforms. • Technology must be used safely and ethically • Schoology is a tool that when used properly will aid in communication and organization • Learning effective research techniques will aid in future academic and professional projects. • Proper technique when keyboarding is a fundamental tool that will serve you academically and professionally • Notetaking will help students retain information and perform better on assessments

Secondary Assessments (Formative)	Primary Assessments (Summative)
<ul style="list-style-type: none"> • Keyboarding assessment measuring proper form • Internet Research - Webquests • Multiple choice quizzes • Jamboards • Written (typed) assignments • Notebook Check 	<ul style="list-style-type: none"> • Keyboarding speed and accuracy exam • Research Essay

Interdisciplinary Connections: [CORE AREA CONNECTIONS](#)

Gather relevant information from multiple print and digital sources; assess the credibility and accuracy of each source.
Draw evidence from informational texts to support analysis, reflection, and research.
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Career Ready Practices: [Note applicable CRPs used within the unit.](#)

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Career Readiness, Life Literacies, & Key Skills (21st Century Themes & Skills): [Note applicable 2020 NJ standards 9.1, 9.2, 9.3, or 9.4 within the unit.](#)

9.2.12.CAP.2
9.4.12.CI.2
9.4.12.CI.3
9.4.12.CT.1
9.4.12.CT.2
9.4.12.DC.3
9.4.12.DC.6
9.4.12.IML.1
9.4.12.IML.2
9.4.12.IML.8
9.4.12.TL.1

Integration of Technology: [Note applicable 2020 standards 8.1 & 8.2 used within the unit.](#)

8.1.12.IC.1
8.1.12.IC.2
8.1.12.IC.3
8.1.12.DA.1
8.1.12.DA.5
8.1.12.DA.6

Course/Unit Resources:

<https://sense-lang.org/typing/>
<https://www.readingandwritinghaven.com/note-taking-strategies-and-tips-for-secondary/>
<https://www.ngpf.org/curriculum/ethics/>
Microsoft Word, Excel, PowerPoint
Google Drive, Docs, Sheets, Slides, Mail
Schoolology
KRHS Library

Unit Title: Marketing	Unit Length Months/Weeks: 4 Weeks
<p>Unit Description: Students will learn that Marketing is pervasive and constantly around - influencing our opinions and purchase decisions. The Marketing Manager must ensure that the Marketing Mix strategy is implemented to ensure that the customer's needs are identified and solved with the most innovative, cost efficient, socially responsible and ethical products and services, at a profit.</p>	
<p><i>To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, & advanced learners) are met when delivering instruction and assessing students, please refer to the District approved Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet. These must be used in the planning and delivery of instruction. Specific student learning activities, differentiated instructional techniques, and accommodations/modifications are noted in Schoology.</i></p>	

Learning Goals & (Primary Content Standards):	Learning Objectives (Identify the DOK Level):
<p>BUS.9-12. I.1 Students will understand and recognize how marketing is all around us. Students will understand that Marketing is a customer centric business function that aims to anticipate and satisfy wants and needs for the consumer.</p> <p>BUS.9-12. I.1.3 Students will understand that Awareness, Anticipation and Innovation is a driving force that helps marketers find Ethical and Profitable solutions to customers' problems and needs.</p> <p>BUS.9-12. I.1.4 Students will understand the important roles of the marketing manager as Planning, Organizing, Staffing, Leading and Controlling marketing strategy.</p> <p>BUS.9-12. I.1.6 Students will understand the components of the marketing mix (4 P's) which include Product, Price Placement and Promotion.</p>	<ul style="list-style-type: none"> • Explain The Marketing Concept as a focus on customers' needs and wants while generating a profit. • Define the Three Benefits of Marketing are new and improved products, lower prices, and added value (utility). • Explain how Marketing is a complex field of study aimed at assessing changing consumer needs and wants. • Identify and analyze the marketing mix (4 P's) strategy • Define the process of innovation and explain how developing products and services that satisfy needs and wants while adhering to environmental and ethical standards is critical.

Essential Questions: <i>(higher level questions that need to be considered/answers; are open and broad)</i>	Enduring Understandings: <i>(general/transerable ideas to other contexts)</i>
<ul style="list-style-type: none"> • Why is the marketing concept a successful method for profitable business decisions? • How is marketing present in our lives every day? • How are the components of marketing strategy used to best serve the customer? • Why is innovation the driving force for marketing strategy? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Marketing is all around us. • Marketing is a multidimensional process that fuels innovation and continuous improvement • Marketing positions are executive level because it is a strategic part of business.

Essential Questions: <i>(higher level questions that need to be considered/answers; are open and broad)</i>	Enduring Understandings: <i>(general/transferable ideas to other contexts)</i>
	<ul style="list-style-type: none"> Marketing careers opportunities are vast and cover 9 different functional areas of business.

Secondary Assessments (Formative)	Primary Assessments (Summative)
<ul style="list-style-type: none"> Keyboarding assessment measuring proper form Internet Research - Webquests Multiple choice quizzes Jamboards Written (typed) assignments Notebook Check 	<ul style="list-style-type: none"> Marketing Plan

Interdisciplinary Connections: <i>CORE AREA CONNECTIONS</i>
<p>Gather relevant information from multiple print and digital sources; assess the credibility and accuracy of each source. Draw evidence from informational texts to support analysis, reflection, and research. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
Career Ready Practices: <i>Note applicable CRPs used within the unit.</i>
1 – 12
Career Readiness, Life Literacies, & Key Skills (21st Century Themes & Skills): <i>Note applicable 2020 NJ standards 9.1, 9.2, 9.3, or 9.4 within the unit.</i>
9.2.12.CAP.2 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1 9.4.12.CT.2 9.4.12.DC.3 9.4.12.DC.6

9.4.12.IML.1
 9.4.12.IML.2
 9.4.12.IML.8
 9.4.12.TL.1

Integration of Technology: *Note applicable 2020 standards 8.1 & 8.2 used within the unit.*

8.1.12.IC.1
 8.1.12.IC.2
 8.1.12.IC.3
 8.1.12.DA.1
 8.1.12.DA.5
 8.1.12.DA.6

Course/Unit Resources:

<https://sense-lang.org/typing/>
 Microsoft Word, Excel, Powerpoint
 Google Drive, Docs, Sheets, Slides, Mail
 Schoology
 KRHS Library

Unit Title: Entrepreneurship	Unit Length Months/Weeks: 4 Weeks
Unit Description: In this unit, students will learn about and practice skills that will prepare them for success in high school, college, and in future professions. Emphasis will be placed on digital skills and footprint, organization, and research.	
<i>To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, & advanced learners) are met when delivering instruction and assessing students, please refer to the District approved Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet. These must be used in the planning and delivery of instruction. Specific student learning activities, differentiated instructional techniques, and accommodations/modifications are noted in Schoology.</i>	

Learning Goals & (Primary Content Standards):	Learning Objectives (Identify the DOK Level):
<ul style="list-style-type: none"> 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. 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). 	<ul style="list-style-type: none"> Explain online safety and follow safe practices when using the internet (3) Identify respectful and responsible ways to communicate in digital environments. (1) Demonstrate the ability to choose a simple search term to find information in a search engine or digital resource. (3)

Learning Goals & (Primary Content Standards):	Learning Objectives (Identify the DOK Level):
<ul style="list-style-type: none"> • 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). • 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). • 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). • 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes 	<ul style="list-style-type: none"> • Identify the characteristics of a positive and negative online identity and the lasting implications of online activity. (4) • Create, organize, and interpret notes. (3)

Essential Questions: (higher level questions that need to be considered/answers; are open and broad)	Enduring Understandings: (general/transferrable ideas to other contexts)
<ul style="list-style-type: none"> • Which digital platform is best for the task I need to complete? • How can I respectfully communicate with other students, teachers, parents, and professionals? • What should I share online and where should I share material? • How can I ethically use the ideas of others in my own work? • How can I best navigate Schoology so that I remember due dates, assignment details, and other important information? • How can I best use technology to perform research? • Can I complete tasks more quickly and efficiently by using proper keyboarding techniques? • How can I take notes in a way that will help me learn? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • It is important to communicate professionally using email and other technology based platforms. • Technology must be used safely and ethically • Schoology is a tool that when used properly will aid in communication and organization • Learning effective research techniques will aid in future academic and professional projects. • Proper technique when keyboarding is a fundamental tool that will serve you academically and professionally • Notetaking will help students retain information and perform better on assessments

Secondary Assessments (Formative)	Primary Assessments (Summative)
<ul style="list-style-type: none"> • Keyboarding assessment measuring proper form • Internet Research - Webquests • Multiple choice quizzes • Jamboards • Written (typed) assignments • Notebook Check 	<ul style="list-style-type: none"> • Keyboarding speed and accuracy exam • Research Essay

Interdisciplinary Connections: [CORE AREA CONNECTIONS](#)

Gather relevant information from multiple print and digital sources; assess the credibility and accuracy of each source.
Draw evidence from informational texts to support analysis, reflection, and research.
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Career Ready Practices: [Note applicable CRPs used within the unit.](#)

1 – 12

Career Readiness, Life Literacies, & Key Skills (21st Century Themes & Skills): [Note applicable 2020 NJ standards 9.1, 9.2, 9.3, or 9.4 within the unit.](#)

- 9.2.12.CAP.2
- 9.4.12.CI.2
- 9.4.12.CI.3
- 9.4.12.CT.1
- 9.4.12.CT.2
- 9.4.12.DC.3
- 9.4.12.DC.6
- 9.4.12.IML.1
- 9.4.12.IML.2
- 9.4.12.IML.8
- 9.4.12.TL.1

Integration of Technology: [Note applicable 2020 standards 8.1 & 8.2 used within the unit.](#)

- 8.1.12.IC.1
- 8.1.12.IC.2
- 8.1.12.IC.3
- 8.1.12.DA.1
- 8.1.12.DA.5
- 8.1.12.DA.6

Course/Unit Resources:

- <https://sense-lang.org/typing/>
- <https://www.readingandwritinghaven.com/note-taking-strategies-and-tips-for-secondary/>
- <https://www.ngpf.org/curriculum/ethics/>
- Microsoft Word, Excel, Powerpoint
- Google Drive, Docs, Sheets, Slides, Mail
- Schoology
- KRHS Library

Unit Title: Economics and Wealth Management	Unit Length Months/Weeks: 4 Weeks
Unit Description: In this unit, students will learn about and practice skills that will prepare them for success in high school, college, and in future professions. Emphasis will be placed on digital skills and footprint, organization, and research.	
<i>To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, & advanced learners) are met when delivering instruction and assessing students, please refer to the District approved Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet. These must be used in the planning and delivery of instruction. Specific student learning activities, differentiated instructional techniques, and accommodations/modifications are noted in Schoology.</i>	

Learning Goals & (Primary Content Standards):	Learning Objectives (Identify the DOK Level):
<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.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> <p>9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p> <p>9.1.12.RM.1: Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments. • 9.1.12.RM.2: Identify types of investments appropriate for different objectives such as liquidity, income, and growth. 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</p> <p>9.1.12.PB.1: Explain the difference between saving and investing.</p> <p>9.1.12.PB.3: Design a personal budget that will help you reach your long-term and short-term financial goals.</p> <p>9.1.12.PB.6: Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.</p>	<ul style="list-style-type: none"> • Explain online safety and follow safe practices when using the internet (3) • Identify respectful and responsible ways to communicate in digital environments. (1) • Demonstrate the ability to choose a simple search term to find information in a search engine or digital resource. (3) • Identify the characteristics of a positive and negative online identity and the lasting implications of online activity. (4) • Create, organize, and interpret notes. (3)

Essential Questions: <i>(higher level questions that need to be considered/answers; are open and broad)</i>	Enduring Understandings: <i>(general/transferable ideas to other contexts)</i>
<ul style="list-style-type: none"> • Which digital platform is best for the task I need to complete? • How can I respectfully communicate with other students, teachers, parents, and professionals? • What should I share online and where should I share material? • How can I ethically use the ideas of others in my own work? • How can I best navigate Schoology so that I remember due dates, assignment details, and other important information? • How can I best use technology to perform research? • Can I complete tasks more quickly and efficiently by using proper keyboarding techniques? • How can I take notes in a way that will help me learn? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • It is important to communicate professionally using email and other technology based platforms. • Technology must be used safely and ethically • Schoology is a tool that when used properly will aid in communication and organization • Learning effective research techniques will aid in future academic and professional projects. • Proper technique when keyboarding is a fundamental tool that will serve you academically and professionally • Notetaking will help students retain information and perform better on assessments

Secondary Assessments (Formative)	Primary Assessments (Summative)
<ul style="list-style-type: none"> • Keyboarding assessment measuring proper form • Internet Research - Webquests • Multiple choice quizzes • Jamboards • Written (typed) assignments • Notebook Check 	<ul style="list-style-type: none"> • Keyboarding speed and accuracy exam • Research Essay

Interdisciplinary Connections: [CORE AREA CONNECTIONS](#)

Gather relevant information from multiple print and digital sources; assess the credibility and accuracy of each source.
Draw evidence from informational texts to support analysis, reflection, and research.
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Career Ready Practices: [Note applicable CRPs used within the unit.](#)

1 - 12

Career Readiness, Life Literacies, & Key Skills (21st Century Themes & Skills): [Note applicable 2020 NJ standards 9.1, 9.2, 9.3, or 9.4 within the unit.](#)

- 9.2.12.CAP.2
- 9.4.12.CI.2
- 9.4.12.CI.3
- 9.4.12.CT.1
- 9.4.12.CT.2
- 9.4.12.DC.3
- 9.4.12.DC.6
- 9.4.12.IML.1
- 9.4.12.IML.2
- 9.4.12.IML.8
- 9.4.12.TL.1

Integration of Technology: [Note applicable 2020 standards 8.1 & 8.2 used within the unit.](#)

- 8.1.12.IC.1
- 8.1.12.IC.2
- 8.1.12.IC.3
- 8.1.12.DA.1
- 8.1.12.DA.5
- 8.1.12.DA.6

Course/Unit Resources:

- <https://sense-lang.org/typing/>
- <https://www.readingandwritinghaven.com/note-taking-strategies-and-tips-for-secondary/>
- <https://www.ngpf.org/curriculum/ethics/>
- Microsoft Word, Excel, Powerpoint
- Google Drive, Docs, Sheets, Slides, Mail
- Schoology
- KRHS Library

Unit Title: Human Resource Management	Unit Length Months/Weeks: 4 Weeks
<p>Unit Description: Students will learn about the theory and practical application of human resource management techniques. The importance of applying motivation and empowerment practices to produce happy productive and positive work environments will be highlighted. Students will learn how to begin preparing and developing habits in high school that will enhance their careers.</p>	
<p><i>To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, & advanced learners) are met when delivering instruction and assessing students, please refer to the District approved Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet. These must be used in the planning and delivery of instruction. Specific student learning activities, differentiated instructional techniques, and accommodations/modifications are noted in Schoology.</i></p>	

Learning Goals & (Primary Content Standards):	Learning Objectives (Identify the DOK Level):
<p>9.3.12.BM-HR.1 Students will understand the laws and regulations affecting human resource operations.</p> <p>9.3.12.BM-HR.3 Students will understand how to motivate and supervise personnel to achieve completion of projects and business goals.</p> <p>9.3.12.BM-HR.5 Students will know how to plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.</p> <p>BUS.9-12.9.4.12.D.53 Identify and demonstrate positive work behaviors and personal qualities needed to succeed in the classroom and/or to be employable.</p>	<ul style="list-style-type: none"> • Explain the laws and regulations that affect managerial decisions in human resources. (3) • Compare and contrast various management styles of employee motivation and empowerment in business today. (4) • Discuss the best ways to motivate employees in today's dynamic and competitive business environment. (3) • Develop a plan that includes information about career areas of interest. (2) • Prepare a sample resume and cover letter as part of an application process using Naviance. (3) • Explain how personal behavior, appearance, attitudes and other choices may affect the job application process. (2)

Essential Questions: <i>(higher level questions that need to be considered/answers; are open and broad)</i>	Enduring Understandings: <i>(general/transferrable ideas to other contexts)</i>
<ul style="list-style-type: none"> • What are the laws and regulations affecting human resource operations? • How do you motivate and supervise personnel to achieve completion of projects and business goals? • What is the process to plan, staff, lead and organize human resources to enhance employee productivity and satisfaction? • What work behaviors and personal qualities are needed to succeed in the classroom and/or to be employable? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Laws and regulations that affect managerial decisions in human resources. • Various management styles of employee motivation and empowerment are critical in business today. • There are best practices to motivate employees in today's dynamic and competitive business environment. • Developing a plan, understanding your leadership strengths and weaknesses, and gathering information about areas of interest can help build a career.

Secondary Assessments (Formative)	Primary Assessments (Summative)
<ul style="list-style-type: none"> • Notebook Check • Internet Research - Webquests • Multiple choice quizzes • Jamboards • Written (typed) assignments 	<ul style="list-style-type: none"> • Case Study

Interdisciplinary Connections: CORE AREA CONNECTIONS
<p>Gather relevant information from multiple print and digital sources; assess the credibility and accuracy of each source. Draw evidence from informational texts to support analysis, reflection, and research. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
Career Ready Practices: Note applicable CRPs used within the unit.
1 – 12
Career Readiness, Life Literacies, & Key Skills (21 st Century Themes & Skills): Note applicable 2020 NJ standards 9.1, 9.2, 9.3, or 9.4 within the unit.
9.2.12.CAP.2 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1 9.4.12.CT.2 9.4.12.DC.3 9.4.12.DC.6 9.4.12.IML.1 9.4.12.IML.2 9.4.12.IML.8 9.4.12.TL.1
Integration of Technology: Note applicable 2020 standards 8.1 & 8.2 used within the unit.
8.1.12.IC.1 8.1.12.IC.2 8.1.12.IC.3 8.1.12.DA.1 8.1.12.DA.5 8.1.12.DA.6

Course/Unit Resources:
https://www.ngpf.org/curriculum/ethics/ Microsoft Word, Excel, Powerpoint Google Drive, Docs, Sheets, Slides, Mail Schoology KRHS Library

Unit Title: Finance and Accounting	Unit Length Months/Weeks: 4 Weeks
Unit Description: In this unit, students will learn about and practice skills that will prepare them for success in high school, college, and in future professions. Emphasis will be placed on digital skills and footprint, organization, and research.	
<i>To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, & advanced learners) are met when delivering instruction and assessing students, please refer to the District approved Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet. These must be used in the planning and delivery of instruction. Specific student learning activities, differentiated instructional techniques, and accommodations/modifications are noted in Schoology.</i>	

Learning Goals & (Primary Content Standards):	Learning Objectives (Identify the DOK Level):
9.4.12.CI.3 Investigate new challenges and opportunities for personal growth, advancement, and transition 9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice 9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.DC.3 Evaluate the social and economic implications of privacy in the context of safety, law, or ethics 9.4.12.DC.6 Select information to post online that positively impacts personal image and future college and career opportunities. 9.4.12.IML.1 Compare search browsers and recognize features that allow for filtering of information. 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	<ul style="list-style-type: none"> • Explain online safety and follow safe practices when using the internet (3) • Identify respectful and responsible ways to communicate in digital environments. (1) • Demonstrate the ability to choose a simple search term to find information in a search engine or digital resource. (3) • Identify the characteristics of a positive and negative online identity and the lasting implications of online activity. (4) • Create, organize, and interpret notes. (3)

Learning Goals & (Primary Content Standards):	Learning Objectives (Identify the DOK Level):
<p>9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations</p> <p>9.4.12.TL.1 Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task</p>	

Essential Questions: <i>(higher level questions that need to be considered/answers; are open and broad)</i>	Enduring Understandings: <i>(general/transferrable ideas to other contexts)</i>
<ul style="list-style-type: none"> • Which digital platform is best for the task I need to complete? • How can I respectfully communicate with other students, teachers, parents, and professionals? • What should I share online and where should I share material? • How can I ethically use the ideas of others in my own work? • How can I best navigate Schoology so that I remember due dates, assignment details, and other important information? • How can I best use technology to perform research? • Can I complete tasks more quickly and efficiently by using proper keyboarding techniques? • How can I take notes in a way that will help me learn? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • It is important to communicate professionally using email and other technology based platforms. • Technology must be used safely and ethically • Schoology is a tool that when used properly will aid in communication and organization • Learning effective research techniques will aid in future academic and professional projects. • Proper technique when keyboarding is a fundamental tool that will serve you academically and professionally • Notetaking will help students retain information and perform better on assessments

Secondary Assessments (Formative)	Primary Assessments (Summative)
<ul style="list-style-type: none"> • Keyboarding assessment measuring proper form • Internet Research - Webquests • Multiple choice quizzes • Jamboards • Written (typed) assignments • Notebook Check 	<ul style="list-style-type: none"> • Keyboarding speed and accuracy exam • Research Essay

Interdisciplinary Connections: [CORE AREA CONNECTIONS](#)

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Career Ready Practices: [Note applicable CRPs used within the unit.](#)

1 - 12

Career Readiness, Life Literacies, & Key Skills (21st Century Themes & Skills): [Note applicable 2020 NJ standards 9.1, 9.2, 9.3, or 9.4 within the unit.](#)

9.2.12.CAP.2
9.4.12.CI.2
9.4.12.CI.3
9.4.12.CT.1
9.4.12.CT.2
9.4.12.DC.3
9.4.12.DC.6
9.4.12.IML.1
9.4.12.IML.2
9.4.12.IML.8
9.4.12.TL.1

Integration of Technology: [Note applicable 2020 standards 8.1 & 8.2 used within the unit.](#)

8.1.12.IC.1
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8.1.12.IC.3
8.1.12.DA.1
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Microsoft Word, Excel, PowerPoint
Google Drive, Docs, Sheets, Slides, Mail
Schoolology
KRHS Library

Unit Title: Business Law	Unit Length Months/Weeks: 4 Weeks
Unit Description: In this unit, students will learn about and practice skills that will prepare them for success in high school, college, and in future professions. Emphasis will be placed on digital skills and footprint, organization, and research.	
<i>To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, & advanced learners) are met when delivering instruction and assessing students, please refer to the District approved Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet. These must be used in the planning and delivery of instruction. Specific student learning activities, differentiated instructional techniques, and accommodations/modifications are noted in Schoology.</i>	

Learning Goals & (Primary Content Standards):	Learning Objectives (Identify the DOK Level):
<p>9.4.12.CI.3 Investigate new challenges and opportunities for personal growth, advancement, and transition</p> <p>9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice</p> <p>9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving</p> <p>9.4.12.DC.3 Evaluate the social and economic implications of privacy in the context of safety, law, or ethics</p> <p>9.4.12.DC.6 Select information to post online that positively impacts personal image and future college and career opportunities.</p> <p>9.4.12.IML.1 Compare search browsers and recognize features that allow for filtering of information.</p> <p>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</p> <p>9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations</p> <p>9.4.12.TL.1 Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task</p>	<ul style="list-style-type: none"> • Explain online safety and follow safe practices when using the internet (3) • Identify respectful and responsible ways to communicate in digital environments. (1) • Demonstrate the ability to choose a simple search term to find information in a search engine or digital resource. (3) • Identify the characteristics of a positive and negative online identity and the lasting implications of online activity. (4) • Create, organize, and interpret notes. (3)

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9.4.12.CI.3
9.4.12.CT.1
9.4.12.CT.2
9.4.12.DC.3
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9.4.12.IML.2
9.4.12.IML.8
9.4.12.TL.1

Integration of Technology: *Note applicable 2020 standards 8.1 & 8.2 used within the unit.*

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8.1.12.IC.2
8.1.12.IC.3
8.1.12.DA.1
8.1.12.DA.5
8.1.12.DA.6

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