

BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

**GOVERNOR LIVINGSTON HIGH SCHOOL
BUSINESS EDUCATION**

BUSINESS MANAGEMENT

#PAS0003

Curriculum Guide

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This curriculum may be modified through varying techniques, strategies, and materials, as per an individual student's Individualized Educational Plan (IEP).

Approved by the Berkeley Heights Board of Education
at the regular meeting held on August 11, 2022 .

VISION STATEMENT

The demands of a global economy require that schools prepare students for this marketplace. A constantly changing platform of technology, along with societal and political pressure, will make these national and international markets challenging places to work and live. Schools must prepare students to function in what is known as reality today, as well as to be able to teach them to identify and adapt to any new reality. Students will have to have an excellent knowledge of current business practices and the ability to transfer this knowledge and skills to the changes in the future market.

With this in mind, Business Management provides instruction that enables students to acquire a general understanding of American business and application to personal financial literacy. Students will explore the roles of managers in every aspect of local, regional, and global business organizations.

With this understanding of economic management and financial theory, they will define the manager's role in a successfully functioning business entity, as well as connections to personal financial literacy concepts. The development of these basic leadership, business communication, marketing, finance, and organizational skills creates a foundation, which inspires further investigation of a management career.

MISSION STATEMENT

The Business Management journey begins with the description of the characteristics of business and the economic and social elements that affect business domestically and internationally. The student will further develop the understanding of management and its relationship to the satisfaction of human wants and needs, as well as opportunities under each category to make connections and develop an understanding of personal financial literacy concepts too.

- study management resource strategies, which effectively provide for the creation and marketing of goods and services;
- review the forms of business ownership and their legal and financial aspects;
- identify requirements of starting and operating a business, which include budgeting, keeping accounting records, banking, handling credit, and dealing with risk through insurance;
- evaluate the characteristics of an effective leader;
- study business ethics and ethical reasoning;
- develop the communication skills necessary to function effectively in a structured business environment; and
- reinforce the skills of: reading, writing, communicating through the use of computer applications and the Internet, and decision-making, which are required to be a knowledgeable consumer, a successful manager, and a functional participant in the American business experience.

Business Management is a one semester 2.5 credit course. This course is designed for students in grades 9-12 and addresses the New Jersey Student Learning Standards for Technology and the 21st Century Life and Careers. The New Jersey Student Learning Standards may be accessed at www.state.nj.us.

COURSE PROFICIENCIES
COURSE OBJECTIVES

1. To develop problem-solving and critical-thinking skills.
2. To encourage and provide an opportunity to make business and personal financial decisions in a theoretical setting.
3. To apply the tenets of the American economic system with the emphasis on the role of private property ownership, competition, profit motive, and free enterprise.
4. To obtain an awareness of the many activities, problems, and decisions involved in successfully managing a business and one's personal financial affairs.
5. To develop an understanding of the economic principles that influence business and personal financial decisions.
6. To identify the economic role that the government plays in a market economy, and the effect on business and individuals.
7. To establish the need for ethical standards for business leaders, producers, and consumers.
8. To develop an understanding of a positive work attitude and pride in one's work.
9. To demonstrate self-management and organizational skills.
10. To work independently and cooperatively in a safe environment, conducive to educational growth.
11. To understand the nature and scope of marketing and distribution.
12. To identify the financial requirements of managing business and personal life functions.

STUDENT PROFICIENCIES

The student will be able to:

1. Use business vocabulary when communicating.
2. Discuss how society's economic, social, and environmental problems influence business policies and practices, as well as their personal financial lives.
3. Understand the American private enterprise system.
4. Identify basic economic problems at a business and personal level and offer solutions for correction.
5. Examine the ethics and social responsibilities of business and consumers.
6. Distinguish among the several types of business organizations.
7. Describe how businesses and individuals are both protected and regulated by the government.
8. Explain the basic communication concepts in business.
9. Describe the major marketing activities and how businesses make effective marketing decisions.
10. Identify the financial recording systems, for personal and business financial success.
11. Describe the role of human resources management in business.
12. Work independently and cooperatively in a safe environment, conducive to educational growth.
13. Develop a positive work attitude and pride in one's work.
14. Identify the importance of leadership skills in the management of a business.
15. Develop a personal philosophy for the application of procedures, principles, and concepts needed to be an effective manager, in business and with one's personal financial affairs.

METHODS OF EVALUATION

1. Observation of student work habits
2. Oral communication and classroom discussion
3. Teacher prepared exercises and handouts
4. Student created documents and reports
5. Class work assignments
6. Tests
7. Individual and group projects

MODIFICATIONS & ACCOMMODATIONS

Modifications and Accommodations for Special Education students, students with 504s, English Language Learners and Gifted and Talented students may include but are not limited to the following:

Special Education

- Individualized Education Plans (IEPs)
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Use of the special education teacher to re-instruct in flexible small groups for the struggling learner
- Manipulatives
- Flipped Instruction
- Word banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Independent projects
- Contracts/behavior support plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Functional learning incorporated into each lesson
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support

- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Gifted & Talented

- Provide one-to-one teacher support
- Curriculum Compacting
- Advanced problems to extend the critical thinking skills of the advanced learner
- Supplemental reading material for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Curriculum Compacting
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Manipulatives
- Tiered Lessons
- Flipped Instruction
- Multimedia Presentations
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Conclusions and analysis of exploratory activities
- Career based learning incorporated into each lesson
- Exploration Activities
- Student choice

ELLs

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling

- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Manipulatives
- Flipped Instruction
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

504s

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems

- Manipulatives
- Words banks
- Reduced choice on assessments
- Preferential seating
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Modified homework
- Independent projects
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Students at Risk of Failure

- Exemplars of varied performance levels
- Multimedia presentations
- Tiered/Scaffolded Lessons
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes

- Modified lesson, assessment and study guide format
- Modified homework
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
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- Oral questioning assessments to supplement written response
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- Interactive Study Guides
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- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Diversity, Equity, and Inclusion Curriculum Statement

Berkeley Heights public schools are committed to recognizing diversity and promoting equity, tolerance, and inclusion in our classrooms. We encourage a safe, welcoming, and inclusive environment for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs. Our curriculum infuses teaching of these principles and addresses all associated standards and laws. This includes, but is not limited to:

C.18A:35-4.35 - History of disabled and LGBT persons

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.

18A:35-28. Instruction on Holocaust, genocides required in elementary, secondary school curriculum

a. Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.

b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Section: 52:16A-88: Responsibilities, duties of Amistad Commission

g. to develop, in consultation with the Department of Education, curriculum guidelines for the teaching of information on the African slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African-Americans to our country. Every board of education shall incorporate the information in an appropriate place in the curriculum of elementary and secondary school students;

Examples of how these concepts and principles are infused into this curriculum include:

- Discussion of the importance of (and focus on) Diversity Equity and Inclusion training courses (certificates) offered by universities (like Cornell) as well as consulting firms who can be hired by corporations and businesses to educate and train human resource management- **Unit II: Human Resources**
- Discussion / Recognition of "How Openly LGBTQ+ Fortune 500 CEOs (and other business executives) are changing the Corporate Game " (The Riveter.co) Tim Cook (CEO, Apple), Jim Fitterling (CEO, Dow Chemical), Beth Ford (CEO, Land O'Lakes), Inga Beale (former CEO, Lloyd's of London) and others have had success in building business and creating change while taking the reins of leadership in their respective industries. - **Unit IV - Forms of Business Ownership (Corporations)**

Additionally, components of this are tagged throughout the curriculum as appropriate (i.e. standards, objectives, activities). Tagging convention is outlined below:

- DEI - Diversity, Equity and Inclusion Learning
- AM - Learning associated with Amistad
- HG - Learning associated with Holocaust and Genocide
- SEL - Social-Emotional Learning
- L+ - Learning associated with LGBTQ+ and Neurodiverse communities

Climate Change Curriculum Statement

With the adoption of the [2020 New Jersey Student Learning Standards \(NJSLS\)](#), New Jersey became the first state in the nation to include climate change across content areas. These standards are designed to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways.

Districts are encouraged to utilize the NJSLS to develop interdisciplinary units focused on climate change that include authentic learning experiences, integrate a range of perspectives and are action oriented. While the [2016 NJSLS-English Language Arts \(ELA\) and Mathematics](#) do not have specific climate change standards, districts may want to consider how they can design [interdisciplinary climate change units](#) that incorporate relevant ELA and mathematics standards. Likewise, it may be helpful to review the [2020 NJSLS documents](#) to identify other relevant standards that might be incorporated as well as to understand the role of core ideas, performance expectations and practices in curriculum development and lesson planning.

Standards and/or activities addressed in this curriculum includes:

- 6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
- 6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.

Components of this are tagged throughout the curriculum as appropriate: CC - Climate Change.

*** Climate Change Curriculum Statement section highlighted in yellow gets deleted (by the teacher or supervisor) if the course does not explicitly involve climate change units, activities, or standards. ***
This statement gets deleted on every curriculum guide upon completion.

Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increased college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

| 2020 NJSLS - Career Readiness, Life Literacies, and Key Skills Practices | |
|---|---|
| CLKS-P1 | Act as a responsible and contributing community member and employee. |
| CLKS-P2 | Attend to financial well-being. |
| CLKS-P3 | Consider the environmental, social and economic impacts of decisions |
| CLKS-P4 | Demonstrate creativity and innovation. |
| CLKS-P5 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CLKS-P6 | Model integrity, ethical leadership and effective management. |
| CLKS-P7 | Plan education and career paths aligned to personal goals. |
| CLKS-P8 | Use technology to enhance productivity, increase collaboration and communicate effectively. |
| CLKS-P9 | Work productively in teams while using cultural/global competence. |

Pacing Guide

| Unit Number | Unit Name | Suggested Pacing |
|--------------------|--|-------------------------|
| 1 | Business and its Environment | 3 weeks |
| 2 | Managing Human Resources | 3 weeks |
| 3 | Forms of Business Ownership | 2 weeks |
| 4 | Information and Communication Systems | 3 weeks |
| 5 | Financial Management | 3 weeks |

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVE

The student will be able to:

| Standards | Course Outline/Student Objectives |
|---|--|
| <p>Standards: 9.3.12.BM.1,4; 9.3.12.BM-BIM.3; 9.3.12.FN-ACT.1,3; 9.3.12.FN.BNK.1; 9.3.12.FN.INS.1; 9.3.12.BM-MGT.3; 9.3.12.FN-BF.1,2; 9.3.12.FN.BNK.1,4,5</p> <p>21st Century: 9.2.12.C.6,7,8</p> <p>CLKS: P5, P6</p> <p>Technology: 8.1.12.A.3</p> <p>Cross Curricular:6.1.12.A.16.b; 6.1.12.A.10.c</p> | <p>I. Business And Its Environment (3 Weeks)</p> <p>A. Explain the US Business System</p> <ol style="list-style-type: none"> 1. Business in a free enterprise system 2. The US economic environment <ol style="list-style-type: none"> a. economic resources <ol style="list-style-type: none"> i. Land ii. Labor iii. Capital iv. Entrepreneurship b. supply and demand 3. Different economic environments <ol style="list-style-type: none"> a. Capitalism b. Communism c. Socialism d. Mixed economic system 4. US economic environment today <ol style="list-style-type: none"> a. The business cycle b. Wants and needs c. Managing the economy 5. International environment of business <ol style="list-style-type: none"> a. Trade theories b. exporting and importing <p>B. Identify the Social and Ethical Responsibility of Business</p> <ol style="list-style-type: none"> 1. Rationale, responsibility, and profits 2. Natural and human resources issues 3. Evolution 4. Action plan <ol style="list-style-type: none"> a. Employee relations b. Public service c. Environmental protection d. Consumerism 5. Business ethics <p>C. Identify a Personal Financial Connection</p> <ol style="list-style-type: none"> 1. Wants and needs 2. Personal financial goals 3. Resources management 4. Taxes and government |
| <p>Standards: 9.3.12.BM.1,4; 9.3.12.BM-BIM.3; 9.3.12.BM-ADM.1; 9.3.12.BM-HR.1,2,3,4,5,6; 9.3.12.FN.3,8,11; 9.3.12.FN-BF.1,2; 9.3.12.FN.BNK.1,4,5</p> | <p>II. Managing Human Resources (3 Weeks)</p> <p>A. Identify Human Resource Activities DEI</p> <ol style="list-style-type: none"> 1. Role of managers 2. Planning for personnel needs 3. Recruiting and selecting |

| | |
|--|--|
| <p>21st Century: 9.2.12.C.6,7,8</p> <p>CLKS: P2, P6</p> <p>Technology: 8.1.12.A.3</p> <p>Cross Curricular: 6.1.12.D.5.b</p> | <ul style="list-style-type: none"> 4. Training and developing 5. Evaluating 6. Compensating and benefits 7. Maintaining health and safety B. Explain Personnel Training DEI <ul style="list-style-type: none"> 1. Methods 2. Effective training 3. Evaluation C. Explore Career Development D. Identify Human Relations Problems <ul style="list-style-type: none"> 1. Movements <ul style="list-style-type: none"> a. Scientific management b. Human relations c. Global experiences 2. Motivating employees 3. Communicating 4. How to improve motivation DEI E. Explain Labor Relations <ul style="list-style-type: none"> 1. Unions 2. Legal basis of labor relations 3. Union objectives 4. Current trends in labor relations DEI F. Identify a Personal and Financial Connection <ul style="list-style-type: none"> 1. Savings and delay gratification 2. Financial services |
| <p>Standards: 9.3.12.FN-ACT.1,3; 9.3.12.FN-BNK.1; 9.3.12.FN-INS.1</p> <p>21st Century: 9.2.12.C.6,7,8</p> <p>CLKS: P2, P6</p> <p>Technology:8.1.12.A.3</p> <p>Cross Curricular: 6.1.12.A.5.a</p> | <p>IV. Forms Of Business Ownership (2 Weeks)</p> <ul style="list-style-type: none"> A. Define the Types of Ownership <ul style="list-style-type: none"> 1. Private 2. Public B. Identify the Characteristics of a Sole Proprietorship C. Identify the Characteristics of a Partnership D. Identify the Characteristics of a Corporation L+ E. Identify the Characteristics of Other Forms of Ownership F. Identify the Characteristics of a Small Business <ul style="list-style-type: none"> 1. Types, size, sales, and equipment 2. Characteristics and contributions 3. Limitations 4. Profile <ul style="list-style-type: none"> a. Motives b. Success and failure 5. Developing a business plan 6. Financing <ul style="list-style-type: none"> a. Credit b. venture capital c. SBA loans and guarantees G. Identify a Personal Financial Connection <ul style="list-style-type: none"> 1. Taxes and civic duties 2. Tax return |
| <p>Standards: 9.3.12.BM-MGT.4;</p> | <p>V. Information And Communication Systems (3 Weeks)</p> |

| | |
|--|--|
| <p>9.3.12.BM-OP.2,4</p> <p>21st Century: 9.2.12.C.6,7,8</p> <p>CLKS: P8</p> <p>Technology: 8.1.12.A.3; 8.1.12.F.1</p> <p>Cross Curricular: 6.2.12.C.4.d</p> | <ul style="list-style-type: none"> A. Understand the Use of Technology and Information Management System <ul style="list-style-type: none"> 1. Computer and technology 2. Information processing 3. Telecommunications 4. Managing technology and information B. Understand Organizational Communications <ul style="list-style-type: none"> 1. Communication concepts 2. Corporate communication 3. Communication problems <ul style="list-style-type: none"> a. How to identify b. Methods of improvement C. Identify a Personal Financial Connection <ul style="list-style-type: none"> 1. Managing and posting financial records electronically 2. Estate planning |
| <p>Standards: 9.3.12.FN-BF.1,2; 9.3.12.FN.BNK.1,4,5</p> <p>21st Century: 9.2.12.C.6,7,8</p> <p>CLKS: P2, 7</p> <p>Technology: 8.1.12.A.3</p> <p>Cross Curricular: 6.1.12.C.6.c</p> | <p>VI. Financial Management (3 Weeks)</p> <ul style="list-style-type: none"> A. Exploring the Job Market <ul style="list-style-type: none"> 1. Monster.com 2. Interview process 3. Understand the need for recording financial data 4. Recording systems 5. Budgets B. Explore Financial Analysis C. Identify Financing Tools <ul style="list-style-type: none"> 1. Sources of capital 2. Compare and Identify Risks D. Identify Financial Services <ul style="list-style-type: none"> 1. Banking 2. Checking 3. Loans E. Understand Credit Principles and Practice <ul style="list-style-type: none"> 1. Credit cards 2. Debit cards 3. Credit ratings 4. Credit policies and collections F. Understand the Need for Insurance <ul style="list-style-type: none"> 1. Insurance operations 2. Property insurance 3. Insuring people G. Identify a Personal Financial Connection <ul style="list-style-type: none"> 1. Risk management 2. Insurance 3. Self insurance |

RESOURCES/ACTIVITIES GUIDE

Communication Skills

Communicating with Customers
Communicating with Your Team
Communication and Ethics
Communication and Diversity
Employment Communication
Resolving Problems and Conflicts

Communication 2000 2E Series. Thomson South-Western Publishing Company, 2002.

Audio Visual DVD

Capitalism
Teacher's Video Company
DVD 330.12 CAP

Stock Market Basics
Learning Seed, 2004
DVD 332.6 STO

Positioning – How Advertising Shapes
Perception
Learning Seed, 2004
DVD 659.1 POS

Advertising Tactics
Teacher's Video Company
DVD 659.1 ADV

Personal Finance
Standard Deviants
Cerebellum Corporation 1998, 2002
DVD 332.024 LEA

Communicating with Customers
Learning Seed, 2005
DVD 658.45 COM

SUGGESTED AUDIO VISUAL/ COMPUTER AIDS

Audio Visual DVD

The Invisible Hand: An Introduction to Economics Learning Seed, 2004
DVD 330 INT

Taking Control of Your Credit
DVD 331.7

Charge It: Credit Card Secrets
DVD 332.7 CHA

Learn Personal Finance
DVD 332.024

SUGGESTED MATERIALS

Resources for Students:

Everard, Kenneth E., and James L. Burrow. *Business Principles and Management*. 12th ed. Teacher's Ed. South Western Educational Publishing, 2004, 2008.

Other Materials:

ABC's of Credit Card Finance. Center for Student Credit Card Education, Inc., 2002.

Career and Related Work Skills:

Customer Service
Decision-Making and Problem Solving
Managing Change
Skills for Entrepreneurs
Skills for First Time Supervisors
What Your Employer Expects
Workplace Politics
Organizing for Success

Internet Sites:

http://www.ccm.edu/library/biblio_business-new_jersey.htm
www.smallbizstartup.com
<http://www.state.nj.us/njbiz/>
<http://www.njbrc.org/>
<http://www.score.org/>
<http://www.cscce.com>

Resources for Teacher:

Everard, Kenneth E., and James L. Burrow. *Business Principles and Management*. 12th ed. Teacher's Ed. South Western Educational Publishing, 2004, 2008.

*Or other literature, video, or digital materials of equal academic worth