BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

GOVERNOR LIVINGSTON HIGH SCHOOL
BUSINESS EDUCATION

<u>BUSINESS TECHNOLOGY/BUSINESS LAB</u>
#PAS0004

Curriculum Guide

Date: September 2016
Updated: August 2022

Dr. Melissa Varley, Superintendent
Dr. David Greer, Assistant Superintendent
Mr. Andrew Ziobro, District Supervisor

Developed by: Joseph Hubert

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 market place. A constantly changing platform of technology, along with societal and political pressures 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 the previous statement in mind, Business Technology/Business Lab provides an instructional experience through which students acquire a functional understanding of the world of business. Applying both a hands-on experience and a theoretical base, students will develop the skills required of the various human components of a common retail structure. From these learning and skill building experiences, students will be able to function successfully as a part of the business experience, as manager and consumer.

MISSION STATEMENT

The student, as individuals and as a classroom business entity, will apply these concepts of management, business communication, marketing, production, financial recording, and organization in the operation of this business entity. The in-school business experience will operate as an ongoing business concern staffed by students. Students are held accountable for the understanding and the application of business theory and practice.

- To develop the style and scope of each business operation

- To function in the various roles of business operation, including: selling, purchasing, inventory maintenance and analysis, record keeping, human resource management, and marketing

- To explore the roles of managers and employees, in each aspect of a business organization, with a hands-on approach

- To create self-motivated individuals whose self-initiative fuels and drives the business machine

- To meet deadlines, managing people, delegate responsibility, and make a profit

- To reinforce the skills of: reading, writing, and communicating through the use of computer applications and the Internet

- To be a knowledgeable consumer, a successful manager, and a functional participant in the American business experience locally, regionally, or globally

Business Technology/Business Lab 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 in a business setting.

2. To develop an understanding of the economic principles that influence business decisions.

3. To encourage and provide an opportunity to make business decisions in a theoretical and hands-on setting.

4. To foster the development of team, technical, and communicational skills.

5. To obtain an awareness of the many activities, problems, and decisions involved in successfully managing a business.

6. To understand the critical functions of a typical business and how they function together as an entity, in a practical (school store) and theoretical (via Internet model) settings.

7. To establish ethical standards for business.

8. To develop an understanding of a positive work attitude and pride in one's work.

9. To demonstrate self-management and organizational skills in a business environment.

10. To work independently and cooperatively in a safe environment, conducive to educational growth.

11. To plan, create, and operate a functional business entity.

STUDENT PROFICIENCIES

The student will be able to:

1. Understand the principles that are the underpinnings of the corporate and business setting.

2. Demonstrate organizational, technical, and communicational skills necessary to build a business team and a successful business.

3. Apply decision-making techniques to the ethics and social responsibilities found in business and business activity.

4. Apply problem-solving and critical-thinking skills to evaluate and enhance the operation of a business entity.

5. Demonstrate the ability to manage and organize projects while working cooperatively with others.

6. Understand and apply the basic communication concepts in business.

7. Maintain financial recording systems needed in business.

8. Apply human resources management theory in business.

9. Work independently and cooperatively in a safe environment, conducive to educational growth.

10. Demonstrate a positive work attitude and pride in one's work.

11. Identify the importance of leadership skills in the management of a business.

12. Develop a personal philosophy for the application of procedures, principles, and concepts needed to be an effective manager.

METHODS OF EVALUATION

1. Observation of student work habits

2. Oral communication and classroom discussion

3. Teacher prepared exercises and handouts

4. Student created forms and reports

5. Team participation

6. Individual or group special projects

7. Evaluation of job performance in the student operated business entity.

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
- 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

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 support communities that aid new entrepreneurs with the start of their business venture. Support communities include SBA.gov, local chambers of commerce, as well as a non-profit organization STARTOUT.org that focuses on serving the LGBTQ+ entrepreneur community. **Unit IV: School Store Operations 2a - Business Plan**
- Discussion of businesses that are partnering with the LGBTQ+ community. Amazon Web Services (AWS) is currently working with STARTOUT to offer 50 mentorships, along with business and technical expertise for LGBTQ+ entrepreneurs starting their own businesses (Amazon press release via - aboutamazon.com/news) **Unit IV: School Store Operations 1. Research a Market**
- Niche Marketing Discussion. Finding a niche, the McBride Sisters (Robin & Andrea) entered the winemaking industry and had to overcome racial and gender bias to build the largest

U.S. black-and-women owned wine company. **Unit IV: School Store Operations 1a. Target Markets**

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	Starting Out	3 weeks
2	Down to Business	4 weeks
3	Banking and Small Business	2 weeks
4	School Store Operations	2 weeks
5	The Functioning School Store	4 weeks
6	Evaluating the School Store Operation	3 weeks

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVE

The student will be able to:

NJ Student Learning Standards	Course Outline/Student Objectives

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-ACT.1,3; 9.3.12.FN.BNK.1; 9.3.12.FN.INS.1
 	
21st Century: 9.2.12.C.6,7,8
 	
CLKS: P2, P5, P6
 	
Technology: 8.1.12.A.3
 	
Cross Curricular: MP2,36
	I. Starting Out (3 Weeks)
	   A. Identify the Model
	      1. History and scope of business
	      2. Email – first class communication
	      3. Organizational chart
	   B. Identify Mission Critical Functions
	      1. Storage and inventory
	      2. Sales representatives
	      3. Purchases
	      4. Record keeping
	      5. Operation of the physical plant
	      6. Agenda for action
	   C. Plan and Train Staff
	      1. Personnel planning
	      2. Managing the flow of information
	      3. Job descriptions
	      4. Interactive relationships

Standards: 9.3.12.BM-ADM.1; 9.3.12.BM-HR.1,2,3,4,5,6; 9.3.12.FN.3,8,11
 	
21st Century:; 9.2.12.C.6,7,8
 	
CLKS: P2, P3, P4,
 	
Technology: 8.1.12.A.3; 8.1.12.F.1
 	
Cross Curricular: NJSLSA.R7
	II. Down To Business (4 Weeks)
	   A. Identify the Needs of the Human Resource Function
	      1. Job descriptions
	      2. Writing job descriptions
	      3. Letter of application
	      4. Interview questions
	   B. Create Research and Development Tools
	      1. Research concepts
	      2. Strategic market research
	      3. Product sale ability
	      4. Sale ability reports
	   C. Explain Marketing, Sales, and Customer Service
	      1. Market niche
	      2. White paper
	      3. Customer email surveys
	   D. Explain Financial Accounting and Reports
	      1. Job in accounting
	      2. Accounting forms
	      3. Quarterly reports
	   E. Understand the Role of Legal Services
	      1. Retail legalities
	      2. Copyright, trademarks, and patents
	   F. Understand the Role of Information Technology
	      1. Web talk

	2. Email communication 3. AV communication

Standards:9.3.12.FN-BF.1,2;
9.3.12.FN.BNK.1,4,5
 	
21st Century: 9.2.12.C.6,7
 	
CLKS: P2, P6
 	
Technology:8.1.12.A.3
 	
Cross Curricular: MP3,6
	III. Banking and Small Business (2 Weeks)
	       A. Deposit and Track Money
	           1. Counting
	           2. Currency and coin
	           3. Deposits
	           4. Night depository
	           5. Security
	       B. Understand Banking Communication Documents
	           1. Bank statement
	           2. Reconciliation statement
	           3. Recording of checks and deposits
	           4. Check writing

Standards: 9.3.12.BM.1,4;
9.3.12.BM-BIM; 9.3.12.BM-MGT.3
 	
21st Century: 9.2.12.C.6,7,8
 	
CLKS: P4, P5
 	
Technology: 8.1.12.A.3
 	
Cross Curricular: MP3,6; NJSLSA.R7
	IV. School Store Operations (2 Weeks)
	       A. Prepare to Operate a School Store
	           1. Research a market DEI
	                a. target market AM
	                b. market research
	                c. purchasing decisions
	           2. Plan the school store's operations
	                a. business plan L+
	                b. labor force
	                c. opening day
	           3. Make the school store operational
	                a. Merchandising
	                b. Buying and pricing
	                c. Receiving merchandise
	                d. Inventory
	       B. Evaluate the Plan

9.3.12.FN-BF.1,2
9.3.12.FN.BNK.1,4,5
 	
21st Century: 9.2.12.C.6
 	
CLKS: P2, P6, P8
 	
Technology
8.1.12.A.3
 	
Cross Curricular Connections:
MP3,6
NJSLSA.R7.
	V. The Functioning School Store (4 Weeks)
	       A. Operate the School Store
	           1. Cash handling
	           2. Basic housekeeping
	           3. Policies and procedures
	       B. Record Financial Date
	           1. Accounting basics
	           2. Manage cash flow
	           3. Computerized accounting systems
	       C. Promote the School Store
	           1. Sales promotion
	           2. Visual merchandising
	           3. Advertising and publicity
	       D. Secure the School Store's Assets
	           1. General security procedures
	           2. Security enforcement
	           3. Loss prevention
	       E. Develop a Customer Focus

	1. Personal selling 2. Customer services 3. Selling policies

Standards: 9.3.12.BM.1,4; 9.3.12.BM-BIM
 	
21st Century: 9.2.12.C.6
 	
CLKS: P5
 	
Technology: 8.1.12.A.3
 	
Cross Curricular: MP1,3,6
	VI. Evaluating The School Store Operation (3 Weeks)
	    A. Effectively Manage
	        1. Management roles
	        2. Management skills
	        3. Management
	    B. Evaluate the School Store Success
	        1. Employee accountability
	        2. Training
	        3. Advancement opportunities

RESOURCES/ACTIVITIES GUIDE

Communication Skills

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

Communicating with Customers

Communicating with Your Team

Communication and Ethics

Communication and Diversity

Employment Communication

Resolving Problems and Conflicts

SUGGESTED AUDIO VISUAL/ COMPUTER AIDS

Audio Visual DVD

    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

    The Basics of Economics
Greenwood Publishing
DVD

SUGGESTED MATERIALS

Resources for Students:

Jenkins, Michael J. <u>Starting and Operating a Business in New Jersey – A Step by Step Guide</u>. Oasis Press, 1996.

<u>Career and Related Work Skills:</u>

Quick Skills Series – Thomson-South Western Publishing Company, 2002, 2001, 2000

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

<u>Internet Sites:</u>

http://www.ccm.edu/library/biblio_business-new_jersey.htm
www.smallbizstartup.com
http://www.state.nj.us/LCI/liccert.pdf
http://www.state.nj.us/njbiz/
http://www.state.nj.us/treasury/revenue/dcr/geninfo/corpman.html
http://www.njbrc.org/
http://www.score.org/

Resources for Teacher

Jenkins, Michael J. <u>Starting and Operating a Business in New Jersey – A Step by Step Guide</u>. Oasis Press, 1996.

Career and Related Work Skills:

Quick Skills Series – Thomson-South Western Publishing Company, 2002, 2001, 2000

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/LCI/liccert.pdf
http://www.state.nj.us/njbiz/
http://www.state.nj.us/treasury/revenue/dcr/geninfo/corpman.html
http://www.njbrc.org/
http://www.score.org/
http://www.sba.gov
https://www.startout.org

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