

Secaucus
Board of
Education

Advanced Business Principles

Course Code 7220

Business Department



Born on January 2017

Aligned to the NJSL - 21st Century Life & Career Standards (2014), Technology (2014), Mathematics (2016), and ELA (2016)

Approved by the Secaucus Board of Education on January 19, 2017

District Equity Statement

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Excerpt from Secaucus Board of Education, Policy 5750, Edited September 2016

Course Description

Advanced Business is a course focusing on career planning, taxes and spending plans. The first unit deals with human resources basics and managing your resources. The students will be able to define goals and activities of human resources and define compensation and benefits plans. Career planning and development is a major unit in advanced business. The steps in the career planning process are discussed along with resources available when searching for a job. Students will study careers, complete personal assessments and participate in many activities to determine what career is best for them. Applying for employment and securing a job is the next unit. Preparing resumes, cover letters, and interviewing tips and skills are also discussed. Mock interviews are also held in class. In the tax unit, students will be able to understand tax forms and prepare their own 1040EZ. Financial planning and steps in the budgeting process will also be discussed. Financial statements, such as income statements and balance sheets will also be covered. From this information, students will be able to make financial decisions. The course will conclude with students creating financial spending plans and discussing their futures.

Interdisciplinary Connections

NJSLS – Technology:

- ❖ 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- ❖ 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- ❖ 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- ❖ 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

NJSLS – Mathematics:

- ❖ A.CED.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
- ❖ A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- ❖ A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
- ❖ A.REI.1 Explain each step in solving simple equations as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
- ❖ A.REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
- ❖ A.REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
- ❖ A.SSE.1: Interpret expressions that represent a quantity in terms of its context.
- ❖ F.LE.1c Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
- ❖ F.1F.4 For a function that models a relationship between two quantities, interpret key features of the graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts, intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

- ❖ F.IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
- ❖ N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- ❖ F.BF.1 Write a function that describes a relationship between two quantities.

NJSLS – ELA:

- ❖ RI.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- ❖ W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- ❖ SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- ❖ SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

21st Century Life and Careers - Career Ready Practices:

Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- ❖ CRP1. Act as a responsible and contributing citizen and employee.

- ❖ CRP2. Apply appropriate academic and technical skills.
- ❖ CRP3. Attend to personal health and financial well-being.
- ❖ CRP4. Communicate clearly and effectively and with reason.
- ❖ CRP5. Consider the environmental, social and economic impacts of decisions.
- ❖ CRP6. Demonstrate creativity and innovation.
- ❖ CRP7. Employ valid and reliable research strategies.
- ❖ CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- ❖ CRP9. Model integrity, ethical leadership and effective management.
- ❖ CRP10. Plan education and career paths aligned to personal goals.
- ❖ CRP11. Use technology to enhance productivity.
- ❖ CRP12. Work productively in teams while using cultural global competence

Course Modifications (ELLs, Special Education, Gifted and Talented)

_ The course instructor will determine, with the assistance of guidance counselors, teacher assistant/aides, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

Unit: Advanced Business – Human Resources Basics, Culture and Diversity – Unit 1		
NJSLS - 21st Century Life and Career Standards. 9.1 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy. 9.1.12.B.1-B10, 9.1.12.D.1-D13.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>What are the goals and activities of human resources?</p> <p>What are compensation and benefits plans?</p>	<ul style="list-style-type: none"> ● Changing workforce ● Types of jobs ● Changing job requirements ● Human resources overview ● Human resources planning and staffing ● Planning and job analysis ● Recruiting and hiring ● Compensation methods ● Employee benefits ● Employee evaluation ● Promotions, transfers, and terminations 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> ● Create binder sheets for Chapter 8-1 & 8-2 ● Internet Activity – Find several job descriptions and compare amount of detail provided ● Engage in discussion ● Key Terms Review ● Student Activities and worksheets ● Human resource collage ● Weekly portfolio tracking ● Weekly tracking of indexes ● Model simulation of buying and selling stocks ● Weekly current event
Assessments		Teacher Resources Textbook: Intro to Business 6e, Southwestern: Cengage Learning, The Bergen Record, Teacher generated binder sheets
<p>To show evidence of meeting this standard, students may: Pass Chapter quiz, Chapter test, binder check, human resource collage, internet activity, group work, completion of stock portfolio, weekly assessment of stocks and indexes, teacher observations</p>		
Equipment Needed		

<p>Textbook, Promethean board, newspaper, stock sheets, calculators, online resources, weekly current event, poster board, magazines</p>	
<p>Interdisciplinary Connections</p>	
<p>Apply knowledge, principles, and/or values to personal financial literacy, math, reading and writing. Economics also is discussed in some capacity. NJSLS - ELA: RST.11.12.1, RST.11.12.4, WHST.11.12.2e</p>	

Unit: Advanced Business – Career Planning and Development / – Unit 2

NJSLS - 21st Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. **9.1 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy. **9.1.12.B.1, 9.1.12.D.11, 9.1.12.E.2.**

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>What are the steps in the career planning process?</p> <p>What are the sources available when searching for a job?</p> <p>How do I prepare a resume?</p> <p>What are some tips for interviewing for a job?</p>	<ul style="list-style-type: none"> ● Study of careers ● Career training ● Career information sources ● Economic and industry trends ● Geographic influences ● Personal Assessment ● Interests ● Values ● Talents and abilities ● Employment experience ● Sources of available jobs ● Application activities ● Personal data sheet ● Application form ● Resume ● Career Portfolio ● Cover letter 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> ● Create binder sheets for Chapter 9-1 - 9-4 ● Generate Career Planning research paper and Brochure ● Group Assignment – application, resume, cover letter ● Guide to resume writing ● Resume worksheet / Action words ● Word search ● Create Cover letter worksheet / Tips and format ● Interview questions ● Create Professionally You Packet ● “The 10 Skills That Will Get You Hired” article ● Participate in Mock Interview with other teachers/administrators ● Thank you Notes activity ● Career Research ● Job Application ● Engage in discussion ● Key Terms Review ● Student Activities and worksheets ● Weekly portfolio tracking ● Weekly tracking of indexes ● Model simulation of buying and selling stocks ● Weekly current event

	<ul style="list-style-type: none"> ● Online application process ● Interview process ● Job offer comparison ● On-the-job relationships 	
<p>Assessments</p> <p>To show evidence of meeting this standard, students may: Chapter 9-1 & 9-2 and Chapter 9-3 & 9-4 Test, binder check, Career Notebook, Does Money Grow on Trees?, resume, cover letters, interview worksheets, mock interview, career research paper and brochure, completion of stock portfolio, weekly assessment of stocks and indexes, teacher observations</p>	<p>Teacher Resources Textbook: Intro to Business 6e, Southwestern: Cengage Learning, The Bergen Record, Teacher generated binder sheets</p>	
<p>Equipment Needed</p>		
<p>Textbook, Promethean board, newspaper, stock sheets, calculators, online resources, weekly current event, poster board, magazines</p>		
<p>Interdisciplinary Connections</p> <p>Apply knowledge, principles, and/or values to personal financial literacy, math, reading and writing. Economics also is discussed in some capacity. NJSLS - ELA: RST.11.12.1, RST.11.12.4, WHST.11.12.2e</p>		

Unit: Advanced Business –Taxes – Unit 3		
NJSLS - 21st Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. 9.1 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy. 9.1.12.B.2, 9.1.12.B.8, 9.1.12.C.1, 9.1.12.C.2, 9.1.12.D.3, 9.1.12.D.11, 9.1.12.G.1.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>How do I prepare a 1040 EZ form?</p> <p>Do I understand tax forms?</p>	<ul style="list-style-type: none"> ● Tax forms ● 1040 EZ ● Refunds ● Gross Income ● W2 statement ● IRS ● Payroll taxes and federal income tax withholding ● Standard deductions ● Refund, amount due and record keeping ● Why pay taxes? ● First Job ● Methods of filing 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> ● Create binder sheets for Tax Unit ● Complete The Basics of Taxes notes ● Paychecks and Tax Forms worksheets ● Engage in 1040EZ activity ● Interest Income tax sheet ● Filing status fact sheet ● Refunds, Amount Due and recordkeeping sheet ● Generate Form W-4 ● W2 Wage and tax statement ● IRS internet assignment ● Fact sheets and modules ● Model how to read a tax table ● Engage in discussion ● Key Terms Review ● Student Activities and worksheets ● Weekly portfolio tracking ● Weekly tracking of indexes ● Model simulation of buying and selling stocks ● Weekly current event
Assessments		<p>Teacher Resources Textbook: Intro to Business 6e, Southwestern: Cengage Learning, The Bergen Record, Teacher generated binder sheets</p>

<p>To show evidence of meeting this standard, students may: Chapter quiz, Chapter Test, binder check, 1040EZ activity, IRS internet assignment, W-4 form assignment, completion of stock portfolio, weekly assessment of stocks and indexes, teacher observations</p>	
<p>Equipment Needed</p>	
<p>Textbook, Promethean board, newspaper, stock sheets, calculators, online resources, weekly current event, poster board, magazines</p>	
<p>Interdisciplinary Connections</p>	
<p>Apply knowledge, principles, and/or values to personal financial literacy, math, reading and writing. Economics also is discussed in some capacity. NJSLS - ELA: RST.11.12.1, RST.11.12.4, WHST.11.12.2e</p>	

Unit: Advanced Business – Financial Management – Unit 4		
<p>NJSLS - 21st Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. 9.1 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy. 9.1.12.B.2, 9.1.12.B.8, 9.1.12.C.1, 9.1.12.C.2, 9.1.12.D.3, 9.1.12.D.11, 9.1.12.G.1.</p>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>What are the important financial questions that must be answered in a business?</p> <p>What are the steps in budget preparation?</p> <p>What are the important financial information managers use to make decisions?</p> <p>What are the steps in making financial decisions in business?</p>	<ul style="list-style-type: none"> ● Financial planning ● Beginning a business ● Business expansion ● Sources of budget information ● Budget preparation ● Types of budgets ● Types of financial records ● Maintaining financial records ● Financial statements ● Using financial information to make business decisions ● Making business financial decisions 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> ● Handout: binder sheets for Chapter 12-1 thru 12-4 ● In the Budget word search ● Rule of 72 ● Generate “My Money Management” ● Create Statement of Financial Position Information Sheet ● Create Income and Expense Statement Information Sheet ● Participate in Balance sheet and income statement presentation ● Participate in Group work –analyze balance sheet and income statement ● Create Statement of Financial Position worksheet ● Participate in Net Worth group activity ● Engage in discussion ● Key Terms Review ● Student Activities and worksheets ● Weekly portfolio tracking ● Weekly tracking of indexes ● Model simulation of buying and selling stocks ● Weekly current event

<p>Assessments</p> <p>To show evidence of meeting this standard, students may: Chapter quiz, Chapter Test, binder check, completion of stock portfolio, weekly assessment of stocks and indexes, teacher observations</p>	<p>Teacher Resources Textbook: Intro to Business 6e, Southwestern: Cengage Learning, The Bergen Record, Teacher generated binder sheets</p>
<p>Equipment Needed</p> <p>Textbook, Promethean board, newspaper, stock sheets, calculators, online resources, weekly current event, poster board, magazines</p>	
<p>Interdisciplinary Connections</p> <p>Apply knowledge, principles, and/or values to personal financial literacy, math, reading and writing. Economics also is discussed in some capacity. NJSLS - ELA: RST.11.12.1, RST.11.12.4, WHST.11.12.2e</p>	

Unit: Advanced Business – Money Management and Financial Planning – Unit 5

NJSLS - 21st Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. **9.1 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy. **9.1.12.B.2, 9.1.12.B.8, 9.1.12.C.1, 9.1.12.C.2, 9.1.12.D.3, 9.1.12.D.11, 9.1.12.G.1.**

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
	<ul style="list-style-type: none"> ● Money management basics ● Budget activities ● Budget process ● Set financial goals ● Plan budget categories ● Evaluate your budget ● Successful budgeting ● Types of budgeting formats ● Developing a financial plan ● Financial planning process ● Implement a financial plan ● Insure current income ● Plan for future income ● Revise financial goals ● SAVE 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> ● Create binder sheets for Chapter 16-1, 16-2 & 16-3 ● Generate Spending Plans 101 worksheet ● Spending Plan guide ● Participate in Spending Plan Project – “Mission Home Front” ● Participate in Spending Plan group work – The Carson Family ● Model and create Final Cumulative Spending Plan with documentation ● Engage in discussion ● Key Terms Review ● Complete Student Activities and worksheets ● Weekly portfolio tracking ● Weekly tracking of indexes ● Model simulation of buying and selling stocks ● Weekly current event

<p>Assessments</p> <p>To show evidence of meeting this standard, students may: Chapter quiz, Chapter Test, binder check, completion of stock portfolio, weekly assessment of stocks and indexes, teacher observations, Spending Plan Final Project</p>	<p>Teacher Resources Textbook: Intro to Business 6e, Southwestern: Cengage Learning, The Bergen Record, Teacher generated binder sheets</p>
<p>Equipment Needed</p> <p>Textbook, Promethean board, newspaper, stock sheets, calculators, online resources, weekly current event, poster board, magazines</p>	
<p>Interdisciplinary Connections</p>	
<p>Apply knowledge, principles, and/or values to personal financial literacy, math, reading and writing. Economics also is discussed in some capacity. NJSLS - ELA: RST.11.12.1, RST.11.12.4, WHST.11.12.2e</p>	