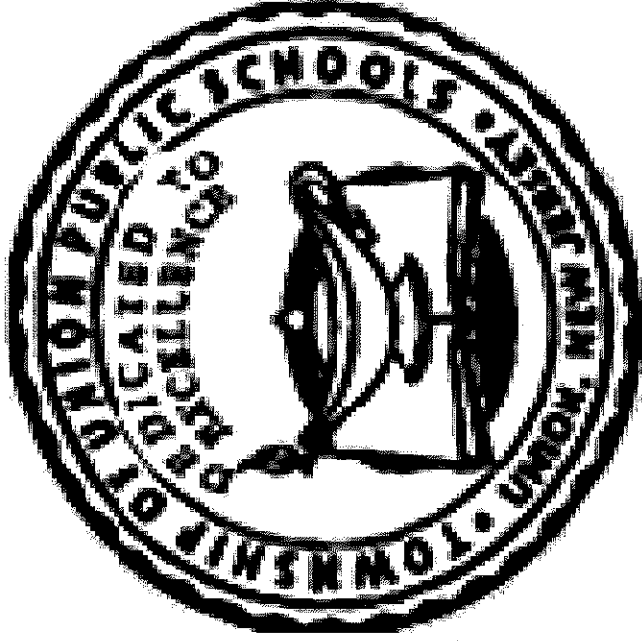
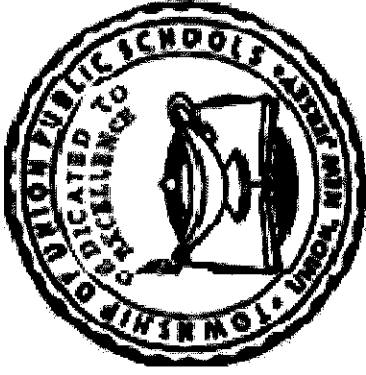


**TOWNSHIP OF UNION PUBLIC SCHOOLS**



**Business Leadership  
Curriculum Guide 2015**

Curriculum Guide Approved June 2015



## **Board Members**

**David Arminio, President**

**Vito Nufrio, Vice President**

**Guy Francis**

**Richard Galante**

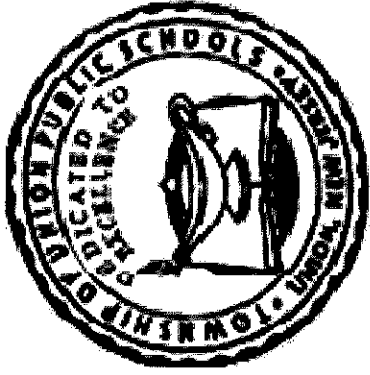
**Lois Jackson**

**Thomas Layden**

**Ronald McDowell**

**Angel Salcedo**

**Nancy Zuena**



**TOWNSHIP OF UNION PUBLIC SCHOOLS**  
**Administration**

**District Superintendent ..... Mr. Martin Tatum**

**Assistant Superintendent ..... Dr. Noreen Lishak**

**Director of Curriculum K-12 ..... Dr. Noreen Lishak**

**Director of Student Information/Technology .....Ms. Ann M. Hart**

**Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta**

## DEPARTMENT SUPERVISORS

|   |                       |
|---|-----------------------|
| Language Arts/Social Studies 3-5 .....                  | Mr. Robert Ghiretti   |
| Mathematics/Science 3-5 .....                           | Ms. Terri Mathews     |
| Elementary Pre K-2 (All Subjects) .....                 | Ms. Maureen Corbett   |
| Guidance K-12/SAC .....                                 | Ms. Nicole Ahern      |
| Language Arts/Library Services 6-12 .....               | Ms. Mary Malyska      |
| Math 6-12.....  | Mr. Jason Mauriello   |
| Science 6-12.....                                       | Ms. Maureen Guilfoyle |
| Social Studies/Business 6-12.....                       | Ms. Libby Galante     |
| World Language/ESL/Career Education/G&T/Technology..... | Ms. Yvonne Lorenzo    |
| Art/Music .....   | Mr. Ronald Rago       |

**Curriculum Committee  
Business Leadership**

**Arlene M. Eckert**

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## **Appendix: New Jersey Core Curriculum Content Standards**

### **Mission Statement**

The Township of Union Board of Education believes that every child is entitled to an education, designed to meet his or her individual needs, in an environment that is conducive to learning. State standards, federal and state mandates, and local goals or objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary removed in order for the district to maintain the appropriate educational setting.

### **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is the formulation of a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## **Statement of District Goals**

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principals.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.



## **Course Description**

- EverFi and the Network for Teaching Entrepreneurship (NFTE) have partnered to create Venture: Entrepreneurial Expedition. Venture presents learning in a real life context, using case studies, interactive business simulations, messages from real entrepreneurs and personal development activities to teach students how to think entrepreneurially in business and in life.
- Students are asked to reflect on their personal strengths characteristics and goals throughout and, as they learn new concepts they must make informed business decisions about product, hiring, marketing and more. While there is no “right” or “wrong” students are asked to think critically and justify every decision they make in free writing form. At the end, each student leaves with an ePortfolio a dynamic, visual representation of both their business plan and their personal career goals.
- The result is a high impact, personalized, 21st century learning experience that inspires students to apply entrepreneurial thinking to their academic and professional lives.

## **Recommended Textbooks**

**GLENCOE MCGRAW HILL: ENTREPRENEURSHIP BUILDING A BUSINESS**

**EverFi and the Network for Teaching Entrepreneurship**

**Internet Research**

## **Course Proficiencies**

### **Students will be able to...**

- Define the role of small business and entrepreneurship in the economy.
- Identify the rewards and risks of going into business for yourself and describe the background, characteristics, and skills of successful entrepreneurs.
- Examine current trends that provide opportunities for entrepreneurs.
- Identify and analyze various sources of information for a business plan and describe how to professionally package and present a business plan.
- Describe how to conduct effective market research to assess a new business idea in the industry and create a customer profile.
- List the factors to consider for each marketing mix strategy and describe the elements and costs of a promotional mix.
- Identify the components of human resource management and explain the staffing process, leadership styles, and how managers can influence motivation.
- Describe the financial resources available to entrepreneurs for starting a business and compare and contrast sources of financing for start-up ventures.
- Identify business risks, and develop emergency response plans for potential crises.
- Explain the relationship between entrepreneurs and social responsibility.
- Define ethics and ethical behavior and create a business code of ethics.

## **Curriculum Units**

**Unit 1: Going into Business for Yourself**

**Unit 2: Researching and Planning Your Venture**

**Unit 3: Managing Market Strategies**

**Unit 4: Managing Your Business Processes**

**Unit 5: Managing the Finances of Your Business**

**Unit 6: Growing Your Business**

## Pacing Guide – Course

| <u>Content</u>  | Number of Days |
|---|----------------|
| <u>Unit 1:</u> Going into Business for Yourself       | 30             |
| <u>Unit 2:</u> Researching and Planning Your Venture  | 35             |
| <u>Unit 3:</u> Managing Market Strategies             | 35             |
| <u>Unit 4:</u> Managing Your Business Processes       | 35             |
| <u>Unit 5:</u> Managing the Finances of Your Business | 25             |
| <u>Unit 6:</u> Growing Your Business                  | 20             |

**Unit 1: Going into Business for Yourself**

| #  | STUDENT LEARNING OBJECTIVES   | In Class Sources                 | CORRESPONDING CCSS/NJCCCS |
|----|---|----------------------------------|---------------------------|
| 1. | Define the role of small business and entrepreneurship in the economy.            | Text book<br>Internet<br>EverFi  | 9.2.12<br>9.3.12          |
| 2. | Compare and contrast economic systems.  | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12          |
| 3. | Explain the role of economic indicators and business cycles.                      | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12          |
| 4. | Describe what entrepreneurs contribute to the economy.                            | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12          |
| 5. | Analyze entrepreneurship from a historical perspective.                           | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12          |
| 6. | Name the five components of the entrepreneurial start-up processes.               | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12          |
| 7. | Identify the rewards and risks of going into business for yourself.               | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12          |
| 8. | Describe the background, characteristics, and skills of successful entrepreneurs. | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12          |

**Unit 2: Researching and Planning Your Venture**

| #  | STUDENT LEARNING OBJECTIVES  | In Class Sources                 | CORRESPONDING CCSS/NJCCS |
|----|--|----------------------------------|--------------------------|
| 1. | Explain the importance of business planning.   | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12         |
| 2. | Identify and describe the components and formats of a business plan.                     | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12         |
| 3. | List two of the key mistakes that entrepreneurs make when writing a business plan.       | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12         |
| 4. | Identify and analyze various sources of information for a business plan.                 | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12         |
| 5. | Describe how to professionally package and present a business plan.                      | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12         |
| 6. | Create a customer profile and customer needs analysis.                                   | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12         |
| 7. | Discuss advantages and disadvantages of sole proprietorship and partnerships.            | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12         |
| 8. | Explain how the corporate form of ownership gives owners more protection from liability. | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12         |

**Unit 3: Managing Market Strategies**

| #  | STUDENT LEARNING OBJECTIVES   | In Class Sources                 | CORRESPONDING CCSS/NJCCCS |
|----|---|----------------------------------|---------------------------|
| 1. | Identify the purpose of the marketing plan.                           | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12          |
| 2. | Name the five marketing strategies that make up the marketing mix.    | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12          |
| 3. | Describe the components that go into making price strategy decisions. | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12          |
| 4. | Explain the role of the promotion strategy.                           | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12          |
| 5. | Describe training needed by salespeople.                              | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12          |



**Unit 4: Managing Your Business Processes**

| #  | STUDENT LEARNING OBJECTIVES   | In Class Sources                 | CORRESPONDING CCSS/NJCCS |
|----|---|----------------------------------|--------------------------|
| 1. | Describe the difference between the entrepreneurial role and the management role of a new business owner. | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12         |
| 2. | Identify the management functions.  | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12         |
| 3. | List the key elements in a positive business climate.   | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12         |
| 4. | Explain the principles of management excellence.  | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12         |
| 5. | Explain the staffing process.   | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12         |
| 6. | Explain how managers influence motivation.  | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12         |
| 7. | Explain how managers influence motivation.  | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12         |

**Unit 5: Managing the Finances of Your Business**

| #  | STUDENT LEARNING OBJECTIVES   | In Class Sources                 | CORRESPONDING CCSS/NJCCCS  |
|----|---|----------------------------------|----------------------------|
| 1. | Describe the resources available to entrepreneurs for starting a business.      | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12           |
| 2. | Describe the importance of financial planning.                                  | Text book/<br>Internet<br>EverFi | 9.1.12<br>9.2.12<br>9.3.12 |
| 3. | Describe the information needed to obtain financing.                            | Text book/<br>Internet<br>EverFi | 9.1.12<br>9.2.12<br>9.3.12 |
| 4. | Explain the important role accounting plays in business.                        | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12           |
| 5. | Describe the importance of daily sales and cash receipts reports.               | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12           |
| 6. | Explain how technology helps business owners with all the accounting functions. | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12           |
| 7. | Explain the importance of controlling capital expenditures.                     | Text book/<br>Internet<br>EverFi | 9.1.12<br>9.2.12<br>9.3.12 |

**Unit 6: Growing Your Business**

| #  | STUDENT LEARNING OBJECTIVES   | In Class Sources                 | CORRESPONDING CCSS/NJCCCS  |
|----|---|----------------------------------|----------------------------|
| 1. | Define ethics and ethical behavior.   | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12<br>9.3.12 |
| 2. | List the four risk strategies.  | Text book/<br>Internet<br>EverFi | 9.1.12<br>9.2.12<br>9.3.12 |
| 3. | Describe the steps involved in selecting an insurance agent.                            | Text book/<br>Internet<br>EverFi | 9.1.12<br>9.2.12<br>9.3.12 |
| 4. | Discuss the procedures for deciding on security measures.                               | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12           |
| 5. | Describe growth strategies that can be used to take advantage of current market trends. | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12           |
| 6. | Describe the challenges that come with growth.  | Text book/<br>Internet<br>EverFi | 9.2.12<br>9.3.12           |
| 7. | Explain the relationship between entrepreneurs and social responsibility.               | Text book/<br>Internet<br>EverFi | 9.1.12<br>9.2.12<br>9.3.12 |
| 8. | Explain the relationship between entrepreneurs and social responsibility.               | Text book/<br>Internet<br>EverFi | 9.1.12<br>9.2.12<br>9.3.12 |

New Jersey Core Curriculum Content Standards Language Arts

Standard 6.RL.1-10 (Reading Literature)

Standard 6.RIT.1-10 (Reading Informational Text)

Standard 6.W.1-10 (Writing)

Standard 6.SL.1-6 (Speaking & Listening)

Standard 6.L.1-6 (Language)

New Jersey Scoring Rubric

## New Jersey Registered Holistic Scoring Rubric

|                                 | Inadequate Command                                | Limited Command   | Partial Command   | Adequate Command                               | Strong Command  | Superior Command   |
|---------------------------------|---|---|---|--|---|--|
| Score:                          | 1   | 2   | 3   | 4  | 5   | 6  |
| <u>Content and Organization</u> | May lack opening and/or closing                   | May lack opening and/or closing                                 | May lack opening and/or closing   | Generally has opening and/or closing           | Opening and closing   | Opening and closing  |
|                                 | Minimal response to topic; uncertain focus        | Attempts to focus<br>May drift or shift focus                   | Usually has single focus  | Single focus                                   | Single focus<br>Sense of unity and coherence<br>Key ideas developed               | Single, distinct focus<br>Unified and coherent<br>Well-developed                   |
|                                 | No planning evident; disorganized                 | Attempts organization<br>Few, if any, transitions between ideas | Some lapses or flaws in organization<br>May lack some transitions between ideas | Ideas loosely connected<br>Transitions evident | Logical progression of ideas<br>Moderately fluent<br>Attempts compositional risks | Logical progression of ideas<br>Fluent, cohesive<br>Compositional risks successful |
| <u>Usage</u>                    | Details random, inappropriate, or barely apparent | Details lack elaboration, i. e., highlight paper                | Repetitious details<br>Several unelaborated details                             | Uneven development of details                  | Details appropriate and varied  | Details effective, vivid, explicit, and/or pertinent                               |
|                                 | No apparent control<br>Severe/ numerous errors    | Numerous errors   | Errors/ patterns of errors may be evident                                       | Some errors that do not interfere with meaning | Few errors  | Very few, if any, errors   |

|  |  |   |  |  |   |   |
|--|--|---|--|--|---|---|
| <u>Sentence Construction</u>   | Assortment of incomplete and/ or incorrect sentences   | Excessive monotony/ same structure<br>Numerous errors   | Little variety in syntax<br>Some errors  | Some variety<br>Generally correct                  | Variety in syntax appropriate and effective<br>Few errors | Precision and/or sophistication<br>Very few, if any, errors |
| NR   | No Response  | Student wrote too little to allow a reliable judgement of his/her writing.  |  |  |   |   |
| OT   | Off Topic/Off Task   | Student did not write on the assigned topic/ task, or the student attempted to copy the prompt.   |  |  |   |   |
| NE   | Not English  | Student wrote in a language other than English.   |  |  |   |   |
| WF   | Wrong Format   | Student refused to write on the topic, or the writing task folder was blank.  |  |  |   |   |
| <ul style="list-style-type: none"> <li>Communicates intended message to intended audience</li> <li>Relates to topic</li> <li>Opening and closing</li> <li>Focused</li> <li>Logical progression of ideas</li> <li>Transitions</li> <li>Appropriate details and information</li> </ul> | <p align="center"><b>Usage</b></p> <ul style="list-style-type: none"> <li>Tense formation</li> <li>Subject- verb agreement</li> <li>Pronouns usage/ agreement</li> <li>Word choice/ meaning</li> <li>Proper Modifiers</li> </ul> | <p align="center"><b>Sentence Construction</b></p> <ul style="list-style-type: none"> <li>Variety of type, structure, and length</li> <li>Correct construction</li> </ul> | <p align="center"><b>Mechanics</b></p> <ul style="list-style-type: none"> <li>Spelling</li> <li>Capitalization</li> <li>Punctuation</li> </ul> |  |   |   |
|  |  |   |  | <p align="center"><b>Content/ Organization</b></p> |   |   |

## Language Arts Literacy Open-Ended Scoring Rubric

### Points Criteria

- 4** A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
- 3** A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
- 2** A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
- 1** A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
- 0** A 0-point response is irrelevant or off-topic.