

# **Business Finance**

## **Grades 9 - 12**

**Prepared by:**

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*Superintendent of Schools:*

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Approved by the Midland Park Board of Education on  
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# Business Finance

## Course Description:

Business Finance is a semester course that covers basic fundamentals of entrepreneurship and provides an overview of business financial management. This course will provide students with an understanding of the basic theories and principles by which businesses are organized and managed in modern society.

Students

will learn the sequence of activities that are involved in designing a business plan, identifying sources of funding, and determining how to plan for the financial growth of a business.

Business Finance is also designed to provide each student with a fundamental understanding of the accounting cycle and how that cycle interacts with business operations. Students will learn why proper financial management ensures long-term business success and why accounting is known as the universal language of business.

## Course Sequence:

Unit 1: Introduction to Financial Management for Business: Approximately 14 days

Unit 2: Types of Business Ownership: Approximately 22 days

Unit 3: Sources of Business Funding: Approximately 15 days

Unit 4: Financial Accounting for Business: Approximately 24 days

Unit 5: Developing a Business Plan: Approximately 15 days

**Pre-requisite:** None Required

<b>Unit # 1</b>		
<b>Content Area:</b> Business Finance		
<b>Unit Title:</b> Introduction to Financial Management for Business		
<b>Grade Level:</b> 9 – 12		

<b>Core Ideas:</b> In this unit, students will examine entrepreneurship and understand the importance of creating a business plan and setting short-term and long-term goals for future success. Students will also explore the connection between wise financial management and successful business operations while understanding why accounting is the language of business.		
<b>Unit 1 Standards</b>		
<b>Standards (Content and Technology):</b>		
<b>CPI#:</b>	<b>Statement:</b>	
<b>Performance Expectations (NJSLS)</b>		
<b>9.1.12.CDM.1</b>	Identify the purposes, advantages, and disadvantages of debt.	
<b>9.1.12.CDM.3</b>	Determine ways to leverage debt beneficially.	
<b>9.1.12.EG.3</b>	Explain how individuals and businesses influence government policies.	
<b>9.1.12.FP.1</b>	Create a clear long-term financial plan to ensure its alignment with your values.	
<b>9.1.12.FP.5</b>	Evaluate how behavioral bias affects decision making.	
<b>9.1.12.FP.7</b>	Determine how multiple sources of objective, accurate, and current financial information affect the prioritization of financial decisions.	
<b>9.1.12.CP.1</b>	Summarize how one’s credit history can affect finances, including loan terms, employment, and qualifying for loans.	
<b>9.1.12.CP.6</b>	Explain the effect of debt on a person’s net worth.	
<b>9.1.12.CAP.4</b>	Evaluate different careers and develop various plans and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.	
<b>9.3.12.FN.A CT. 2</b>	Utilize accounting tools, strategies, and systems to plan, monitor, manage and maintain the use of financial resources.	
<b>9.3.12.FN ACT.3</b>	Process, evaluate, and disseminate financial information to assist business decision making.	
<b>9.3.12.FN.1</b>	Utilize mathematical concepts, skills, and problem solving to obtain necessary information for decision making in the finance industry.	
<b>9.3.12.FN.2</b>	Utilize tools, strategies and systems to plan, monitor, manage, and maintain the use of financial resources.	
<b>9.3.12.BM.1</b>	Utilize mathematical concepts, skills, and problem solving to obtain necessary information for decision-making in business.	
<b>9.3.12.BM.2</b>	Describe laws, rules and regulations as they apply to effective business operations.	
<b>9.3.12.BM.3</b>	Explore, develop, and apply strategies for ensuring a successful business career.	
<b>9.3.12.BM</b>	Access, evaluate, and disseminate information for business decision making.	

<b>ADM.2</b>		
<b>9.3.12.BM ADM.3</b>	Plan, monitor, and manage day-to-day business activities.	
<b>9.3.12.BM BIM.4</b>	Plan, monitor, and manage day-to-day business activities to sustain continued business functions.	
<b>Career Readiness, Life Literacies, and Key Skills</b>		


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<b>9.2.12.CAP.4</b>	Evaluate different careers and develop various plans and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.	
<b>9.2.12.CAP.8</b>	Determine job entrance criteria (education credentials, math/writing/reading comprehension tests) used by employers in various industry sectors.	
<b>9.4.12.CI.1</b>	Demonstrate the ability to reflect, analyze, and use creative skills.	
<b>9.4.12.TL.2</b>	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.	
<b>9.4.12.TL.3</b>	Analyze the effectiveness of the process and quality of collaborative environments.	
<b>Computer Science and Design Thinking</b>		
<b>8.2.12.ITH.1</b>	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including design constraints.	
<b>8.2.12.NT.1</b>	Explain how different groups can contribute to the overall design of a product.	
<b>8.2.12.ITH.3</b>	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.	
<b>8.2.12.NT.1</b>	Explain how different groups can contribute to the overall design of a product.	
<b>Intercultural Statements (Amistad, Holocaust, LGBTQ, etc...) CASEL-5 SEL Framework</b>		
<b>9.1.12.CFR.4</b>	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.	
<b>9.1.12.FP.6</b>	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	
<b>LGBTQ and Disabilities Law: NJSA 18A:35-4. 35</b>	Explore successful entrepreneurs in the LGBTQ community, including Tim Cook, CEO of Apple, Inc., Megan Smith, technology expert and entrepreneur, and Isabella Segal, a transgender accountant and business advisor.	

<b>Amistad Law:</b> <b>NJSA 18A 52 16A:88</b>	Explore successful entrepreneurs in the African American community, including the legendary Madam C.J. Walker, and Daymond John, CEO and founder of FUBU.
<b>Holocaust Law:</b> <b>NJSA 18A: 35 - 28</b>	Discuss Harris Ness, a young entrepreneur who was inspired to start a business, Limeberry Drive, by his grandfather and great aunt who were both Holocaust survivors.
<b>AAPI Asian Americans and Pacific Islanders Law: S4021</b>	Explore successful Asian American and Pacific Islander entrepreneurs and their contributions to business, including Eric Yuan, founder of Zoom and Amrita Ahuja, CFO of Square.
<b>SEL Framework: Self Awareness</b>	<ul style="list-style-type: none"> <li>• Integrate personal and social identities</li> <li>• Identify personal, cultural, and linguistic assets</li> <li>• Develop interests and a sense of purpose</li> </ul>
<b>SEL Framework: Self Management</b>	<ul style="list-style-type: none"> <li>• Set personal and collective goals</li> <li>• Use planning and organizational skills</li> <li>• Exhibit self-discipline and self-motivation</li> </ul>
<b>SEL Framework: Social Awareness</b>	<ul style="list-style-type: none"> <li>• Understand the influences of organizations/systems on behavior</li> <li>• Take others' perspectives</li> <li>• Recognize situational demands and opportunities</li> </ul>
<b>SEL Framework: Relationship Skills</b>	<ul style="list-style-type: none"> <li>• Communicate effectively</li> <li>• Practice teamwork and collaborative problem-solving</li> <li>• Develop positive relationships</li> </ul>

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<b>SEL Framework: Responsible Decision Making</b>	<ul style="list-style-type: none"> <li>• Recognize how critical thinking skills are useful both inside &amp; outside of schools</li> <li>• Evaluate personal, interpersonal, community, and institutional impacts</li> <li>• Learn to make a reasoned judgment after analyzing information, data, facts</li> </ul>
<b>Interdisciplinary Connection</b>	

NJSLA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
NJSLA.W.6	Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.	
NJSLA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
NJSL.SIC.B.3	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	
NJSL.SIC.B.6	Evaluate reports based on data.	
<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Why does proper financial management ensure the success of a business?</li> <li>• Why is accounting the language of business?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• The ability to allocate and to manage business related finances is important for future success</li> <li>• Setting short-term and long-term financial goals for a business is imperative when developing a business plan</li> <li>• Accounting interpretations impact business decisions</li> <li>• There are various opportunities for employment and career advancement in business</li> </ul>	
		
<p><b>Formative Assessments:</b> Warm-up activities, entrance tickets, class discussion, online discussions via Google Classroom, jigsaw activities, exit cards</p> <p><b>Summative/Benchmark Assessment(s):</b> Business careers research project, case studies, vocabulary quizzes, financial statements on Google Sheets</p> <p><b>Alternative Assessments:</b> Business portfolios</p>		
<p><b>Resources/Materials:</b>  <i>Business and Personal Finance</i>, Glencoe McGraw Hill  <i>Entrepreneurship: Owning Your Future</i>, Marriotti  <i>Business Ethics: Ethical Decision Making and Cases</i>, Ferrell, Fraedrich, and Ferrell  Next Gen Personal Finance:  <a href="https://www.ngpf.org/">https://www.ngpf.org/</a>  Google Classroom  Google Docs  Google Sheets</p>	<p><b>Key Vocabulary:</b>  Entrepreneur  Financial Plan  Strategic Plan  Marketing Plan  GAAP (Generally Accepted Accounting Principles)</p>	

<b>[REDACTED]</b>				
<b>Lesson Name/Topic</b>	<b>Student Learning Objective(s)</b>	<b>Suggested Tasks/Activities:</b>	<b>Day(s) to Complete</b>	
A Plan For Business	<ul style="list-style-type: none"> <li>● To understand what it means to be an entrepreneur</li> <li>● To identify the three parts to a business plan (strategic, marketing, financial )</li> <li>● To explain the importance of financial management when running a business</li> </ul>	<ul style="list-style-type: none"> <li>● Entrepreneur Project &amp; Presentation</li> <li>● Parts of a Business Plan assignment</li> </ul>	<ul style="list-style-type: none"> <li>● 4 to 5 days</li> </ul>	
A Financial Plan For Business	<ul style="list-style-type: none"> <li>● To evaluate how ethical decisions and accounting principles guide business operations</li> <li>● To become familiar with GAAP (Generally Accepted Accounting Principles) and its affect on business decisions</li> <li>● To analyze the components of a business financial plan</li> <li>● To understand the importance of budgeting and goal setting when running a business</li> </ul>	<ul style="list-style-type: none"> <li>● Design a financial plan</li> <li>● Financial statements assignment on Google Sheets</li> </ul>	<ul style="list-style-type: none"> <li>● 4 to 5 days</li> </ul>	
Careers in Business	<ul style="list-style-type: none"> <li>● To identify and explore career opportunities in business</li> </ul>	<ul style="list-style-type: none"> <li>● Career Research Assignment</li> </ul>	<ul style="list-style-type: none"> <li>● 3 to 4 days</li> </ul>	
<b>Teacher Notes:</b>				
<b>Additional Resources:</b> Financial Times: <a href="https://www.ft.com/work-careers/entrepreneurship">https://www.ft.com/work-careers/entrepreneurship</a> Accounting Today: <a href="https://www.accountingtoday.com/news">https://www.accountingtoday.com/news</a>				

<b>[REDACTED]</b>				
<b>Students with Disabilities</b>	<b>English Language Learners</b>	<b>Gifted and Talented Students</b>	<b>Students at Risk</b>	<b>504Students</b>

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<ul style="list-style-type: none"> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>● Accept participation at any level, even one word</li> <li>● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Assign a buddy, same language or English speaking</li> <li>● Allow errors in speaking</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Accept participation at any level, even one word</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extension activities</li> <li>● Build on students' intrinsic motivations</li> <li>● Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extended time to complete tasks</li> <li>● Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>● Consult with classroom teacher(s) for specific behavior interventions</li> <li>● Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>● Clarify directions to check for student understanding</li> <li>● Extended time on tests, quizzes, assessments</li> <li>● Redirection, including prompting to stay on task</li> <li>● Preferential seating</li> <li>● Chunk assignments into manageable tasks</li> </ul>
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<b>Unit # 2</b>	
<b>Content Area:</b> Business Finance	
<b>Unit Title:</b> Types of Business Ownership	



<b>Grade Level:</b> 9 – 12		
<b>Core Ideas:</b> In this unit, students will become familiar with the advantages and disadvantages of different types of business ownership, such as, sole proprietorships, partnerships, limited liability companies, and corporations. Students will also explore franchising and nonprofit organizations and will be able to assess why choosing the right ownership structure is essential in planning for long-term business success.		
<b>Unit 2 - Standards</b>		
<b>Standards (Content and Technology):</b>		
<b>CPI#:</b>	<b>Statement:</b>	
<b>Performance Expectations (NJSLS)</b>		
<b>9.1.12.CFR.1</b>	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.	
<b>9.1.12.CFR.3</b>	Research companies with corporate governance policies supporting the common good and human rights.	
<b>9.1.12.CDM.1</b>	Identify the purposes, advantages, and disadvantages of debt.	
<b>9.1.12.CDM.3</b>	Determine ways to leverage debt beneficially.	
<b>9.1.12.EG.2</b>	Explain why various forms of income are taxed differently.	
<b>9.1.12.EG.3</b>	Explain how individuals and businesses influence government policies.	
<b>9.1.12.FP.5</b>	Evaluate how behavioral bias affects decision-making.	
<b>9.1.12.FP.7</b>	Determine how multiple sources of objective, accurate, and current financial information affect the prioritization of financial decisions.	
<b>9.1.12.PB.2</b>	Prioritize financial decisions by considering alternatives and possible consequences.	
<b>9.3.12.FN ACT.1</b>	Describe and follow laws and regulations to manage accounting operations and transactions.	
<b>9.3.12.FN ACT.2</b>	Utilize accounting tools, strategies, and systems to plan, monitor, manage and maintain the use of financial resources.	
<b>9.3.12.FN ACT.3</b>	Process, evaluate, and disseminate financial information to assist business decision making.	
<b>9.3.12.FN.1</b>	Utilize mathematical concepts, skills, and problem solving to obtain necessary information for decision making in the finance industry.	
<b>9.3.12.FN.2</b>	Utilize tools, strategies and systems to plan, monitor, manage, and maintain the use of financial resources.	
<b>9.3.12.BM.1</b>	Utilize mathematical concepts, skills, and problem solving to obtain necessary information for decision-making in business.	

<b>9.3.12.BM.2</b>	Describe laws, rules and regulations as they apply to effective business operations.	
<b>9.3.12.BM.3</b>	Explore, develop, and apply strategies for ensuring a successful business career.	
<b>9.3.12.BM ADM.2</b>	Access, evaluate, and disseminate information for business decision making.	
<b>9.3.12.BM ADM.3</b>	Plan, monitor, and manage day-to-day business activities.	
<b>9.3.12.BM BIM.4</b>	Plan, monitor, and manage day-to-day business activities to sustain continued business functions.	

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<b>Career Readiness, Life Literacies, and Key Skills</b>		
<b>9.2.12.CAP.4</b>	Evaluate different careers and develop various plans and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.	
<b>9.2.12.CAP.8</b>	Determine job entrance criteria (education credentials, math/writing/reading comprehension tests) used by employers in various industry sectors.	
<b>9.4.12.CI.1</b>	Demonstrate the ability to reflect, analyze, and use creative skills.	
<b>9.4.12.TL.2</b>	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.	
<b>9.4.12.TL.3</b>	Analyze the effectiveness of the process and quality of collaborative environments.	
<b>Computer Science and Design Thinking</b>		
<b>8.2.12.ITH.1</b>	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including design constraints.	
<b>8.2.12.NT.1</b>	Explain how different groups can contribute to the overall design of a product.	
<b>8.2.12.ITH.3</b>	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.	
<b>8.2.12.NT.1</b>	Explain how different groups can contribute to the overall design of a product.	
<b>Intercultural Statements (Amistad, Holocaust, LGBT, etc...) CASEL-5 SEL Framework</b>		
<b>9.1.12.CFR.4</b>	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.	
<b>9.1.12.FP.6</b>	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	
<b>LGBTQ and Disabilities</b>	When exploring franchising, research The Franchising Pride Council, established in 2019, to support diversity and inclusiveness among its franchisors, franchisees, and employees, at every level of franchising.	

<b>Law: NJSA 18A:35-4. 35</b>	
<b>Amistad Law: NJSA 18A 52 16A:88</b>	Explore founding member of the Black Franchise Leadership Council, Ruth Abaji, and her coding franchise, Code Wiz.
<b>Holocaust Law: NJSA 18A: 35 - 28</b>	Research “Holocaust Survivor Owned Businesses in South Jersey,” comprised of twenty-six businesses started by Holocaust survivors located in Atlantic, Cape May, and Cumberland counties.
<b>AAPI Asian American s and Pacific Islander Law: S4021</b>	Research Asian American, Hawaiian, and Pacific Islander leaders in business using resources from The Small Business Administration( SBA): <a href="https://www.sba.gov/about-sba/organization/observances/asian-american-native-hawaiian-pacific-islander-heritage-month-2022">https://www.sba.gov/about-sba/organization/observances/asian-american-native-hawaiian-pacific-islander-heritage-month-2022</a>
<b>SEL Framework k: Self Awareness</b>	<ul style="list-style-type: none"> <li>• Integrate personal and social identities</li> <li>• Identify personal, cultural, and linguistic assets</li> <li>• Develop interests and a sense of purpose</li> </ul>
<b>SEL Framework k: Self Management</b>	<ul style="list-style-type: none"> <li>• Set personal and collective goals</li> <li>• Use planning and organizational skills</li> <li>• Exhibit self-discipline and self-motivation</li> </ul>
<b>SEL Framework k: Social Awareness</b>	<ul style="list-style-type: none"> <li>• Understand the influences of organizations/systems on behavior</li> <li>• Take others’ perspectives</li> <li>• Recognize situational demands and opportunities</li> </ul>
<b>SEL Framework:</b>	<ul style="list-style-type: none"> <li>• Communicate effectively</li> <li>• Practice teamwork and collaborative problem-solving</li> <li>• Show leadership in groups</li> </ul>

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<b>Relationship Skills</b>	
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<b>SEL Framework:</b> <b>Responsible Decision Making</b>	<ul style="list-style-type: none"> <li>• Recognize how critical thinking skills are useful both inside &amp; outside of schools</li> <li>• Evaluate personal, interpersonal, community, and institutional impacts</li> <li>• Learn to make a reasoned judgment after analyzing information, data, facts</li> </ul>	
<b>Interdisciplinary Connection</b>		
<b>NJSLA.W.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
<b>NJSLA.W.6</b>	Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.	
<b>NJSLSA.W9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
<b>NJSLS.SIC.B.3</b>	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	
<b>NJSLS.SIC.B.6</b>	Evaluate reports based on data.	
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>• Why does proper financial management ensure the success of a business?</li> <li>• Why is choosing the right ownership structure an essential decision in planning for long-term business success?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Selecting the proper form of organization for a business can be an essential factor in its success</li> <li>• There are advantages and disadvantages to each form of business organization</li> <li>• The ability to allocate and to manage business related finances is important for future success</li> <li>• Accounting interpretations impact business decisions</li> </ul>	
<b>Evidence of Learning</b>		
<p><b>Formative Assessments:</b> Warm-up activities, entrance tickets, class discussion, online discussions via Google Classroom, jigsaw activities, exit cards</p> <p><b>Summative/Benchmark Assessment(s):</b> Case studies in business, research projects, business scenarios, vocabulary quizzes, financial statements on Google Sheets</p> <p><b>Alternative Assessments:</b> Business portfolios</p>		

<p><b>Resources/Materials:</b>  <i>Business and Personal Finance</i>,          Glencoe McGraw Hill  <i>Entrepreneurship: Owning Your Future</i>, Marriotti  <i>Business Ethics: Ethical Decision Making and Cases</i>, Ferrell, Fraedrich, and Ferrell          Next Gen Personal Finance:  <a href="https://www.ngpf.org/">https://www.ngpf.org/</a>          Google Classroom          Google Docs          Google Sheets</p>	<p><b>Key Vocabulary:</b>          Sole proprietorship          Partnership          General partner          Limited partner          Limited Liability Company (LLC)          Limited liability          Cooperative (Co-op)          Franchise          Nonprofit organization</p>
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<b>Suggested Pacing Guide</b>			
<b>Lesson Name/Topic</b>	<b>Student Learning Objective(s)</b>	<b>Suggested Tasks/Activities:</b>	<b>Day(s) to Complete</b>
The Sole Proprietorship and the Partnership	<ul style="list-style-type: none"> <li>● To identify the differences between a sole proprietorship and a partnership</li> <li>● To analyze the pros and cons between a sole proprietorship and a partnership</li> <li>● To explain the differences between general and limited partners</li> </ul>	<ul style="list-style-type: none"> <li>● Pros/Cons Chart</li> <li>● Business Scenarios</li> </ul>	<ul style="list-style-type: none"> <li>● 4 to 5 days</li> </ul>

The Corporation	<ul style="list-style-type: none"> <li>● To understand the process of forming a corporation</li> <li>● To analyze the advantages and disadvantages of a corporation</li> <li>● To differentiate between the two types of corporations (S corp, C corp)</li> <li>● To understand the importance of separation of ownership and management when establishing a corporation</li> </ul>	<ul style="list-style-type: none"> <li>● Pros/Cons Chart</li> <li>● Corporate Research Assignment</li> </ul>	<ul style="list-style-type: none"> <li>● 3 to 4 days</li> </ul>
The Limited Liability Company	<ul style="list-style-type: none"> <li>● To identify the advantages and disadvantages of a limited liability company</li> <li>● To understand the LLC as a popular form of small business today</li> <li>● To analyze current trends in small business</li> </ul>	<ul style="list-style-type: none"> <li>● Comparison chart</li> <li>● Current Events in Business</li> </ul>	<ul style="list-style-type: none"> <li>● 3 to 4 days</li> </ul>

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The Franchise	<ul style="list-style-type: none"> <li>● To identify advantages and disadvantages of a franchise</li> <li>● To explain the fees and costs associated with starting a franchise</li> </ul>	<ul style="list-style-type: none"> <li>● Franchise Research Project</li> </ul>	<ul style="list-style-type: none"> <li>● 3 to 4 days</li> </ul>

Nonprofit Organizations	<ul style="list-style-type: none"> <li>To understand the goals of a nonprofit organization and differentiate from a for profit business</li> </ul>	<ul style="list-style-type: none"> <li>Nonprofit Research Assignment</li> </ul>	<ul style="list-style-type: none"> <li>2 to 3 days</li> </ul>	
Business Structure Analysis	<ul style="list-style-type: none"> <li>To synthesize which form of business ownership is best based on business scenarios</li> </ul>	<ul style="list-style-type: none"> <li>Business scenarios</li> </ul>	<ul style="list-style-type: none"> <li>2 to 3 days</li> </ul>	

**Teacher Notes:**

**Additional Resources:** Financial Times:  
<https://www.ft.com/work-careers/entrepreneurship> Accounting Today:  
<https://www.accountingtoday.com/news>

**Differentiation/Modification Strategies**

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	505Students
<ul style="list-style-type: none"> <li>Allow errors</li> <li>Rephrase questions, directions, and explanations</li> <li>Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>Accept participation at any level, even one word</li> <li>Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>Assign a buddy, same language or English speaking</li> <li>Allow errors in speaking</li> <li>Rephrase questions, directions, and explanations</li> <li>Allow extended time to answer questions</li> <li>Accept participation at any level,</li> </ul>	<ul style="list-style-type: none"> <li>Provide extension activities</li> <li>Build on students' intrinsic motivations</li> <li>Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul>	<ul style="list-style-type: none"> <li>Provide extended time to complete tasks</li> <li>Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>Consult with classroom teacher(s) for specific behavior interventions</li> <li>Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>Clarify directions to check for student understanding</li> <li>Extended time on tests, quizzes, assessments</li> <li>Redirection, including prompting to stay on task</li> <li>Preferential seating</li> <li>Chunk assignments into manageable tasks</li> </ul>

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<b>Unit # 3</b>			
<b>Content Area:</b> Business Finance			
<b>Unit Title:</b> Sources of Business Funding			
<b>Grade Level:</b> 9 – 12			
<p><b>Core Ideas:</b> In this unit, students will understand why it is necessary to review a person’s financial position and accurately estimate the amount of funding needed to start a small business. Students will be able to distinguish among start-up capital, operating costs, and reserve funds, and will identify sources of both personal and private financing. Students will utilize the Small Business Administration’s resources to find information on small business opportunities and funding options.</p>			
<b>Unit 3 - Standards</b>			
<b>Standards (Content and Technology):</b>			
<b>CPI#:</b>	<b>Statement:</b>		
<b>Performance Expectations (NJSLS)</b>			
<b>9.1.12.CDM.1</b>	Identify the purposes, advantages, and disadvantages of debt.		
<b>9.1.12.CDM.3</b>	Determine ways to leverage debt beneficially.		
<b>9.1.12.CDM.8</b>	Compare and compute compound interest and develop an amortization table using business tools.		
<b>9.1.12.CP.5</b>	Create a plan to improve and maintain an excellent credit rating.		
<b>9.1.12.CP.6</b>	Explain the effect of debt on a person’s net worth.		
<b>9.1.12.EG.4</b>	Explain the relationship between your personal financial situation and the broader economic and governmental policies.		
<b>9.1.12.FI.4</b>	Research benefits and drawbacks of products offered by financial and non-financial companies (banks, credit unions, check-cashing stores).		
<b>9.1.12.FP.2</b>	Explain how an individual’s financial values and goals may change across a lifetime and the adjustments to the financial plan that may be needed.		
<b>9.1.12.FP.7</b>	Determine how multiple sources of objective, accurate, and current financial information affect the prioritization of financial decisions.		
<b>9.1.12.PB.2</b>	Prioritize financial decisions by considering alternatives and possible consequences.		
<b>9.1.12.PB.6</b>	Describe and calculate interest and fees that are applied to various forms of spending, debt, and saving.		



<b>9.1.12.RM.2</b>	Identify types of investments appropriate for different objectives such as liquidity, income, and growth.	
<b>9.3.12.FN ACT.1</b>	Describe and follow laws and regulations to manage accounting operations and transactions.	
<b>9.3.12.FN ACT.2</b>	Utilize accounting tools, strategies, and systems to plan, monitor, manage and maintain the use of financial resources.	
<b>9.3.12.FN ACT.3</b>	Process, evaluate, and disseminate financial information to assist business decision making.	
<b>9.3.12.FN.1</b>	Utilize mathematical concepts, skills, and problem solving to obtain necessary information for decision making in the finance industry.	
<b>9.3.12.FN.2</b>	Utilize tools, strategies and systems to plan, monitor, manage, and maintain the use of financial resources.	

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<b>9.3.12.BM.1</b>	Utilize mathematical concepts, skills, and problem solving to obtain necessary information for decision-making in business.	
<b>9.3.12.BM.2</b>	Describe laws, rules and regulations as they apply to effective business operations.	
<b>9.3.12.BM.3</b>	Explore, develop, and apply strategies for ensuring a successful business career.	
<b>9.3.12.BM ADM.2</b>	Access, evaluate, and disseminate information for business decision making.	
<b>9.3.12.BM ADM.3</b>	Plan, monitor, and manage day-to-day business activities.	
<b>9.3.12.BM BIM.4</b>	Plan, monitor, and manage day-to-day business activities to sustain continued business functions.	

**Career Readiness, Life Literacies, and Key Skills**

<b>9.2.12.C AP. 4</b>	Evaluate different careers and develop various plans and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.	
<b>9.2.12.C AP. 8</b>	Determine job entrance criteria (education credentials, math/writing/reading comprehension tests) used by employers in various industry sectors.	
<b>9.4.12.CI.1</b>	Demonstrate the ability to reflect, analyze, and use creative skills.	
<b>9.4.12.TL.2</b>	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.	
<b>9.4.12.TL.3</b>	Analyze the effectiveness of the process and quality of collaborative environments.	

**Computer Science and Design Thinking**

<b>8.2.12.IT</b>	Analyze a product to determine the impact that economic, political, social, and/or cultural factors	
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<b>H. 1</b>	have had on its design, including design constraints.
<b>8.2.12.NT.1</b>	Explain how different groups can contribute to the overall design of a product.
<b>8.2.12.IT H. 3</b>	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
<b>8.2.12.NT.1</b>	Explain how different groups can contribute to the overall design of a product.
<b>Intercultural Statements (Amistad, Holocaust, LGBT, etc...) CASEL-5 SEL Framework</b>	
<b>9.1.12.CFR.4</b>	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
<b>9.1.12.FP.6</b>	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
<b>LGBTQ and Disabilities Law: NJSA 18A:35-4. 35</b>	Utilize the Small Business Administration resources at <i>www.sba.gov</i> to research LGBTQ-owned businesses and small business opportunities.
<b>Amistad Law: NJSA 18A 52 16A:88</b>	Utilize the Small Business Administration resources at <i>www.sba.gov</i> to research black-owned businesses and small business opportunities.
<b>Holocaust Law: NJSA 18A: 35 - 28</b>	Utilize the Small Business Administration resources at <i>www.sba.gov</i> to research Holocaust survivors and their impact on small businesses.
<b>AAPI Asian American s and Pacific Islander Law: S4021</b>	Utilize the Small Business Administration resources at <i>www.sba.gov</i> to research AAPI-owned business and small business opportunities.
<b>SEL Framework: Self Awareness</b>	<ul style="list-style-type: none"> <li>• Experience self-advocacy</li> <li>• Have a growth mindset</li> <li>• Develop interests and a sense of purpose</li> </ul>

<b>SEL Framework k: Self Management</b>	<ul style="list-style-type: none"> <li>• Set personal and collective goals</li> <li>• Use planning and organizational skills</li> <li>• Demonstrate personal and collective agency</li> </ul>	
<b>SEL Framework k: Social Awareness</b>	<ul style="list-style-type: none"> <li>• Take others' perspectives</li> <li>• Recognize situational demands and opportunities</li> <li>• Understand the influences of organizations/systems on behavior</li> </ul>	
<b>SEL Framework k: Relationship Skills</b>	<ul style="list-style-type: none"> <li>• Communicate effectively</li> <li>• Practice teamwork and collaborative problem-solving</li> <li>• Develop positive relationships</li> </ul>	
<b>SEL Framework k: Responsible Decision Making</b>	<ul style="list-style-type: none"> <li>• Recognize how critical thinking skills are useful both inside &amp; outside of school</li> <li>• Learn to make a reasoned judgment after analyzing information, data, facts</li> <li>• Evaluate personal, interpersonal, community, and institutional impacts</li> </ul>	
<b>Interdisciplinary Connection</b>		
<b>NJSLA.W.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
<b>NJSLA.W.6</b>	Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.	
<b>NJSLA.W.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
<b>NJSL.SIC.B.3</b>	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	
<b>NJSL.SIC.B.6</b>	Evaluate reports based on data.	

<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Why does proper financial management ensure the success of a business? <ul style="list-style-type: none"> <li>• Why is it important to review your financial position when starting or expanding a business?</li> </ul> </li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Assessing personal finances is critical when starting a business</li> <li>• Sound business-related finances is important for future success</li> <li>• Knowing how to secure financing to transform business ideas into products or services is essential</li> <li>• The five C's of credit apply to both personal and business finance</li> <li>• Setting financial goals for the future is imperative when starting a business</li> </ul>	
<b>Evidence of Learning</b>		
<p><b>Formative Assessments:</b> Warm-up activities, entrance tickets, class discussion, online discussions via Google Classroom, jigsaw activities, exit cards</p> <p><b>Summative/Benchmark Assessment(s):</b> Research projects, case studies, business scenarios, vocabulary quizzes, financial statements on Google Sheets</p>		

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<p><b>Alternative Assessments:</b> Business portfolios</p>				
<p><b>Resources/Materials:</b>  <i>Business and Personal Finance</i>, Glencoe McGraw Hill  <i>Entrepreneurship: Owning Your Future</i>, Marriotti  <i>Business Ethics: Ethical Decision Making and Cases</i>, Ferrell, Fraedrich, and Ferrell  Next Gen Personal Finance:  <a href="https://www.ngpf.org/">https://www.ngpf.org/</a>  Google Classroom  Google Docs  Google Sheets</p>	<p><b>Key Vocabulary:</b>  5 Cs of Credit (character, capacity, collateral, capital, credit history)  private financing  commercial financing  venture capitalist  liquidity  line of credit  start-up company</p>			
<b>Suggested Pacing Guide</b>				
<p><b>Lesson Name/Topic</b></p>	<p><b>Student Learning Objective(s)</b></p>	<p><b>Suggested Tasks/Activities:</b></p>	<p><b>Day(s) to Complete</b></p>	

Analyzing Financial Needs	<ul style="list-style-type: none"> <li>● To determine how much capital is necessary to establish a business</li> <li>● To analyze the start up costs of setting up a business</li> <li>● To estimate operating costs of running a business</li> </ul>	<ul style="list-style-type: none"> <li>● Business start-up analysis on Google Sheets</li> </ul>	<ul style="list-style-type: none"> <li>● 4 to 5 days</li> </ul>	
Personal Financing and Private Financing	<ul style="list-style-type: none"> <li>● To identify sources of personal financing</li> <li>● To identify sources of private financing</li> <li>● To determine the pros and cons of each type of financing and compare interest rates</li> </ul>	<ul style="list-style-type: none"> <li>● Research project on different types of financing</li> </ul>	<ul style="list-style-type: none"> <li>● 4 to 5 days</li> </ul>	
Bank Funding	<ul style="list-style-type: none"> <li>● To differentiate between short-term and long-term loans</li> <li>● To understand the difference between secured and unsecured</li> <li>● To analyze the five Cs of Credit (character, capacity, capital, collateral, credit history)</li> <li>● To understand the liquidity of investments (savings,</li> </ul>	<ul style="list-style-type: none"> <li>● 5 Cs of Credit Research Project</li> <li>● Liquidity of investments chart</li> </ul>	<ul style="list-style-type: none"> <li>● 4 to 5 days</li> </ul>	

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	checking, money market) and how these investments may be used to fund a business			
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**Teacher Notes:**

**Additional Resources:** Financial Times:

<https://www.ft.com/work-careers/entrepreneurship> Accounting Today:

<https://www.accountingtoday.com/news>

<b>Differentiation/Modification Strategies</b>				
<b>Students with Disabilities</b>	<b>English Language Learners</b>	<b>Gifted and Talented Students</b>	<b>Students at Risk</b>	<b>506Students</b>
<ul style="list-style-type: none"> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>● Accept participation at any level, even one word</li> <li>● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Assign a buddy, same language or English speaking</li> <li>● Allow errors in speaking</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Accept participation at any level, even one word</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extension activities</li> <li>● Build on students' intrinsic motivations</li> <li>● Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extended time to complete tasks</li> <li>● Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>● Consult with classroom teacher(s) for specific behavior interventions</li> <li>● Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>● Clarify directions to check for student understanding</li> <li>● Extended time on tests, quizzes, assessments</li> <li>● Redirection, including prompting to stay on task</li> <li>● Preferential seating</li> <li>● Chunk assignments into manageable tasks</li> </ul>

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<b>Unit # 4</b>
<b>Content Area:</b> Business Finance
<b>Unit Title:</b> Financial Accounting For Business
<b>Grade Level:</b> 9 – 12

<p><b>Core Ideas:</b> In this unit, students will gain an understanding of the vital role accounting plays in the day-to-day operations of a business. Students will explore why the accounting cycle and the use of financial statements is necessary in order to make sound financial business decisions. Students will analyze the Balance Sheet, Income Statement, and Statement of Cash Flows to determine the financial health of a business.</p>	
<p><b>Unit 4 - Standards</b></p>	
<p><b>Standards (Content and Technology):</b></p>	
<p><b>CPI#:</b></p>	<p><b>Statement:</b></p>
<p><b>Performance Expectations (NJSLS)</b></p>	
<p><b>9.1.12.CDM.1</b></p>	<p>Identify the purposes, advantages, and disadvantages of debt.</p>
<p><b>9.1.12.CP.1</b></p>	<p>Summarize how one’s credit history can affect finances, including loan terms, employment, and qualifying for loans.</p>
<p><b>9.1.12.CP.6</b></p>	<p>Explain the effect of debt on a person’s net worth.</p>
<p><b>9.1.12.EG.2</b></p>	<p>Explain why various forms of income are taxed differently.</p>
<p><b>9.1.12.EG.3</b></p>	<p>Explain how individuals and businesses influence government policies.</p>
<p><b>9.1.12.FP.4</b></p>	<p>Identify how unconscious beliefs influence financial decision making.</p>
<p><b>9.1.12.FP.7</b></p>	<p>Determine how multiple sources of objective, accurate, and current financial information affect the prioritization of financial decisions.</p>
<p><b>9.1.12.PB.6</b></p>	<p>Describe and calculate interest and fees that are applied to various forms of spending, debt, and saving.</p>
<p><b>9.1.12.RM.2</b></p>	<p>Identify different types of investments appropriate for different objectives, such as liquidity, income, and growth.</p>
<p><b>9.3.12.FN ACT.1</b></p>	<p>Describe and follow laws and regulations to manage accounting operations and transactions.</p>
<p><b>9.3.12.FN ACT.2</b></p>	<p>Utilize accounting tools, strategies, and systems to plan, monitor, manage and maintain the use of financial resources.</p>
<p><b>9.3.12.FN ACT.3</b></p>	<p>Process, evaluate, and disseminate financial information to assist business decision making.</p>
<p><b>9.3.12.FN.1</b></p>	<p>Utilize mathematical concepts, skills, and problem solving to obtain necessary information for decision making in the finance industry.</p>
<p><b>9.3.12.FN.2</b></p>	<p>Utilize tools, strategies and systems to plan, monitor, manage, and maintain the use of financial resources.</p>
<p><b>9.3.12.BM.1</b></p>	<p>Utilize mathematical concepts, skills, and problem solving to obtain necessary information for decision-making in business.</p>

<b>9.3.12.BM.2</b>	Describe laws, rules and regulations as they apply to effective business operations.	
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<b>9.3.12.BM.3</b>	Explore, develop, and apply strategies for ensuring a successful business career.	
<b>9.3.12.BM ADM.2</b>	Access, evaluate, and disseminate information for business decision making.	
<b>9.3.12.BM ADM.3</b>	Plan, monitor, and manage day-to-day business activities.	
<b>9.3.12.BM BIM.4</b>	Plan, monitor, and manage day-to-day business activities to sustain continued business functions.	

**Career Readiness, Life Literacies, and Key Skills**

<b>9.2.12.CAP.4</b>	Evaluate different careers and develop various plans and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.	
<b>9.2.12.CAP.8</b>	Determine job entrance criteria (education credentials, math/writing/reading comprehension tests) used by employers in various industry sectors.	
<b>9.4.12.CI.1</b>	Demonstrate the ability to reflect, analyze, and use creative skills.	
<b>9.4.12.TL.2</b>	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.	
<b>9.4.12.TL.3</b>	Analyze the effectiveness of the process and quality of collaborative environments.	

**Computer Science and Design Thinking**

<b>8.2.12.IT H. 1</b>	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including design constraints.	
<b>8.2.12.NT.1</b>	Explain how different groups can contribute to the overall design of a product.	
<b>8.2.12.IT H. 3</b>	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.	
<b>8.2.12.NT.1</b>	Explain how different groups can contribute to the overall design of a product.	

**Intercultural Statements (Amistad, Holocaust, LGBT, etc...)  
CASEL 5 SEL Framework**

<b>9.1.12.CFR.4</b>	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.	
<b>9.1.12.FP.6</b>	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	
<b>LGBTQ and Disabilities</b>	When exploring accounting and business leadership, research the LGBTQ initiatives issued by the AICPA (Association of International Certified Professional Accountants).	



<b>Law: NJSA 18A:35-4. 35</b>		
<b>Amistad Law: NJSA 18A 52 16A:88</b>	Explore African American Certified Public Accountants in history, including the first African American female CPA, Dr. Ruth Coles Harris, and the founder of the largest black-owned CPA firm, Mitchell & Titus, LLP.	
<b>Holocaust Law: NJSA 18A: 35 - 28</b>	When studying family business ownership, successful business founder and entrepreneur Maurice Ostro, son of a Holocaust survivor, will also be examined.	
<b>AAPI Asian American s and Pacific Islander Law: S4021</b>	Analyze and discuss an article in <i>Journal of Accountancy</i> written by Lisa M. Ong, diversity, equity, and inclusion consultant, who discusses supporting AAPI individuals in the workplace.	
<b>SEL Framework k: Self Awareness</b>	<ul style="list-style-type: none"> <li>• Experience self-advocacy</li> <li>• Have a growth mindset</li> <li>• Develop interests and a sense of purpose</li> </ul>	
<b>SEL Framework k: Self Management</b>	<ul style="list-style-type: none"> <li>• Set personal and collective goals</li> <li>• Use planning and organizational skills</li> <li>• Demonstrate personal and collective agency</li> </ul>	

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<b>SEL Framework k: Social Awareness</b>	<ul style="list-style-type: none"> <li>• Recognize situational demands and opportunities</li> <li>• Understand the influences of organizations/systems on behavior</li> <li>• Take others' perspectives</li> </ul>	
<b>SEL Framework k: Relationsh ip Skills</b>	<ul style="list-style-type: none"> <li>• Communicate effectively</li> <li>• Practice teamwork and collaborative problem-solving</li> <li>• Show leadership in groups</li> </ul>	
<b>SEL Framework k: Responsibl</b>	<ul style="list-style-type: none"> <li>• Recognize how critical thinking skills are useful both inside and outside of school</li> <li>• Learn to make a reasoned judgment after analyzing information, data, facts •</li> <li>Anticipate and evaluate the consequences of one's actions</li> </ul>	

<b>e Decision Making</b>		
<b>Interdisciplinary Connection</b>		
<b>NJSLA.W.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
<b>NJSLA.W.6</b>	Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.	
<b>NJSLA.W.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
<b>NJSLS.SIC .B. 3</b>	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	
<b>NJSLS.SIC .B. 6</b>	Evaluate reports based on data.	
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>● Why does proper financial management ensure the success of a business?</li> <li>● Why is accounting the language of business?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Planning, recording, analyzing, and interpreting financial information begins with understanding the applications of the accounting equation</li> <li>● The accounting system of a business summarizes data to produce financial information</li> <li>● GAAP principles impact the recording of financial transactions and the preparation of financial statements</li> <li>● Business owners and managers use financial statements to make important business decisions</li> <li>● Accounting interpretations impact business decisions</li> </ul>	
<b>Evidence of Learning</b>		
<p><b>Formative Assessments:</b> Warm-up activities, entrance tickets, class discussion, online discussions via Google Classroom, jigsaw activities, exit cards</p> <p><b>Summative/Benchmark Assessment(s):</b> Research projects, case studies, business scenarios, vocabulary quizzes, financial statements on Google Sheets</p> <p><b>Alternative Assessments:</b> Business portfolios</p>		
<b>Resources/Materials:</b>	<b>Key Vocabulary:</b> GAAP(Generally Accepted Accounting Principles)	

<p><i>Business and Personal Finance</i>, Glencoe McGraw Hill <i>Entrepreneurship: Owning Your Future</i>, Marriotti <i>Business Ethics: Ethical Decision Making and Cases</i>, Ferrell, Fraedrich, and Ferrell Next Gen Personal Finance: <a href="https://www.ngpf.org/">https://www.ngpf.org/</a> Google Classroom Google Docs Google Sheets</p>	<p>Accounting cycle Debit Credit Accounting equation Journal entry Trial Balance General Ledger Balance Sheet Income Statement Statement of Cash Flows</p>
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**Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
<p>The First Five Steps of the Accounting Cycle</p>	<ul style="list-style-type: none"> <li>● To identify the first five steps of the accounting cycle</li> <li>● To analyze business transactions using the accounting equation</li> <li>● Apply the rules of debit and credit</li> <li>● To journalize transactions that affect the accounting equation</li> <li>● To describe the role of the general ledger</li> <li>● To understand the purpose of posting</li> <li>● To recognize the purpose of a trial balance</li> </ul>	<ul style="list-style-type: none"> <li>● Transactions involving the accounting equation</li> <li>● Journal entries               <ul style="list-style-type: none"> <li>● General Ledger and Trial Balance on Google Sheets</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● 10 to 12 days</li> </ul>
<p>Financial Statements For A Business</p>	<ul style="list-style-type: none"> <li>● To identify items included on an income statement</li> <li>● To explain the purpose of a balance sheet</li> <li>● To recognize the importance of a statement of cash flows when making business decisions</li> <li>● To utilize financial statements to interpret the financial health of a business</li> </ul>	<ul style="list-style-type: none"> <li>● Financial statement analysis</li> <li>● Generate financial statements on Google Sheets</li> </ul>	<ul style="list-style-type: none"> <li>● 10 to 12 days</li> </ul>

**Teacher Notes:**

**Additional Resources:** Financial Times:

<https://www.ft.com/work-careers/entrepreneurship> Accounting Today:

<https://www.accountingtoday.com/news>

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**Differentiation/Modification Strategies**

<b>Students with Disabilities</b>	<b>English Language Learners</b>	<b>Gifted and Talented Students</b>	<b>Students at Risk</b>	<b>507Students</b>
<ul style="list-style-type: none"><li>● Allow errors</li><li>● Rephrase questions, directions, and explanations</li><li>● Allow extended time to answer questions, and permit drawing, as an explanation</li><li>● Accept participation at any level, even one word</li><li>● Consult with Case Managers and follow IEP accommodations/modifications</li></ul>	<ul style="list-style-type: none"><li>● Assign a buddy, same language or English speaking</li><li>● Allow errors in speaking</li><li>● Rephrase questions, directions, and explanations</li><li>● Allow extended time to answer questions</li><li>● Accept participation at any level, even one word</li></ul>	<ul style="list-style-type: none"><li>● Provide extension activities</li><li>● Build on students' intrinsic motivations</li><li>● Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li></ul>	<ul style="list-style-type: none"><li>● Provide extended time to complete tasks</li><li>● Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li><li>● Consult with classroom teacher(s) for specific behavior interventions</li><li>● Provide rewards as necessary</li></ul>	<ul style="list-style-type: none"><li>● Clarify directions to check for student understanding</li><li>● Extended time on tests, quizzes, assessments</li><li>● Redirection, including prompting to stay on task</li><li>● Preferential seating</li><li>● Chunk assignments into manageable tasks</li></ul>

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<b>Unit # 5</b>		
<b>Content Area:</b> Business Finance		
<b>Unit Title:</b> Developing A Business Plan		
<b>Grade Level:</b> 9 – 12		
<b>Core Ideas:</b> In this unit, students will understand why financial planning is important for the success of a business. Students will apply knowledge of entrepreneurship, corporate structures, marketing, and financial accounting to design a plan for a small business. Students will present the business plan to the class.		
<b>Unit 5 - Standards</b>		
<b>Standards (Content and Technology):</b>		
<b>CPI#:</b>	<b>Statement:</b>	
<b>Performance Expectations (NJSLs)</b>		
<b>9.1.12.CDM.1</b>	Identify the purposes advantages, and disadvantages of debt.	
<b>9.1.12.CP.6</b>	Explain the effect of debt on a person’s net worth.	
<b>9.1.12.EG.3</b>	Explain how individuals and businesses influence government policies.	
<b>9.1.12.FI.4</b>	Research benefits and drawbacks of products offered by financial and non-financial companies.	
<b>9.1.12.FP.7</b>	Determine how multiple sources of objective, accurate, and current financial information affect the prioritization of financial decisions.	
<b>9.1.12.PB.2</b>	Prioritize financial decisions by considering alternatives and possible consequences.	
<b>9.1.12.RM.2</b>	Identify types of investments appropriate for different objectives such as liquidity, income, and growth.	
<b>9.3.12.FN ACT.1</b>	Describe and follow laws and regulations to manage accounting operations and transactions.	
<b>9.3.12.FN ACT.2</b>	Utilize accounting tools, strategies, and systems to plan, monitor, manage and maintain the use of financial resources.	
<b>9.3.12.FN ACT.3</b>	Process, evaluate, and disseminate financial information to assist business decision making.	
<b>9.3.12.FN.1</b>	Utilize mathematical concepts, skills, and problem solving to obtain necessary information for decision making in the finance industry.	
<b>9.3.12.FN.2</b>	Utilize tools, strategies and systems to plan, monitor, manage, and maintain the use of financial resources.	
<b>9.3.12.BM.1</b>	Utilize mathematical concepts, skills, and problem solving to obtain necessary information for decision-making in business.	

<b>9.3.12.BM.2</b>	Describe laws, rules and regulations as they apply to effective business operations.	
<b>9.3.12.BM.3</b>	Explore, develop, and apply strategies for ensuring a successful business career.	
<b>9.3.12.BM ADM.2</b>	Access, evaluate, and disseminate information for business decision making.	
<b>9.3.12.BM ADM.3</b>	Plan, monitor, and manage day-to-day business activities.	

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<b>9.3.12.BM BIM.4</b>	Plan, monitor, and manage day-to-day business activities to sustain continued business functions.	
<b>Career Readiness, Life Literacies, and Key Skills</b>		
<b>9.2.12.C AP. 4</b>	Evaluate different careers and develop various plans and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.	
<b>9.2.12.C AP. 8</b>	Determine job entrance criteria (education credentials, math/writing/reading comprehension tests) used by employers in various industry sectors.	
<b>9.4.12.CI.1</b>	Demonstrate the ability to reflect, analyze, and use creative skills.	
<b>9.4.12.TL.2</b>	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.	
<b>9.4.12.TL.3</b>	Analyze the effectiveness of the process and quality of collaborative environments.	
<b>Computer Science and Design Thinking</b>		
<b>8.2.12.IT H. 1</b>	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including design constraints.	
<b>8.2.12.NT.1</b>	Explain how different groups can contribute to the overall design of a product.	
<b>8.2.12.IT H. 3</b>	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.	
<b>8.2.12.NT.1</b>	Explain how different groups can contribute to the overall design of a product.	
<b>Intercultural Statements (Amistad, Holocaust, LGBT, etc...) CASEL-SEL 5 Framework</b>		
<b>9.1.12.CFR.4</b>	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.	
<b>9.1.12.FP.6</b>	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	
<b>LGBTQ and Disabilities</b>	Utilize the Small Business Administration resources at <a href="http://sba.gov">sba.gov</a> to research LGBTQ-owned businesses and small business opportunities.	

<b>Law: NJSA 18A:35-4. 35</b>		
<b>Amistad Law: NJSA 18A 52 16A:88</b>	Utilize the Small Business Administration resources at <a href="http://sba.gov">sba.gov</a> to research black-owned businesses and small business opportunities.	
<b>Holocaust Law: NJSA 18A: 35 - 28</b>	Utilize the Small Business Administration resources at <a href="http://sba.gov">sba.gov</a> to research Holocaust survivors and their impact on small businesses.	
<b>AAPI Asian Americans and Pacific Islanders Law: S4021</b>	Utilize the Small Business Administration resources at <a href="http://sba.gov">sba.gov</a> to research AAPI-owned business and small business opportunities.	
<b>SEL Framework k: Self Awareness</b>	<ul style="list-style-type: none"> <li>• Experience self-advocacy</li> <li>• Have a growth mindset</li> <li>• Develop interest and a sense of purpose</li> </ul>	
<b>SEL Framework k: Self Management</b>	<ul style="list-style-type: none"> <li>• Exhibit self-discipline and self-motivation</li> <li>• Set personal and collective goals</li> <li>• Use planning and organizational skills</li> <li>• Show the courage to take initiative</li> </ul>	
<b>SEL Framework k: Social Awareness</b>	<ul style="list-style-type: none"> <li>• Recognize situational demands and opportunities</li> <li>• Understand the influences of organizations/systems on behavior</li> <li>• Take others' perspectives</li> </ul>	

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<b>SEL Framework k: Relationship Skills</b>	<ul style="list-style-type: none"> <li>• Communicate effectively</li> <li>• Practice teamwork and collaborative problem-solving</li> <li>• Resolve conflicts constructively</li> </ul>	
<b>SEL Framework k: Responsible</b>	<ul style="list-style-type: none"> <li>• Recognize how critical thinking skills are useful both inside and outside of school</li> <li>• Learn to make a reasoned judgment after analyzing information, data, facts</li> <li>• Anticipate and evaluate the consequences of one's actions</li> </ul>	

e Decision Making		
<b>Interdisciplinary Connection</b>		
NJSLA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
NJSLA.W.6	Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.	
NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
NJSLS.SIC.B.3	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	
NJSLS.SIC.B.6	Evaluate reports based on data.	
<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Why does proper financial management ensure the success of a business?</li> <li>• Why is it important to develop a financial plan when starting a business?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• The financial health of a business is reported and projected in financial statements</li> <li>• Good financial planning projects a financial picture of the potential success of a business</li> <li>• The ability to allocate and to manage business related finances is important for future success</li> <li>• Setting financial goals for the future is imperative when developing a business plan</li> <li>• Accounting interpretations impact business decisions</li> </ul>	
<b>Evidence of Learning</b>		
<p><b>Formative Assessments:</b> Warm-up activities, entrance tickets, class discussion, online discussions via Google Classroom, jigsaw activities, exit cards</p> <p><b>Summative/Benchmark Assessment(s):</b> Research project, case studies, business scenarios, vocabulary quizzes, financial statements on Google Sheets</p> <p><b>Alternative Assessments:</b> Business portfolios</p>		
<p><b>Resources/Materials:</b>  <i>Business and Personal Finance</i>,          Glencoe McGraw Hill  <i>Entrepreneurship: Owning Your Future</i>, Marriotti</p>	<p><b>Key Vocabulary:</b>          Business plan (strategic, marketing, financial)          Allocate          Target market          Executive summary          Balance Sheet</p>	



<p><i>Business Ethics: Ethical Decision Making and Cases</i>, Ferrell, Fraedrich, and Ferrell                  Next Gen Personal Finance:  <a href="https://www.ngpf.org/">https://www.ngpf.org/</a>                  Google Classroom                  Google Docs                  Google Sheets</p>	<p>Income Statement                  Statement of Cash Flows</p>	
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**Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete	
Business Plan Project & Presentation	<ul style="list-style-type: none"> <li>● To determine required capital to start a small business</li> <li>● To identify start-up costs</li> <li>● To design a strategic and marketing plan that includes short term and long-term goals</li> <li>● To utilize projected financial statements (income statement, balance sheet, statement of cash flows) to devise a business financial plan</li> <li>● To utilize interpersonal skills while presenting a business plan</li> </ul>	<ul style="list-style-type: none"> <li>● Business Plan Project &amp; Presentation</li> </ul>	<ul style="list-style-type: none"> <li>● 14 to 15 days</li> </ul>	

**Teacher Notes:**

**Additional Resources:** Financial Times:  
<https://www.ft.com/work-careers/entrepreneurship> Accounting Today:  
<https://www.accountingtoday.com/news>

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<p>as an explanation</p> <ul style="list-style-type: none"> <li>● Accept participation at any level, even one word</li> <li>● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<p>and explanations</p> <ul style="list-style-type: none"> <li>● Allow extended time to answer questions</li> <li>● Accept participation at any level, even one word</li> </ul>	<p>accommodate students' interests in completing tasks at their level of engagement</p>	<p>I&amp;RS procedures/ action plans</p> <ul style="list-style-type: none"> <li>● Consult with classroom teacher(s) for specific behavior interventions</li> <li>● Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>● Redirection, including prompting to stay on task</li> <li>● Preferential seating</li> <li>● Chunk assignments into manageable tasks</li> </ul>	
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