Comprehensive Business Curriculum

Salem County Vocational Technical High School

Updated: July 2025

Comprehensive Business

Mission Statement

The mission of the Salem County Vocational Technical School District is to prepare students for employment, for further education leading to employment, and for lifelong learning.

Standards and Commitments

Our schools will provide an engaging and challenging curriculum that aligns with the most current New Jersey Student Learning Standards (NJSLS). Instruction will take place in physically and emotionally safe environments rooted in trust, respect, communication, collaboration, and civic responsibility. Our vision is to empower all students with the tools and mindset to succeed in a rapidly evolving world.

Course Description

This course is all about giving students a real understanding of how business works in the world around them. Whether they want to run their own business one day, get into marketing, manage money wisely, or just be better prepared for the workforce, this class is the starting point. We'll cover the basics of business, career readiness, budgeting, entrepreneurship, and how to present yourself professionally. Students will work on hands-on projects, team assignments, and real-life scenarios that show them how the business world actually operates. The class ends with a capstone project where teams will create and present their own small business plans from the ground up. Everything we do ties back to skills that students can use right away, whether they head to college, a trade, or straight into the job market.

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Pacing Guide – Comprehensive Business Curriculum (90-Day Semester)

Week	Focus Area / Unit Title	Major Topics / Activities	Assessment Highlights
1	Unit 1 – Intro to Business & Goal Setting	Business basics, personal goals, mindset prep	Career Survey, Discussion, Exit Tickets
2	Unit 1 (continued)	Goal setting, 10-Year Plan writing	10-Year Plan, Vision Board, Chapter Quiz
3	Unit 2 – Business in Real Life	Needs vs. wants, supply/demand, economic choices	Wants/Needs Journal, Quiz
4	Unit 2 (continued)	Economic systems, global trade, government in economy	Written Quiz, Group Presentation
5	Unit 3 – Workplace Structure & Departments	Business departments, org charts, roles	Chart Activity, Role Play, Quiz
6	Unit 3 (continued)	Communication, professionalism, workplace readiness	Written Reflection, Chapter Quiz
7	Unit 3 (wrap-up)	Workplace safety, soft skills, employability	Unit Test
8	Unit 4 – Personal Finance	Budgeting, saving, smart spending	Budget Worksheet, Credit Roleplay
9	Unit 4 (continued)	Credit, debt, planning for future goals	Quiz, Class Activity
10	Unit 4 (wrap-up)	Investing, financial goal setting	Unit Test, Final Budget Submission
11	Unit 5 – Marketing Basics	Branding, product identity, promotion tools	Brand Design, Quiz
12	Unit 5 (continued)	Advertising, campaign building, social media	Group Campaign Pitch
13	Unit 5 (wrap-up)	Marketing ethics, customer service	Unit Test, Final Campaign Presentation
14	Unit 6 – Capstone Launch	Small business concept, team roles, research	Business Concept Overview, Planning Doc
15	Unit 6 (continued)	Budget, marketing, operations planning	Draft Business Plan, Peer Feedback
16	Unit 6 (continued)	Final prep, team presentations, wrap-up	Final Team Presentation

17	Course Wrap-Up & Final Exam	Reflection activities, student feedback, optional exam	Optional Final Exam, Reflection Essay
18	Contingency/Make-Up Week	Catch-up, 1:1 meetings, extra review sessions	Make-up Work, Final Grades Review

Unit 1 – Introduction to Business & Goal Setting

Essential Questions

- What is a business, and why should it matter to me?
- How can setting goals today help shape my future?
- What steps can I take now to build a meaningful career path?

Unit Summary

In this unit, students are introduced to the world of business and start thinking seriously about their own futures. We cover what business is, how it impacts everyday life, and how students can start setting goals that lead them toward real success—whether that's college, career, or entrepreneurship. We lay the groundwork for career planning and decision-making right out the gate.

Unit Rationale

Before students can succeed in business—or anything in life—they need direction. This unit is about self-discovery and making the connection between their interests, goals, and the business world around them. It sets the tone for the rest of the course by helping students see how their actions today can shape their future.

Learning Targets

Students will be able to:

- Explain what a business is and how it impacts my life.
- Explore career options that match my interests and strengths.
- Create a realistic plan to help me reach my personal and professional goals.

Standard Number and Description of Content

- **9.2.12.CAP.2:** Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- **9.2.12.CAP.4:** Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

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- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative thinking and problem-solving skills to determine how to reach personal goals.
- **9.4.12.CI.3:** Investigate new challenges and opportunities for personal growth, advancement, and transition
- **9.3.12.BM.1:** Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
- **9.3.12.BM.2:** Describe laws, rules and regulations as they apply to effective business operations.

Unit Learning Targets

- Understand what a business is and the role it plays in society.
- Recognize different types of businesses and how they operate.
- Begin a career exploration process based on personal strengths and interests.
- Write a 10-Year Plan that outlines post-high school goals, education, and career paths.
- Connect goal setting to personal, academic, and financial success.

Summative Assessments

- Written quizzes after each chapter
- Unit test at the end of the unit
- Completed 10-Year Plan essay
- Vision Board presentation and class discussion

Classroom Resources Needed

- Chromebooks
- Smartboard
- YouTube video clips (e.g., Shark Tank segments, career interviews)
- Google Docs and Slides

Formative Assessments

- Career Interest Survey
- “What’s Your Why?” reflection prompt
- Daily exit tickets and think-pair-share discussions
- Participation in group brainstorming and goal-setting activities

Teacher Resources

- Career exploration tools (e.g., MyNextMove.org, Naviance if available)
- Sample 10-Year Plans
- Goal-setting templates
- Icebreaker and team-building activities

Teacher Notes

- This unit works best when you let students personalize their work—don't make it too rigid.
- Make the business examples relatable: use local businesses, students' part-time jobs, or brands they love.
- Keep the energy high in this unit—it sets the tone for the entire course.

Unit 2 – Business in Real Life: Needs, Wants & How the Economy Works

Essential Questions

- What's the difference between needs and wants, and why does it matter?
- How do supply and demand affect the way businesses work?
- In what ways do the economy and government influence our everyday spending choices?

Unit Summary

In this unit, students will dive into how businesses operate in the real world. We break down what people need versus what they want, how supply and demand affect everything from prices to product availability, and how businesses fit into the local and global economy. Students will also learn how different economic systems work and how government policies impact business.

Unit Rationale

Students see businesses every day—stores, services, apps, ads—but don't always understand how it all works. This unit helps connect the dots. From how money moves to why prices change, students will get a strong foundation in basic economics and real-life business decision-making.

Learning Targets

Students will be able to:

- Identify the difference between needs and wants.
- Explain how supply and demand impact prices and product availability.
- Understand how businesses fit into different types of economies.
- Analyze how government and world events influence businesses.

Standard Number and Description of Content

- **9.2.12.CAP.5:** Assess and modify a personal plan to support current interests and postsecondary plans.
- **9.4.12.GCA.1:** Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others.
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving

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- **9.3.12.BM.3:** Explore, develop and apply strategies for ensuring a successful business career.
- **9.3.12.BM.6:**
  Implement, monitor and evaluate business processes to ensure efficiency and quality resu lts.

Unit Learning Targets

- Distinguish between needs and wants and how they drive consumer behavior.
- Explain supply and demand and apply the concept to real-world examples.
- Describe the major types of economic systems and how they function.
- Discuss the role of government and global factors in the economy.

Summative Assessments

- Written quizzes after each chapter
- Unit test at the end of the unit
- Group project analyzing a current economic issue or business trend
- Reflection journal on personal spending habits and decision-making

Classroom Resources Needed

- Chromebooks
- Smartboard
- YouTube videos on economics and business systems (e.g., CrashCourse Econ)
- News clips or articles about business trends and current events
- Google Slides for group presentations

Formative Assessments

- Exit tickets based on daily content
- Think-pair-share discussions on spending behavior
- Vocabulary quizzes on economic terms
- Graphic organizer on types of economies

Teacher Resources

- Economics simulations (like online supply & demand games)
- Teacher-created case studies using local or national businesses
- Visuals and infographics to explain abstract economic ideas
- Government & economy lesson kits (Junior Achievement, etc.)

Teacher Notes

- Keep examples student-centered: use fast food prices, gaming consoles, or sneaker drops to explain supply and demand.

- Tie in current events like inflation or global shortages to make the economy feel relevant.
- Encourage respectful debates when discussing government involvement or capitalism vs. socialism.

Unit 3 – Workplace Structure, Professionalism & Readiness

Essential Questions

- What does professionalism look like in today's workplace?
- How are businesses structured, and why is it important to know?
- How can I show employers I'm dependable, prepared, and ready to work?

Unit Summary

In this unit, students explore the inside workings of a business and the expectations of the modern workplace. We'll walk through how companies are structured, the different departments that make up an organization, and what it means to be a professional. Through role-plays and simulations, students will practice the soft skills employers expect—communication, teamwork, time management, and reliability.

Unit Rationale

No matter where a student ends up working, they'll need to know how to conduct themselves professionally and understand how companies function. This unit prepares students with practical knowledge about business roles and the real-world expectations that come with showing up to work every day ready to contribute.

Learning Targets

Students will be able to:

- Identify key departments in a typical business and explain their functions.
- Create and interpret an organizational chart.
- Demonstrate professional behavior expected in the workplace.
- Apply communication and teamwork skills in workplace simulations.

Standard Number and Description of Content

- **9.2.12.CAP.10:** Identify strategies for reducing overall costs of postsecondary education
- **9.2.12.CAP.18:** Differentiate between taxable and nontaxable income from various forms of employment.
- **9.3.12.BM.1:** Utilize mathematical concepts, skills and problem solving to obtain necessary informatio n for decision‐making in business.
- **9.3.12.BM.2:** Describe laws, rules and regulations as they apply to effective business operations.

- **9.3.12.BM.4**: Identify, demonstrate and implement solutions in managing effective business customer relationships.
- **9.3.12.BM.6:** Implement, monitor and evaluate business processes to ensure efficiency and quality resu lts.
- **9.4.12.IML.3:** Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions**.**
- **9.4.12.CI.3:** Investigate new challenges and opportunities for personal growth, advancement, and transition.

Unit Learning Targets

- Identify the different business departments and their responsibilities.
- Construct a functional organizational chart based on a real or simulated company.
- Understand the value of soft skills such as punctuality, reliability, and attitude.
- Practice collaboration and communication in team-based activities.

Summative Assessments

- Written quizzes after each chapter
- Unit test at the end of the unit
- Completed company organizational chart
- Workplace professionalism reflection essay
- Team-based workplace simulation presentation

Classroom Resources Needed

- Chromebooks
- Smartboard
- Workplace simulation materials
- Sample organizational charts and job roles
- Google Docs/Slides for team collaboration

Formative Assessments

- Daily observation during teamwork simulations
- Exit tickets on professional behavior takeaways
- Think-pair-share activities on workplace dilemmas
- Peer feedback on communication and collaboration

Teacher Resources

- Sample job descriptions for role-play scenarios
- Rubrics for evaluating teamwork and professionalism
- Soft skill scenario cards
- Business structure visuals and charts

Teacher Notes

- Make this unit come alive by acting out workplace scenarios—students enjoy it and retain more.
- Invite a guest speaker from a local business to talk about expectations for employees.
- Reinforce the importance of professionalism by connecting it to real job success stories.

Unit 4 – Managing Self, Time & Money: Personal Financial Literacy

Essential Questions

- How can I take more control of my time and use it wisely?
- What habits do I need to build in order to manage my responsibilities and goals?
- Why is financial planning important for my future success?
- What's the difference between needs and wants, and how do they affect my spending?
- How can I create a realistic budget that helps me reach personal goals?
- What does it look like to be dependable and self-disciplined at work and in life?

Unit Summary

This unit focuses on helping students take ownership of their personal and financial responsibilities, both in and out of the workplace. Students will learn how to manage their time more effectively, set goals they can actually reach, and develop the discipline to stick to those goals. We'll also cover key concepts in money management like budgeting, saving, and making smart spending choices. The goal is to build lifelong skills that support both personal success and professional readiness.

Unit Rationale

Personal finance and self-management are skills every student needs, whether they realize it now or not. This unit equips them with tools to take control of their own lives—whether that's organizing their schedules or understanding how to make their money work for them. These are the life habits that lead to independence, confidence, and stability.

Learning Targets

Students will be able to:

- Manage their time using tools like planners, calendars, and to-do lists.
- Create a realistic personal budget.
- Differentiate between needs and wants and adjust their spending habits accordingly.
- Evaluate how saving, debt, and credit can impact their financial future.

Standard Number and Description of Content

- **9.1.12.FI.2:** Explain ways to manage your accounts that maximize benefits and provide you with the utmost protection.
- **9.1.12.PB.3**: Design a personal budget that will help you reach your long-term and short-term financial goals.
- **9.1.12.CDM.3:** Determine ways to leverage debt beneficially.
- **9.2.12.CAP.17:** Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
- **9.3.12.BM.5:**
  Implement systems, strategies and techniques used to manage information in a business.
- **9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.**

Unit Learning Targets

- Develop systems for organizing their time and tasks.
- Plan a monthly budget based on sample income and expenses.
- Identify spending triggers and ways to reduce unnecessary expenses.
- Make informed decisions about saving, borrowing, and using credit.

Summative Assessments

- Written quizzes after each chapter
- Unit test at the end of the unit
- Personal budget creation project
- Self-management plan and reflection journal

Classroom Resources Needed

- Chromebooks
- Smartboard
- Budgeting templates
- Google Calendar or planner app
- YouTube videos on time management and budgeting

Formative Assessments

- Daily “time log” exercises
- Quick checks on budgeting activities
- Self-checklists for organization habits
- Exit slips with money management takeaways

Teacher Resources

- Printable planners and budgeting worksheets
- Financial literacy games and simulations
- Tools for teaching habit formation and accountability

- Sample financial scenarios for group work

Teacher Notes

- Use real-life money topics students care about (sneakers, phones, fast food, etc.).
- Let students personalize their budget projects to reflect real future goals.
- Encourage daily habits like writing things down, setting reminders, and staying accountable.

Unit 5 – Marketing Basics: Building a Brand and Promoting a Product

Essential Questions

- What makes a product or brand stand out?
- How do businesses create demand for what they sell?
- What role does marketing play in customer decision-making?
- How can I use creativity and data to promote a product effectively?

Unit Summary

In this unit, students explore how businesses market their products and build brand identity. From logos and slogans to social media and ad campaigns, students will see how marketing shapes what we buy and how we think. Students will work in teams to design a product, create a marketing campaign, and pitch it to their classmates.

Unit Rationale

Marketing is where business meets creativity. Whether students want to own a business, work in media, or just learn how advertising works, this unit helps them think critically about how messages are crafted to influence buyers. They'll develop communication and design skills that are essential in today's economy.

Learning Targets

Students will be able to:

- Explain the functions of marketing.
- Identify the elements of a strong brand.
- Design a basic promotional campaign.
- Use marketing tools like surveys, social media, and graphic design.
- Present a marketing plan using visual and verbal communication.

Standard Number and Description of Content

- **9.2.12.CAP.16:** Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.
- **9.3.12.BM-MGT.6:**
  Plan, monitor and manage day-to-day business activities to sustain continued business fu nctioning.
- **9.3.12.BM-MGT.3:**Apply economic concepts fundamental to global business operations.
- **9.3.12.BM-MGT.7:** Plan, organize and manage an organization/department to achieve business goals.
- **9.4.12.IML.7:** Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.

Unit Learning Targets

- Define and identify branding, promotion, and marketing strategies.
- Create and evaluate advertisements based on appeal, target audience, and message clarity.
- Design a team marketing campaign from scratch.
- Practice professional presentation techniques.

Summative Assessments

- Written quizzes after each chapter
- Unit test at the end of the unit
- Group marketing campaign presentation
- Ad analysis and brand redesign activity

Classroom Resources Needed

- Chromebooks
- Smartboard
- Sample ads (print and video)
- Free design tools (e.g., Canva)
- YouTube videos on marketing campaigns
- Survey tools like Google Forms

Formative Assessments

- Daily campaign development check-ins
- Peer feedback on ad designs
- Quick checks on branding and audience targeting
- Think-pair-share discussions on customer behavior

Teacher Resources

- Sample marketing project rubrics

- Examples of strong and weak campaigns
- Real-world ad breakdowns
- Guest speaker or virtual tour from a marketing agency (if possible)

Teacher Notes

- Let students bring their creativity and personal interests into this unit—it's meant to be fun and expressive.
- Encourage collaboration and give teams specific roles (creative, data, spokesperson, etc.).
- Use current ads and viral trends as jumping-off points for discussion and critique.

Unit 6 – Capstone Project: Building and Presenting a Small Business Plan

Essential Questions

- What does it take to start a successful business from scratch?
- How can I take my ideas and turn them into a plan of action?
- Why is teamwork important when developing a business?
- How can I effectively communicate and pitch my ideas to others?

Unit Summary

The capstone project brings everything together. Students work in teams to design, develop, and present a full small business plan. They'll research the market, create a budget, plan operations, develop a marketing strategy, and bring it all together into a final presentation. This is their chance to apply all the business concepts and skills they've learned throughout the course in one big, real-world challenge.

Unit Rationale

This project helps students see how all the pieces of business connect—from finance to marketing to teamwork. It gives them the experience of solving problems, creating something new, and presenting ideas confidently. The capstone builds leadership, creativity, collaboration, and planning—skills students will need no matter what path they choose.

Learning Targets

Students will be able to:

- Collaborate to brainstorm and plan a complete small business idea.
- Conduct market research to support business decisions.
- Design a budget, promotional plan, and basic operations strategy.
- Create a professional presentation to pitch their business idea.

Standard Number and Description of Content

- **9.2.12.CAP.19:** Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.
- **9.3.12.BM.5:**
  Implement systems, strategies and techniques used to manage information in a business.
- **9.3.12.BM.**4:
  Identify, demonstrate and implement solutions in managing effective business customer r elationships.
- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CT.4:** Apply critical thinking to make informed decisions.
- **9.4.12.CT.4:** Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

Unit Learning Targets

- Develop a small business plan from the ground up.
- Conduct and interpret research to justify business decisions.
- Build a complete presentation using professional tools and teamwork.
- Present and defend a business plan to an audience using effective communication.

Summative Assessments

- Final written business plan (team submission)
- Team presentation of business concept and plan
- Written quizzes after each milestone checkpoint
- Peer and self-assessment reflections

Classroom Resources Needed

- Chromebooks
- Smartboard
- Business plan templates
- Google Docs, Slides, and Forms
- Access to sample business plans and pitch videos
- Optional: Judges panel for final presentations (staff, administrators, community)

Formative Assessments

- Weekly business plan drafts and check-ins
- Team planning documents
- Daily peer feedback loops
- Idea development worksheets and rubrics

Teacher Resources

- Project timeline with benchmarks
- Business plan checklist and rubrics
- Examples of strong and weak pitches
- Role-assignment templates and team management tools

Teacher Notes

- Offer plenty of support during planning and writing phases—this is a big challenge for many students.
- Give students room to be creative but hold them to high standards of professionalism.
- Consider inviting administrators or community members to the final presentations.
- Allow extra flexibility for make-up work or team adjustments if needed.