LOWER CAPE MAY REGIONAL SCHOOL DISTRICT

CURRICULUM FRAMEWORK: INTRODUCTION TO BUSINESS

Comprehensive Curriculum Alignment to 2020 NJSLS-CLKS (Standard 9.1 Personal Financial Literacy, 9.2 Career Readiness, & 9.4 Life Literacies)

Content Area:	21st Century Life and Careers / Business Education
Course Title / Grade Level:	Introduction to Business (Grades 9–12)
Pacing / Course Duration:	One Semester (18 instructional weeks | 4 Core Units) First week of September–last week of January
Date Created / Revised:	Created: December 2, 2016 | Revised: November 2026 (Proposed; Board approval pending)

CURRICULUM REVISION & REALIGNMENT STATEMENT

This curriculum framework has been completely revised using the 2026 Lower Cape May Regional School District Curriculum Template. It integrates the core business concepts from the original 11-unit course into a streamlined, 4-Unit high school structure while aligning learning targets to the 2020 New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS), specifically Standard 9.1 Personal Financial Literacy (Grade 12), Standard 9.2 Career Awareness, Exploration, Preparation, and Training, and Standard 9.4 Life Literacies and Key Skills.

1. About the New Jersey Student Learning Standards (NJSLS)

New Jersey Student Learning Standards (NJSLS) establish grade-band expectations for district curricula. N.J.A.C. 6A:8-5.1(a)1v requires at least 2.5 credits in financial, economic, business, and entrepreneurial literacy for high school graduation. This semester-long course is designed to support that requirement; the district must confirm its credit designation and approval. N.J.A.C. 6A:8-3.1 requires interdisciplinary connections and integration of applicable skills and themes. The 2020 NJSLS-CLKS remains the published framework as of November 24, 2026; review subsequent state adoption and implementation guidance before final approval.

The 2020 NJSLS – Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) addresses rapid advancements in technology and changes in the global economy. Standard 9.1 (Personal Financial Literacy) promotes money management skills and the psychology of spending/saving. Standard 9.2 focuses on career preparation and financial independence, while Standard 9.4 addresses critical thinking, digital citizenship, media literacy, and global competence.

2. District Integration Requirements (Interdisciplinary & 21st Century Skills)

Integration Category	Standards Alignment & Implementation Details
Interdisciplinary Connections	• ELA (NJSLSA.W1, W8, SL5): Business communication, formal report writing, research synthesis, public presentations. • Mathematics (S-ID.B.6, N-Q.A.1): Personal budgeting calculations, compound interest accumulation, amortization tables, data graph interpretation. • Social Studies (6.1.12.CivicsPR.16, 6.3.12.GeoGI.1): Government tax policy, circular flow of income, ethical corporate governance, global economic trade.
Integration of Technology (Standard 9.4.12.TL)	• 9.4.12.TL.1: Assess digital tools based on accessibility, features, and utility for business analytics and communication. • 9.4.12.TL.3: Analyze effectiveness and productivity of collaborative online work environments. • 9.4.12.TL.4: Collaborate in online learning communities/virtual platforms to research and propose solutions to real-world economic problems.
21st Century Life Literacies & Key Skills (Standard 9.4.12.CI, CT, DC, GCA, IML)	• Creativity & Innovation: 9.4.12.CI.1 (creative reflection), 9.4.12.CI.2 (career talent pathways), 9.4.12.CI.3 (growth opportunities). • Critical Thinking & Problem Solving: 9.4.12.CT.1 (innovative product strategies), 9.4.12.CT.2 (collaborative problem solving), 9.4.12.CT.4 (online planning sessions). • Digital Citizenship & Privacy: 9.4.12.DC.1 (intellectual property laws), 9.4.12.DC.3 (economic/social implications of privacy), 9.4.12.DC.4 (automated data collection/cookies), 9.4.12.DC.6 (positive digital footprint). • Information & Media Literacy: 9.4.12.IML.2 (evaluating credibility/bias), 9.4.12.IML.3 (data analysis & visualization), 9.4.12.IML.7 (building workplace arguments).
Career Readiness & Exploration (Standard 9.2.12.CAP)	• 9.2.12.CAP.1-2: Analyzing unemployment trends, recession impacts, and developing college/career readiness skills. • 9.2.12.CAP.3-5: Postsecondary planning, training costs, loans, and debt repayment timelines. • 9.2.12.CAP.12, 15-20: Social Security/Medicare insurance, tax withholding, analyzing payroll paystubs, Federal/State tax returns. • 9.2.12.CAP.21-23: Evaluating feasibility, risk, capital acquisition, and business plan creation for low-cost startups.
State legislative mandates	Amistad (N.J.S.A. 18A:52:16A-88): African American economic contributions and entrepreneurship; Holocaust/genocide education (18A:35-28): economic discrimination and ethical responsibility; LGBTQ+ and disability contributions (18A:35-4.35): inclusive employment and economic participation; diversity and inclusion (18A:35-4.36a): equitable access to financial services; AAPI education (18A:35-4.44): business and economic contributions; climate change: coastal insurance and household/business resilience. These are

	course connections supporting district-wide implementation. Information literacy: evaluate financial claims, sources and advertising; coordinate with library media specialist and review forthcoming CLKS implementation guidance.
Federal access and equity	IDEA (20 U.S.C. §1400 et seq.), Section 504 (29 U.S.C. §794), ADA Title II, Title VI and Title IX: implement individualized accommodations, accessible materials, meaningful language access and nondiscriminatory instruction. ESSA supports state standards and equitable education; it does not prescribe a national personal finance curriculum. FERPA (20 U.S.C. §1232g): protect student records and use district-authorized simulation accounts. Perkins V applies where the course is part of an approved CTE program. Do not require actual financial account information or public student identifiers.

3. Course Scope, Sequence & Pacing Guide (2026 4-Unit Model)

To align with the Lower Cape May Regional School District 2026 Curriculum Template structure, the original 11 instructional units have been consolidated into four comprehensive, thematic units spanning one semester, from the first week of September through the last week of January. The 18 instructional weeks are a planning baseline; adjust for holidays, closures and the district calendar. Budget Challenge® runs concurrently with classroom instruction as a structured learn-by-doing curriculum and national high school competition. Follow the selected session's published timeline, chapter lessons, embedded quizzes, bill due dates and simulation events. Schedule orientation before the session, monitor progress during it, and complete a final reflection by the end of the semester. The exact session dates and chapter deadlines are set by the provider and teacher.

Unit Title	Timeframe & Pacing	Merged 2016 Core Topics	2020 NJSLS 9.1 Anchor Strands
Unit 1: Economic Systems, Business Foundations & Government	3 Weeks (Weeks 1–3; September)	• Basic Economic Concepts • Economic Systems & Resource Allocation • Business Ethics & Social Responsibility • Global Economy & Government Role	• 9.1.12.EG.1–5 • 9.1.12.FI.1–4 • 9.4 Critical Thinking
Unit 2: Business Operations, Management, HR & Entrepreneurship	3 Weeks (Weeks 4–6; September–October)	• Entrepreneurship & Business Ownership • Business Management & Leadership • Human Resources, Culture & Diversity • Technology & Financial Management	• Career Awareness & Planning (9.2.12.CAP.21-23) • Corporate Governance & Ethics (9.1.12.CFR.3) • 9.4 Technology Literacy

Unit 3: Personal Financial Literacy, Money Management & Credit	8 Weeks (Weeks 7–14; October–December)	• Personal Financial Planning & Budgeting • Banking, Savings & Checking Accounts • Credit Basics, Credit Profile & Debt • Investment & Wealth Building	• 9.1.12.PB.1–6 • 9.1.12.CDM.1–10 • 9.1.12.CP.1–9 • 9.1.12.FP.1–7 • 9.1.12.RM.1–2
Unit 4: Risk Management, Consumer Protection & Career Readiness	4 Weeks (Weeks 15–18; December–January)	• Making Informed Consumer Decisions • Consumer Rights, Laws & Fraud Protection • Vehicle, Property, Life & Health Insurance • Career Planning & Job Acquisition	• 9.1.12.RM.3–7 • 9.1.12.CFR.1–6 • 9.1.12.EG.6 • 9.2 Career Readiness

4. Detailed Curriculum Unit Overviews

Unit 1: Economic Systems, Business Foundations & Government Influence

Pacing & Summary	Timeframe: 3 Weeks (Weeks 1–3; September) Summary: Students examine the foundational role of business in a global economy, analyzing economic resources, supply and demand, economic indicators, and business cycles. The unit explores business ethics, corporate social responsibility, global trade, and the direct impact of government policy, taxation, and financial institutions on personal and business financial health.
Primary Learning Targets (2020 NJSLS 9.1, 9.2, 9.4)	• 2020 NJSLS 9.1 Personal Financial Literacy (Grade 12): - 9.1.12.EG.1: Review tax rates on different sources of income, products, and services. - 9.1.12.EG.2: Explain why various forms of income are taxed differently. - 9.1.12.EG.3: Explain how individuals and businesses influence government policies. - 9.1.12.EG.4: Explain relationship between personal finances and broader economic policy. - 9.1.12.EG.5: Relate economic systems of production/consumption to building personal wealth. - 9.1.12.FI.1: Identify strategies to protect against identity theft. - 9.1.12.FI.2: Explain secure account management and how to maximize benefits. • 2020 NJSLS 9.4 Life Literacies: - 9.4.12.CT.1, 9.4.12.IML.2, 9.4.12.GCA.1 • 9.1.12.FI.3–4: Plan for long-term goals using financial institutions; compare benefits and drawbacks of financial and nonfinancial products.

Unit Enduring Questions	1. How do economic scarcity and choices shape personal and societal wealth? 2. What role do ethics and social responsibility play in modern business operations? 3. How do government monetary and fiscal policies influence individual financial stability?
Unit Enduring Understandings	• Scarcity forces individuals and businesses to make economic trade-offs that impact profitability and financial security. • Ethical business practices build long-term brand equity, consumer trust, and societal wellbeing. • Government taxes, regulation, and international trade policies directly affect employment opportunities and purchasing power.
Unit Objectives: Students will know...	• Key economic indicators (GDP, CPI, inflation rate, unemployment rate) and business cycle phases. • The circular flow of income between households, businesses, and government entities. • The structural differences between market, command, and mixed economic systems. • Principles of corporate social responsibility and environmental sustainability.
Unit Objectives: Students will be able to...	• Analyze how changes in interest rates and inflation affect consumer spending and business investment. • Evaluate a company's business ethics case study and determine societal and economic impacts. • Compare financial institution service offerings (banks vs. credit unions vs. online platforms). • Interpret economic news and data visualizations to make informed business and financial predictions. • Compare taxes on wages, investment income and purchases; explain how citizens and businesses influence policy. Compare account fees, deposit protection and identity-theft safeguards.

Unit 2: Business Operations, Management, HR & Entrepreneurship

Pacing & Summary	Timeframe: 3 Weeks (Weeks 4–6; September–October) Summary: Students investigate the operational structure of modern business organizations, focusing on entrepreneurship, business ownership models (sole proprietorship, partnership, corporation, franchise), management functions (planning, organizing, leading, controlling), human resources, workplace diversity, and technology integration.
Primary Learning Targets (2020 NJSLS 9.1, 9.2, 9.4)	• 2020 NJSLS 9.2 Career Readiness & Exploration: - 9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business. - 9.2.12.CAP.22: Compare risk and reward potential to decide business feasibility. - 9.2.12.CAP.23: Identify different ways to obtain capital for starting a business. • 2020 NJSLS 9.1 Personal Financial Literacy:

	- 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good. • 2020 NJSLS 9.4 Life Literacies: - 9.4.12.CI.1-2, 9.4.12.TL.1, 9.4.12.TL.3, 9.4.12.DC.1
Unit Enduring Questions	1. What personal characteristics and financial strategies distinguish successful entrepreneurs? 2. How do organizational management styles and human resource practices foster an inclusive, productive culture? 3. How does technology transform business operational workflow and competitive advantage?
Unit Enduring Understandings	• Entrepreneurship requires systematic risk assessment, strategic capital acquisition, and innovative problem solving. • Effective management aligns team diversity, human talent, and organizational goals to drive performance. • Technological innovation creates operational efficiencies while introducing intellectual property and cybersecurity considerations.
Unit Objectives: Students will know...	• The legal forms of business ownership and their respective tax, liability, and governance structures. • The four primary management functions: Planning, Organizing, Leading, and Controlling (POLC). • Human resource procedures including recruitment, employee benefits, compensation, and workplace diversity. • Essential components of a comprehensive business plan.
Unit Objectives: Students will be able to...	• Develop a pitch for a low-cost startup business, including market feasibility and risk analysis. • Evaluate different sources of business capital (angel investors, bank loans, venture capital, crowdfunding). • Analyze a corporate case study regarding workplace management and diversity strategies. • Utilize digital productivity tools to simulate business operational workflow and team collaboration. • Build a startup cash-flow forecast and evaluate advertising, pricing, employment-law compliance and financing alternatives.

Unit 3: Personal Financial Literacy, Money Management & Credit

Pacing & Summary	• Budget Challenge® integrates a sequenced personal finance curriculum, chapter-based quizzes and a continuous simulated household budget. Students manage income, pay recurring bills, allocate money to a 401(k) retirement plan and compete nationally with other high schools. They respond to unexpected financial events while balancing immediate obligations and long-term goals.
Primary Learning Targets (2020 NJSLS 9.1, 9.2, 9.4)	• 2020 NJSLS 9.1 Personal Financial Literacy (Grade 12): - 9.1.12.PB.1-6: Saving vs. investing, financial prioritization, personal budget design, revising for life events, cash flow systems.

	- 9.1.12.CDM.1-10: Debt advantages/disadvantages, mortgage types, student loan debt, predatory lending, interest & compound interest calculation, amortization tables, bankruptcy. - 9.1.12.CP.1-9: Credit score factors, borrower rights, credit report analysis, disputing errors, net worth impact. - 9.1.12.FP.1–7: Values alignment, delayed gratification, money scripts, behavioral bias (loss aversion, overconfidence). - 9.1.12.FI.3-4: Financial institution selection for long-term goals (college, retirement). • FP.7: Evaluate multiple credible, current financial sources; RM.1–2: Compare retirement income sources and investments by liquidity, income and growth.
Unit Enduring Questions	1. How do personal values, psychological biases, and money scripts influence lifelong financial success? 2. What strategies allow individuals to leverage credit beneficially while avoiding high-cost debt traps? 3. How does compound interest impact wealth accumulation in saving/investing vs. debt repayment?
Unit Enduring Understandings	• Disciplined budgeting and cash flow management are essential to achieving short-, mid-, and long-term life goals. • Credit score health significantly impacts interest rates, loan eligibility, housing options, and career opportunities. • Understanding compound interest and behavioral biases allows individuals to build generational wealth and maintain financial independence.
Unit Objectives: Students will know...	• The mechanics of personal checking and savings accounts, electronic bill pay, and mobile banking security. • Key factors influencing credit scores (payment history, credit utilization, length of history, credit mix, new inquiries). • The mathematical difference between simple interest and compound interest over time. • Characteristics of various investment vehicles (stocks, bonds, mutual funds, index funds, real estate, 401k, Roth IRA). • Budget Challenge concepts: household cash flow, bill payment deadlines, emergency reserves, 401(k) contributions and the trade-offs between current expenses and retirement saving.
Unit Objectives: Students will be able to...	• Construct a comprehensive personal budget based on simulated income, taxes, fixed expenses, and savings goals. • Calculate compound interest accumulation and build a loan amortization table using spreadsheet software. • Analyze a sample credit report to identify factors impacting credit score and outline error dispute procedures. • Evaluate debt repayment strategies (avalanche vs. snowball) and compare mortgage options. • Complete Budget Challenge tasks: schedule bills, manage cash flow, avoid late fees, monitor credit and savings, and revise spending after unexpected expenses. Submit a decision journal and explain trade-offs using simulation evidence. • Calculate net worth and mortgage payments; compare student loan repayment,

	bankruptcy consequences and credit counseling resources. Evaluate financial advertising and behavioral biases; develop a long-term financial plan with retirement and emergency savings. • Complete assigned Budget Challenge chapters and embedded quizzes on schedule; manage simulated household income, make timely bill payments, track account balances and adjust 401(k) contributions. Explain how decisions affect financial stability over time (PB.1–6, FP.1–5, RM.1–2).

Unit 4: Risk Management, Consumer Protection & Career Readiness

Pacing & Summary	Timeframe: 4 Weeks (Weeks 15–18; December–January) Summary: Students examine methods to protect personal financial assets through comprehensive risk management, insurance coverage (auto, home/renters, health, life), and consumer protection laws. The unit culminates in postsecondary career planning, resume development, interview mastery, tax filing analysis, and civic financial responsibility.
Primary Learning Targets (2020 NJSLS 9.1, 9.2, 9.4)	• 2020 NJSLS 9.1 Personal Financial Literacy (Grade 12): - 9.1.12.RM.1: Importance of retirement income sources (Social Security, 401k, personal investments). - 9.1.12.RM.2: Investment types for liquidity, income, and growth. - 9.1.12.CFR.1-6: Role of philanthropy, corporate governance, estate planning documents (wills, POA, living wills). • 2020 NJSLS 9.2 Career Readiness & Exploration: - 9.2.12.CAP.1-10: Unemployment, career pathways, training costs, FAFSA, financial aid, debt repayment. - 9.2.12.CAP.12-20: Payroll deductions, W-4/W-2 forms, Federal/State income tax returns analysis. • 9.1.12.RM.3–7: Compare insurance costs and claims; explain public insurance and self-insurance; compare homeowners/renters features; evaluate adequate protection using opportunity cost. 9.1.12.EG.6: Analyze buyer and seller rights and responsibilities.
Unit Enduring Questions	1. How does insurance transfer financial risk and safeguard personal assets against catastrophic loss? 2. What rights and resources protect consumers against fraud, predatory practices, and identity theft? 3. How do education, career planning, and continuous skill acquisition impact lifelong earning potential?
Unit Enduring Understandings	• Risk management strategies, including adequate insurance coverage, prevent personal financial ruin from unexpected life events. • Consumer laws and active digital vigilance protect personal privacy, identity, and financial resources. • Strategic career planning and postsecondary education investments maximize earning power and financial fulfillment.

Unit Objectives: Students will know...	• The fundamental principles of insurance: premiums, deductibles, coverage limits, and policy terms. • Major consumer protection laws, consumer fraud schemes, and identity theft prevention protocols. • Key estate planning concepts and essential documents (will, durable power of attorney, healthcare proxy). • The tax filing process, including W-2/1099 forms, taxable vs. non-taxable income, and deductions.
Unit Objectives: Students will be able to...	• Compare auto, health, and renters insurance policies to select appropriate coverage limits and deductibles. • Analyze sample payroll paystubs and complete a simulated Federal and State income tax return. • Construct a professional resume, cover letter, and LinkedIn profile tailored to target career pathways. • Complete a FAFSA financial aid application simulation and compare postsecondary funding strategies. • Simulate an insurance claim, compare public and private coverage, and justify insurance choices including coastal flood exposure. Compare charities and volunteering across cultures, examine financial and employment-law violations, and explain estate planning documents. • Respond to unexpected Budget Challenge events, such as a car crash or a stolen or broken phone or laptop. Evaluate available resources, applicable coverage and repair or replacement costs; revise the household budget and justify the response (PB.4–5, RM.3–6, as applicable).

5. Evidence of Learning & Assessment Framework

Students demonstrate mastery of business concepts and financial literacy standards through a balanced assessment system incorporating formative, summative, benchmark, and authentic alternative assessments.

Assessment Category	Specific Assessment Methods & Implementation
Formative Assessments (Daily / Ongoing)	• Kahoot / Quizizz / I-Quiz interactive review games. • Daily exit tickets, quick writes, and journal reflections. • Teacher observation during collaborative group simulations. • In-class problem-solving worksheets and budget calculation drills. • NoRedInk business writing mechanics practice. • Budget Challenge embedded chapter quizzes, scheduled progress checks and feedback on household cash-flow decisions; use results to reteach concepts and guide revisions.
Summative Assessments (Unit Level)	• District Quarterly Benchmark Assessments (QBAs). • End-of-Unit comprehensive written examinations.

	• Individual and team business plan presentations. • Formally graded case study analysis papers (MLA/APA format).
Benchmark Assessments (Departmental)	• Departmental Benchmark Exams administered at the conclusion of each unit. • Pre-assessment and post-assessment growth tracking aligned to 2020 NJSLS-CLKS. • Standardized financial literacy performance tasks. • Unit evidence crosswalk: U1 EG.1–5 and FI.1–4 (tax/policy and banking comparison); U2 CFR.3 (ethical startup case); U3 CDM.1–10, CP.1–9, FP.1–7, PB.1–6 and RM.1–2 (loan lab, credit report, financial plan and Budget Challenge); U4 CFR.1–6, EG.6 and RM.3–7 (charity, consumer rights, estate and insurance case portfolio). All codes in this crosswalk use prefix 9.1.12. Assess each expectation using an individual rubric or item, not participation alone.
Alternative Assessments (Authentic Learning)	• Personal Budgeting & Financial Plan Portfolio. • Stock Market / Investment Portfolio Simulation project. • Low-cost Startup Business Pitch & Feasibility Study. • Mock Employment Interview & Digital Career Portfolio. • Budget Challenge® national financial literacy simulation: assess timely payments, cash-flow planning, savings, credit decisions, financial problem solving and reflective analysis. National ranking is motivational, not a grading criterion; use a standards-based rubric and provide accessible equivalent tasks when needed. • Evaluate the Budget Challenge decision journal and final reflection using evidence of bill payments, budget adjustments, 401(k) decisions and responses to unexpected events. Distinguish financial reasoning and individual learning from competition rank.

6. Integrated Differentiated Instruction & Accommodations

Student Subgroup	Required Accommodations & Modifications
Special Education & IEP Students	• Strict implementation of all Individualized Education Plan (IEP) modifications. • Differentiated assignments, chunked reading texts, and modified assessments. • Cooperative learning groups, teacher tutoring, and peer mentoring. • Provision of guided lecture notes, graphic organizers, and visual aids. • Provide accessible simulation alternatives and individualized supports consistent with IEP requirements.
504 Plan Students	• Strict implementation of all 504 plan accommodations. • Extended time on tests, quizzes, and project submissions. • Preferential seating, reduced visual distractions, and frequent check-ins. • Adaptive technology tools and text-to-speech software.
English Language Learners (ELL)	• Bilingual dictionaries, translation tools, and visual vocabulary word walls. • Simplified language instructions, peer tutoring, and native language support. • Scaffolded writing templates and Response to Intervention (RTI) strategies.

	• Use multilingual financial vocabulary, modeled transactions and accessible instructions; assess financial understanding without unnecessary language barriers.
Students at Risk of Academic Failure	• Parent/Teacher communication logs and weekly progress tracking. • Flexible deadlines, re-test opportunities, and mandatory tutoring support. • Direct instruction in study skills, organization, and time management.
Gifted & Talented Students	• Advanced research extensions (e.g. diversified portfolio risk and fee analysis). • Independent business creation projects and community mentorships. • Choice boards, open-ended problem solving, and leadership roles in group work.

7. Core Instructional Materials & Approved Resources

• Core Textbooks and Instructional Resources (subject to district approval): Glencoe Introduction to Business; NGPF (Next Gen Personal Finance) Curriculum; Federal Reserve Education Resources.
• Digital Learning Tools: Google Workspace for Education, Chromebooks, YouTube Education, Kahoot, Newsela, Turnitin.com, NoRedInk.
• Financial Literacy Software & Simulations: Stock Market Game (SMG), NGPF Bank Account & Credit Simulations, IRS Understanding Taxes online module.
• Community & Business Partnerships: Local Cape May Chamber of Commerce business mentors, Guest Speakers from local banking institutions, Structured Learning Experience (SLE) retail opportunities.
• Budget Challenge®: structured personal finance curriculum, chapter-based quizzes, scheduled household financial simulation, 401(k) retirement planning, unexpected-event decision-making and national high school competition (https://www.budgetchallenge.com/). Use district-authorized accounts and teacher-guided reflection; no real money is required.
• Supplemental professional framework: 2021 National Standards for Personal Financial Education (CEE/Jump$tart); not federal law.
• Official references (reviewed November 24, 2026): NJDOE 2020 NJSLS-CLKS, 9.1 grade 12, pp. 31–36; https://www.nj.gov/education/standards/clicks/ ; https://www.nj.gov/education/standards/clicks/finlit.shtml ; N.J.A.C. 6A:8, https://www.nj.gov/education/code/current/title6a/chap8.pdf ; NJDOE diversity and inclusion guidance, https://www.nj.gov/education/standards/dei/faqs/index.shtml .
• Administrative review: confirm course credit, local resource approvals, assessment policies, current 9.2/9.4 and interdisciplinary code alignment, and Board adoption date before implementation.