

PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

INTRODUCTION TO BUSINESS

Length of Course: Full Year

Elective/Required: Elective

School: High School

Student Eligibility: Grades 9-12

Credit Value: 5 Credits

Date Approved: August 24, 2015

INTRODUCTION TO BUSINESS

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Modifications will be made to accommodate IEP mandates for classified students.

Statement of Purpose

Introduction to Business is a full-year course designed to introduce the student to the environment of business. Students will begin by examining the world of business and how the economy affects their lives. Ethical and social responsibility issues will be discussed, followed by the increasing importance of international (global) business. Practical aspects of business will be examined: How businesses are owned, issues related to ownership, particularly small businesses, entrepreneurship and franchises. Management functions involved in developing and operating a business will be explained as well as creating a flexible organization and producing quality goods and services. The course will also examine human resource efforts organizations utilize to hire, develop, and retain their best employees along with employee motivation and satisfaction. Marketing will be in detail--marketing mixes, marketing environment forces, marketing plans, and buying behavior along with the four elements of a marketing mix: product, price, distribution and promotion. Students will learn how business firms use social media to build relationships with customers and promote their products and services. There will also be investigation of how companies use e-business to reduce expenses and increase sales and profits. Students will also examine the role of management information and how accounting is used to improve managerial decisions.

The course is designed to be an introduction to the business electives offered at the high school level. It incorporates marketing, accounting, economics, business ownership/entrepreneurship, management/organization, human resources, finance, investment, and legal aspects of the business environment.

The course has been designed to meet the newly revised career ready practices as per New Jersey State standards.

This curriculum guide was created by Eileen Plesnarski and Lydia Bachorik.

Course Outline

1. The Economic Environment of Business
 - The World of Business and Economics
 - Being Ethical and Socially Responsible
 - Exploring Global Business
2. Business Ownership and Entrepreneurship
 - Forms of Business Ownership
 - Small Business, Entrepreneurship, and Franchises
3. Management and Organization
 - Understanding the Management Process
 - Creating a Flexible Organization
 - Producing Quality Goods and Services
4. Human Resources
 - Attracting/Retaining the Best Employees
 - Motivating and Satisfying Employees and Teams
 - Union-Management Relations
5. Marketing
 - Building Customer Relationships Through Effective Marketing
 - Creating and Pricing Products To Customer Satisfaction
 - Wholesaling, Retailing, and Physical Distribution
 - Development of Integrated Marketing Communications
6. Accounting/Money Management
 - Exploring Social Media and e-Business
 - Using Management and Accounting Information for Decisions
7. Finance and Investment
 - Understanding Money, Banking, and Credit
 - Financial Management
 - Personal Finances and Investments
8. Business Law
 - The U.S. Legal System
 - How Laws Affects Businesses: Employment Law

Unit 1: The Business Environment--Economics, Ethics, Global Business

Targeted Standards: 9.2.12.C.4, 9.2.12.C.5, 9.2.12.C.7, 9.3.12.BM.6, 9.3.12.BM-MGT.2, 9.3.12.BM-MGT.3, 9.3.12.ED.2, 9.3.12.ED.5, 9.3.12.ED.6

Unit Objectives/Conceptual Understandings: Students will understand what must be done to be successful in the world of business. (1)Students will be able to justify their analysis of real world business situations by using the elements and relationships within a mixed market economy. (2)Students will be able to debate and justify their opinions on themes such as morals, values and principles.

Essential Questions: What is business, and how are profits made? What is the business cycle? What are the types of economic systems?
 1a: How would your life as a teenager be different if you lived in a society that embraces a command economy? 1b: What would happen to the U.S. economy if the nation’s water supply were estimated to be gone within 10 years? 1c: How can the U.S. avoid another Great Depression? 1d: What would happen to world economies if the U.S. dollar were no longer accepted as a monetary value of exchange?
 2a. How does a person or society determine what is ethical? 2b: Why do the lines between right and wrong sometimes seem to appear differently to different people? 2c: Are laws influenced by ethics or are ethics influenced by laws? 2d: Is it up to our society to dictate ethical behavior or should that be an individual’s choice?

Unit Assessment: Tests, Quizzes, and Projects/Assessments; Daily homework and summaries

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.2.12.C.4- Analyze how economic conditions and societal changes influence employment trends and future education. 9.2.12.C.5- Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.	Importance of studying business. Define business and identify potential risks and rewards Define economics and describe 2 types of economic systems: capitalism and command economy.	The student can: analyze inter-relationships among business, government and consumers in a mixed market economy; research current economic news events; write editorial briefs; analyze and construct graphs and charts based on the latest economic data.	Students will prepare a multimedia presentation that analyzes and explains the elements and relationships that exist within a mixed market economy. The presentation will also differentiate how a mixed economy contrasts with a command economy.	Formative assessments: Daily classwork Student/teacher interaction and discussion Classroom observations Summative assessments: Quizzes

Unit 1: The Business Environment--Economics, Ethics, Global Business (continued)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>9.2.12.C.7- Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.</p> <p>9.3.12.BM.6- Implement, monitor and evaluate business processes to ensure efficiency and quality results.</p> <p>9.3.12.BM-MGT.2- Access, evaluate and disseminate information for business decision making.</p> <p>9.3.12.BM-MGT.3- Apply economic concepts fundamental to global business operations.</p> <p>9.3.12.ED.2- Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> <p>9.3.12.ED.5- Demonstrate group collaboration skills to enhance professional education and training practice.</p>	<p>How to identify ways to measure economic performance.</p> <p>A mixed market economy provides economic opportunities and freedoms.</p> <p>Ethical behaviors are an essential element in a business's code of conduct.</p>	<p>The student can: differentiate between ethical and unethical behavior; analyze real world events in terms of laws, codes, and ethics; create a personal code of ethics.</p>	<p>Students will choose a country from a list of varied economic systems (e.g., China, Canada, North Korea, and Russia) and present a 3 to 5 minute economic report persuading listeners on the effectiveness of that country's use of natural, human, and capital resources.</p> <p>Students will research an ethical dilemma that occurred in a business (e.g., and insider trading scandal, unfair hiring practices, etc.). They will present on what occurred, how they would have handled it based on their formal code of conduct, and the implications of their decision.</p>	<p>Exams</p> <p>Projects</p>

Unit 1: The Business Environment--Economics, Ethics, Global Business (continued)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.3.12.ED.6- Analyze ethical and legal policies of professional education and training practice.			Students will compare and contrast ethics and the law by analyzing, discussing, and critiquing business issues such as: attempts to defeat competitive bidding; agreements that violate public policy; the sale of alcohol and tobacco; deceptive advertising; workplace conduct; insider trading.	
Resources: Textbook, Articles from internet/newspapers and magazines.			Instructional Adjustments: Modifications, Student Difficulties, Possible Misunderstandings Will include, but are not limited to: A. Re-reading of directions B. Providing visual aids C. Clarification of directions D. Chunking large assignments E. Preferential seating F. Making eye contact with students G. Re-focusing students' attention H. Other modifications will be made as necessary as per IEPs or other individual needs	

Unit 2: Business Ownership and Entrepreneurship

Targeted Standards: 9.3.12.BM.3; 9.3.12.BM-MGT.2; 9.3.12.BM-MGT.6; 9.3.12.BM-MGT.7

Unit Objectives/Conceptual Understandings: SWBA to identify basic concepts of entrepreneurship and business ownership

Essential Questions: What are the main sources of wealth? What are the traits of successful entrepreneurs? Are there different types of entrepreneurs? What is a franchise? What are the pros and cons of franchising? Are there other ways to start a business? Why do so many small businesses fail? What is a sole proprietorship? What is a partnership? What is a corporation? What are the advantages and disadvantages of each?

Unit Assessment:

Tests, Quizzes, and Projects/Assessments; Daily homework and summaries.

Project on starting a business (choosing type of business ownership).

Project on owning and operating your own business and legal issues to explore before investing money in a franchise.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.3.12.BM.3--Explore, develop and apply strategies for ensuring a successful business career. 9.3.12.BM-MGT.2--Access, evaluate and disseminate information for business decision making. 9.3.12.BM-MGT.6--Plan, monitor and manage day-to-day business activities to sustain continued business functioning.	SWBA to know the role and structure of the small business with the U.S. economy. SWBA to know the traits of an effective entrepreneur. SWBA to know the different types of entrepreneurs.	Students will be able to analyze various scenarios concerning forms of business ownership and integrate concepts while working in teams. Students will be able to devise conclusions based on knowledge of business ownership and entrepreneurship.	Analysis of Video Cases relating to entrepreneurship and types of business ownership. Critical thinking questions Business Decision Cases Online briefings with textbook related activities and exercises Knowledge/researching famous entrepreneurial partnerships.	Formative assessments: Daily classwork Student/teacher interaction and discussion Classroom observations Summative assessments: Quizzes

Unit 2: Business Ownership and Entrepreneurship (continued)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>9.3.12.BM-MGT.7--Plan, organize and manage an organization/department to achieve business goals.</p>	<p>SWBA to know the advantages and disadvantages of a sole proprietorship, partnership.</p> <p>SWBA to understand how a corporation is formed.</p> <p>SWBA to understand the difference between sole proprietorship and a partnership.</p> <p>SWBA to know the differences between a C corporation, an S corporation and a limited liability company.</p> <p>SWBA to know the different types of mergers and acquisitions.</p>			<p>Exams</p> <p>Projects</p>
<p>Resources: Textbook, Articles from internet/newspapers and magazines.</p>			<p>Instructional Adjustments: Modifications, Student Difficulties, Possible Misunderstandings</p> <p>Adjust quantity of student work to meet individual learning needs.</p>	

Unit 3: Management and Organization

Targeted Standards: 9.3.12.BM.1,9.3.12.BM.6, 9.3.12.BM-ADM.2, 9.3.12.BM-BIM.3, 9.3.12.BM-BIM.5, 9.3.12.BM-MGT.2, 9.3.12.BM-OP.2, 9.3.12.BM-OP.3,9.3.12.BM-OP.4,9.3.12.FN-BF.2, 9.3.MN-PPD.1,2,3,4,5,9.3.MN-PRO.3.4., 9.3.MN-QA.1,2,3,4,6

Unit Objectives/Conceptual Understandings: Importance of the role of management, functions, and skills. Understanding of operations management, production processes, and operations management planning and quality assurance.

Essential Questions: What is the management process? Why are managers needed, what do they do, what are their levels, and how do they make decisions? How does a business produce quality goods and services? What are the benefits of planning, and what is the planning process? What do organization charts show, and what three skills do managers need? How do leaders and managers differ and what are the different types of leaders? What is the process for obtaining high-quality goods and services? What are the various types of production processes and technologies, old and new? What factors should a business consider for effective production operations? How do top companies improve the quality of their products or services?

Unit Assessment: Team SWOT Analysis Project Evaluation of strengths, weaknesses, opportunities, and threats for a business, college or university. Research on profile of two managers who lead a business organization. (similarities, differences, challenges, goal, objectives, leadership strengths, strategies). Tests, Quizzes, and Projects/Assessments; Daily homework and summaries

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
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.6, --Implement, monitor and evaluate business processes to ensure efficiency and quality results.	Four functions of management: 1) planning, 2) organizing, 3) leading, and 4) controlling. Knowledge of the hierarchy of top, middle, and supervisory managers and how managers make decisions.	Analyze leadership qualities. Recognize the need for management for effectiveness and efficiency. Know the four functions they are supposed to perform as a manager.	Research on success and failure in business relating to operations management. Analysis of Video Cases relating to entrepreneurship and types of business ownership. Critical thinking questions Business Decision Cases	Formative assessments: Daily classwork Student/teacher interaction and discussion Classroom observations Summative assessments: Quizzes

Unit 3: Management and Organization (continued)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>9.3.12.BM-ADM.2--Access, evaluate and disseminate information for business decision making.,</p> <p>9.3.12.BM-BIM.3---Access, evaluate and disseminate information for business decision making.,</p> <p>9.3.12.BM-BIM.5--Plan, organize and manage an organization/department to achieve business goals.,</p> <p>9.3.12.BM-MGT.2--Access, evaluate and disseminate information for business decision making.,</p> <p>9.3.12.BM-OP.2--Develop and maintain positive customer relationships.,</p> <p>9.3.12.BM-OP.3--Apply inventory tracking systems to facilitate operational controls.</p> <p>9.3.12.BM-OP.4--Plan, monitor and manage day-to-day business activities to maintain and improve operational functions.</p>	<p>Benefits of planning, vision and mission statements, and strategic, tactical operational planning.</p> <p>Difference between organizing, leading, and controlling.</p> <p>Operations Management: How goods and services are produced.</p> <p>What to consider when choosing a facility location and layout, purchasing inventory.</p> <p>What is meant by supply-chain management?</p> <p>What is the purpose of a scheduling tool?</p> <p>TQM--Total Quality Management</p>	<p>Know the three levels of management--top, middle, and supervisory.</p> <p>Understand the purpose of practical decision making--effective, feasible? and ethical?</p> <p>Ability to implement and evaluate the solution chosen.</p> <p>Know the benefits and basis for planning.</p> <p>Be able to write Vision and Mission Statements</p> <p>Know the 3 levels of management: Strategic, Tactical, and Operational.</p> <p>Recognize the difference between a goal and an objective.</p> <p>Assess competition using strategic planning: SWOT Analysis</p>	<p>Online briefings with textbook related activities and exercises</p>	<p>Exams</p> <p>Projects</p>

Unit 3: Management and Organization (continued)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>9.3.12.FN-BF.2--Manage the use of financial resources to ensure business stability., 9.3.MN-PPD.1--Produce quality products that meet manufacturing standards and exceed customer satisfaction.</p> <p>9.3.MN-PPD.4--Implement continuous improvement processes in order to maintain quality within manufacturing production,</p> <p>9.3.MN-PPD.5--Develop procedures to create products that meet customer needs.</p>		<p>Ability to write a contingency plan.</p> <p>Recognize the importance of technical, human, and conceptual skills.</p> <p>Understand how leaders cope with change.</p> <p>Recognize leadership styles: autocratic, participative, and free-rein.</p> <p>Know and understand why control is needed and the steps in the control process.</p> <p>Know the 5 stages organizations tend to go through when they go into decline.</p> <p>Know the steps for implementing positive change.</p> <p>Understand how culture influences an organization's members.</p>		

Unit 3: Management and Organization (continued)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
		<p>Know and understand the formal side and types of an organization.</p> <p>Understand the importance of networks and teamwork for response to changing conditions.</p> <p>Operations, Production and Operations Management-- What it is and how it works.</p> <p>Differences in Operations Management</p> <p>Production and improvement of--definition of flexible manufacturing, lean manufacturing, and mass customization.</p> <p>Selection of a place for company operations.</p>		
<p>Resources: Textbook, Articles from internet/newspapers and magazines.</p>			<p>Instructional Adjustments: Modifications, Student Difficulties, Possible Misunderstandings</p> <p>Adjust quantity of student work to meet individual learning needs.</p>	

Unit 4: Human Resources

Targeted Standards: 9.3.12.BM-HR.1,2,3,4,5,6,7

Unit Objectives/Conceptual Understandings: Understand the importance of finding great people--building human capital.

Essential Questions: Why is human resource management important, and how are needs determined? How does a business attract and retain the best employees? How do firms get the best people and train them to do their best work? How should I handle employee evaluations, and the evaluation of myself? How can I reward the people who work for me?

Unit Assessment: Self-Assessment Project, Unit Test, Job Interview Project. Tests, Quizzes, and Projects/Assessments; Daily homework and summaries.

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.3.12.BM.HR.1--Describe and follow laws and regulations affecting human resource operations. 9.3.12.BM.HR.2--Access, evaluate and disseminate information for human resources management decision making. 9.3.12.BM.HR.3--Motivate and supervise personnel to achieve completion of projects and business goals. 9.3.12.BM.HR.4--Plan, monitor and manage the use of financial and human resources to ensure a	Importance of human resource management. Determine the human resources needed. Areas of human resource law. Process of recruiting, selection, orientation, training and development. Performance appraisal and providing employee feedback.	How to prepare for a Job Interview. How to handle appraisal feedback. How to handle criticism from a boss. How to create a status report and action plan. How to motivate employees. Ability to write a job analysis.	Mock interview Write a job analysis--figuring out the job and specifications. Prediction of future employee needs. Mock selection process of job applicants to hire. Create a resume. Perform a reference check, credit check.	Formative assessments: Daily classwork Student/teacher interaction and discussion Classroom observations Summative assessments: Quizzes Exams Projects

Unit 4: Human Resources (continued)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
business's financial well-being. 9.3.12.BM.HR.5--Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction. 9.3.12.BM.HR.6--Plan, monitor and manage day-to-day business activities to foster a healthy and safe work environment. 9.3.12.BM.HR.7--Plan, organize and implement compensation, benefits, health and safety programs.	Process of compensating, promoting, and disciplining.		Create a plan for mentoring. Write a performance appraisal. (objective/subjective)	
Resources: Textbook, Articles from internet/newspapers and magazines.			Instructional Adjustments: Modifications, Student Difficulties, Possible Misunderstandings Adjust quantity of student work to meet individual learning needs.	

Unit: 5 Marketing

Targeted Standards: 9.3.12.ED.2, 9.3.12.ED.3, 9.3.12.ED.5, 9.3.MK.1, 9.3.MK.2, 9.3.MK.9, 9.3.MK.10, 9.3.MK-COM.1, 9.3.MK-COM.4, 9.3.MK-COM.5

Unit Objectives/Conceptual Understandings: Students will be able to analyze and evaluate existing marketing strategies to determine their effectiveness upon consumers, and implement a variety of promotional strategies that form the foundation of marketing.

Essential Questions: What is marketing, how has it evolved, and what exactly are companies marketing? How are consumers influenced to buy through effective marketing? How are products marketed How are markets classified? How does marketing research work, and what is the external marketing environment?

Unit Assessment: Tests, Quizzes, and Projects/Assessments; Daily homework and summaries

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures. 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training	Marketers must use the marketing mix to entice consumers. Channels of Distribution, Marketing Mix, SWOT Analysis, PEST Analysis, Sample Size, Product Evaluation, Stages of Product Development, Green Market, Packaging, Promotion, Publicity, Public Relations, Advertising, Special Promotions, Personal	The student can: analyze and evaluate existing marketing strategies to determine their effectiveness; implement a variety of promotional strategies that form the foundation of marketing including: persuasive advertising copy, slogan writing, and logo and package design.	Students will apply the four components of the marketing mix to create and design an original product idea that includes: written product description; product package design; promotional product plan; product distribution plan. Students will critique a list of successful marketing campaigns for their effectiveness. These campaigns should include	Formative assessments: Daily classwork Student/teacher interaction and discussion Classroom observations Summative assessments: Quizzes Exams Projects

Unit: 5 Marketing (Con't)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.</p> <p>9.3.MK.1 Describe the impact of economics, economics systems and entrepreneurship on marketing.</p> <p>9.3.MK.2 Implement marketing research to obtain and evaluate information for the creation of a marketing plan.</p> <p>9.3.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome.</p> <p>9.3.MK.10 Use marketing strategies and processes to determine and meet client needs and wants.</p> <p>9.3.MK-COM.1 Apply techniques and strategies to convey ideas and information through marketing communications.</p>	<p>Selling, Branding, Company Endorsements</p>		<p>color print ads, TV commercials, Internet pop-up ads, banner ads, company web sites, and streaming video ads. Students will research company sales figures to determine if the marketing campaign costs were justified.</p>	

Unit: 5 Marketing (continued)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.3.MK-COM.4 Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities. 9.3.MK-COM.5 Communicate information about products, services, images and/or ideas to achieve a desired outcome.				
Resources: Textbook, Articles from internet/newspapers and magazines.			Instructional Adjustments: Modifications, Student Difficulties, Possible Misunderstandings Will include, but are not limited to: A. Re-reading of directions B. Providing visual aids C. Clarification of directions D. Chunking large assignments E. Preferential seating F. Making eye contact with students G. Re-focusing students' attention H. Other modifications will be made as necessary as per IEPs or other individual needs	

Unit 6: Accounting

Targeted Standards: 9.3.12.ED.2, 9.3.12.ED.3, 9.3.12.ED.5, 9.3.21.BM-MGT.1, 9.3.12.BM-MGT.2, 9.3.12.BM-MGT.5, 9.3.12.BM-MGT.6, 9.3.12.FN.1, 9.3.12.FN.2, 9.3.12.FN-ACT.1, 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4

Unit Objectives/Conceptual Understandings: Students will be able to maintain accurate financial statements for a business, analyze the financial status of a business, and make recommendations based on their analysis.

Essential Questions: What are the six parts of the accounting process? What are the three important financial statements? Why is it important to build relationships with customers?

Unit Assessment: Tests, Quizzes, and Projects/Assessments; Daily homework and summaries

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures. 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.	Accurate accounting is imperative in running a successful business. Taxes are a social and civic responsibility. Accounting Equation, Debit, Credit, Liability, Balance Side, Revenue, Expense, Net Income, Net Loss, Balance Sheet, Income Statement, Double Ruling, Profit, Loss, Budget, Bank Statement, Check, Canceled Check, Checking Account,	Students will be able to independently create an accounting cycle for an imaginary business. Students must account for revenue, expenses, and taxes. Students will also have to assess the financial status of the business by analyzing the accounting statements they created. Students will predict the future direction of the	Students will work on keeping the books for a fictitious business. They will begin with journal entries, and work their way through the financial statements. Students will keep a personal budget for 2 weeks. They will record all money received and all money spent. Students will analyze their budget when completed. The class will discuss the importance of a budget and the	Formative assessments: Daily classwork Student/teacher interaction and discussion Classroom observations Summative assessments: Quizzes Exams Projects

Unit 6: Accounting (continued)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>9.3.21.BM-MGT.1 Describe and follow laws and regulations affecting business operations and transactions.</p> <p>9.3.12.BM-MGT.2 Access, evaluate and disseminate information for business decision making.</p> <p>9.3.12.BM-MGT.5 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.</p> <p>9.3.12.BM-MGT.6 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.</p> <p>9.3.12.FN.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision making in the finance industry.</p>	<p>Deposit Slip, Endorsement, Reconciling, External Controls, Internal Controls, Deductions, Direct Deposit, Exemption, Gross Earnings, Net Pay, Overtime Rate, Payroll Register, Salary, Timecard, Wage, FICA, Medicare, Taxes, Disposable Income</p>	<p>company based on their assessment.</p>	<p>repercussions of not having one.</p>	

Unit 6: Accounting (continued)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>9.3.12.FN.2 Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.</p> <p>9.3.12.FN-ACT.1 Describe and follow laws and regulations to manage accounting operations and transactions.</p> <p>9.3.12.FN-ACT.2 Utilize accounting tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.</p> <p>9.3.12.FN-ACT.3 Process, evaluate and disseminate financial information to assist business decision making.</p> <p>9.3.12.FN-ACT.4 Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop an accounting career.</p>				

Unit 6: Accounting (continued)

Resources: Textbook, Articles from internet/newspapers and magazines.

Instructional Adjustments: Modifications, Student Difficulties, Possible Misunderstandings
Will include, but are not limited to:

- A. Re-reading of directions
- B. Providing visual aids
- C. Clarification of directions
- D. Chunking large assignments
- E. Preferential seating
- F. Making eye contact with students
- G. Re-focusing students' attention
- H. Other modifications will be made as necessary as per IEPs or other individual needs

Unit 7: Finance and Investment

Targeted Standards: 9.3.12.FN-BNK.1,2,3,4,5,6,7; 9.3.12.FN-BF.1.2.3.4; 9.3.12.FN-SEC.1, 2,3,4,5

Unit Objectives/Conceptual Understandings: Students will be provided with a basic guide to finances, money, and banking. Students will understand securities---money market instruments, bonds, and stocks and other investments: mutual funds, exchange-traded funds, and commodities. Students will understand the process of buying and selling securities along with five investment strategies.

Essential Questions: What is financial management, and what are the parts of a financial plan? If I ever have to find money for my company, what should I do? What is money and the money supply, and how does money get into the banking system? How do banks differ from nonbanks, and how do they protect depositors? How has the banking system changed, and why did it get in trouble in recent years? How do I start buying and selling securities? Why would I be attracted to investing in mutual funds, exchange-traded funds, or commodities? Which investment strategy would be best for me?

Unit Assessment: Tests, Quizzes, and Projects/Assessments; Daily homework and summaries

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.3.12.FN-BNK.1--Describe and follow laws and regulations to manage business operations and transactions in the banking services industry. 9.3.12.FN-BNK.2--Create and maintain positive, ongoing relationships with banking customers. 9.3.12.FN-BNK.3--Manage the use of financial resources to enhance	Purpose and function of financial management. Importance of risk-return trade-off. Purpose of a financial plan and the 3 parts of the plan--forecasting, budgeting, and financial controls. The four reasons why firms borrow money.	Identify fundamental concepts that affect financial decisions and identify the primary responsibilities of a financial manager. Describe the budgeting process. Compare the advantages and disadvantages of debt and equity financing and explain considerations in choosing from financing alternatives.	Hands on Exercise to Learn how Credit Card Companies Profit from consumer debt. Stock market activities--choose stocks and watch them over a month to determine gain or loss. Investigate a company and report on any significant financial news, outstanding legal issues, net income,	Formative assessments: Daily classwork Student/teacher interaction and discussion Classroom observations Summative assessments: Quizzes Exams

Unit7: Finance and Investment (continued)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
banking performance. 9.3.12.FN-BNK.4-- Demonstrate the use of banking technology and equipment. 9.3.12.FN-BNK.5--Plan, monitor and manage the day-to-day activities within a banking organization to ensure secure operations. 9.3.12.FN-BNK.6--Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop a career in banking services. 9.3.12.FN-BNK.7-- Determine client needs and wants and respond through planned, personalized communication to guide purchase decisions and enhance future business opportunities in banking services. 9.3.12.FN-BF.1--Describe and follow laws and regulations to manage business operations and	Definition of money --its characteristics and function. The role of the Fed and Commercial Banks. Difference in types of banks and other financial institutions. The changing banking environment--regulation, deregulation and financial panics. Role of securities, money market instruments--bonds and stocks in relation to investing for the future.	Students will be able to analyze various scenarios concerning banking and securities and integrate concepts learned in class while working in teams. Students will be able to analyze various business scenarios on investing and banking and devise conclusions based on concepts learned throughout the course.	earnings per share for the fiscal year, along with ongoing cash flow issues. Choose an article from a business journal or newspaper (print or online) that discusses the financial arrangement or strategies of a company. Team project--Build an operating expense budget worksheet for a franchise.	Projects

Unit7: Finance and Investment (continued)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>transactions in corporate finance.</p> <p>9.3.12.FN-BF.2--Manage the use of financial resources to ensure business stability.</p> <p>9.3.12.FN-BF.3--Utilize career-planning concepts, tools and strategies to explore, obtain, and/or develop in a corporate finance career.</p> <p>9.3.12.FN-BF.4--Employ risk-management strategies and techniques in corporate finance to minimize business loss.</p> <p>9.3.12.FN-SEC.1--Describe and follow laws and regulations to manage business operations and transactions in the securities and investments industry.</p>				

Unit7: Finance and Investment (continued)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>9.3.12.FN-SEC.2--Manage the use of financial resources to perform key duties in the securities and investments industry.</p> <p>9.3.12.FN-SEC.3--Plan, monitor and manage day-to-day securities and investments operations.</p> <p>9.3.12.FN-SEC.4--Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop in a securities and investments career.</p> <p>9.3.12.FN-SEC.5--Determine client needs and wants and respond through planned, personalized communication to guide purchase decisions and enhance future securities and investments opportunities.</p>				
<p>Resources: Textbook, Articles from internet/newspapers and magazines.</p>			<p>Instructional Adjustments: Modifications, Student Difficulties, Possible Misunderstandings Adjust quantity of student work to meet individual learning needs.</p>	

Unit 8: Business Law

Targeted Standards: 9.3.12.ED.2, 9.3.12.ED.3, 9.3.12.ED.5, 9.3.LW-LEG.1, 9.3.LW-LEG.2, 9.3.LW-LEG.3, 9.3.LW-LEG.8, 9.3.LW-LEG.9

Unit Objectives/Conceptual Understandings: Presents the historical foundation and the evolution of the U.S. legal system. Emphasizes the origin and the types of laws the system contains.

Describe the use of agency, employment, and independent contracting by local business. Discuss how state and federal laws affect employment relationships. Describe employment contracts. List the types of labor relationships students may encounter. Describe labor laws in the United States.

Essential Questions: What is the difference between common law and positive law? What is the origin of the U.S. legal system? What are the four sources of law? What are the differences between the four sources of law? What are the three levels of federal courts? What are the various types of state and local courts? What are the jurisdictions of the federal and state courts?

What is the difference between an employer and an employee? What are the duties and responsibilities of each? What is the difference between an independent contractor and an agent? What is the difference between part-time, full-time, temporary, freelance workers? What is Title VII of the Civil Rights Act? How does it apply to employment? What does the Equal Pay Act of 1963 prohibit? How does the government become involved in the employment relationship? How does it benefit the employee? The employer? What does the minimum wage affect global competition? What are the different types of power of attorney? What is a non-compete clause in an employment contract? What is sexual harassment? Why is workers compensation a requirement of all employers?

Unit Assessment: Tests, Quizzes, and Projects/Assessments; Daily homework and summaries

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. 9.3.12.ED.3 Use critical thinking to process educational communications,	US Law and Justice Recall the history of the law Identify the four stages of law and distinguish between criminal, civil, procedural and substantive laws.	To develop a realistic view of the law at work to help distinguish between the various levels of the legal system. To evaluate whether or not a law is achieving its intended purpose.	Ability to evaluate which strategy is practical in resolving disputes.	Formative assessments: Daily classwork Student/teacher interaction and discussion Classroom observations

Unit 8: Business Law (continued)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>perspectives, policies and/or procedures.</p> <p>9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.</p> <p>9.3.LW-LEG.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) in the legal services environment.</p> <p>9.3.LW-LEG.2 Interpret nonverbal communication cues in order to discern facts from fabrication.</p> <p>9.3.LW-LEG.3 Produce written legal materials using writing strategies applicable to the legal services environment.</p> <p>9.3.LW-LEG.8 Analyze the influence of the three branches of the U.S. Government (judicial, legislative and executive) on the legal services.</p>	<p>Types of US Law Identify the four sources of law and distinguish between statutes, administrative regulations and case law.</p> <p>Apply the Bill of Rights to their everyday lives. Summarize how the amendments pertain to their lives today Identify the various types of Federal, State and Local Courts.</p> <p>Analyze the role and importance of agency law and employment law. Describe rights and duties of employee, employer, and independent contractor and other important aspects of employment.</p>	<p>The relationship between employers and employees is based on mutual trust, responsibility and ethics</p>		<p>Summative assessments:</p> <p>Quizzes</p> <p>Exams</p> <p>Projects</p>

Unit 8: Business Law (continued)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>perspectives, policies and/or procedures. 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice. 9.3.LW-LEG.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) in the legal services environment. 9.3.LW-LEG.2 Interpret nonverbal communication cues in order to discern facts from fabrication. 9.3.LW-LEG.3 Produce written legal materials using writing strategies applicable to the legal services environment. 9.3.LW-LEG.8 Analyze the influence of the three branches of the U.S. Government (judicial, legislative and executive) on the legal services.</p>	<p>Employment Law Understand how and why agencies are created. Know what the agents' and principals' duties and authority are. Explain the legal rights and duties involved in the employer/employee relationship. Understand how to terminate the employment relationship. Understand the equal employment opportunity regulations. Know about employment contracts. SWBAT understand the regulations involving job safety.</p> <p>Child Labor Laws List and discuss child labor laws. Demonstrate what they have learned about child labor laws through class debate</p>			

Unit 8: Business Law (continued)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
	<p>Students will list the pros and cons of whether child labor should be permitted today</p> <p>Worker Safety Provide examples of health and safety protections in the workplace. Make connections between past events and present laws that protect the health and safety of workers. Analyze government and organized labor solutions to a workplace safety concern. Recommend a solution to a workplace safety problem. Identify actions individuals can take on their own to reduce the chance of injury or death on the job.</p>			

Unit 8: Business Law (continued)

Resources: Essential Materials, Supplementary Materials, Links to best practices

Instructional Adjustments: Modifications, Student Difficulties, Possible Misunderstandings
 Will include, but are not limited to:

- A. Re-reading of directions
- B. Providing visual aids
- C. Clarification of directions
- D. Chunking large assignments
- E. Preferential seating
- F. Making eye contact with students
- G. Re-focusing students' attention
- H. Other modifications will be made as necessary as per IEPs or other individual needs