

Business Organization and Management 2023 Curriculum Guide

Content Area: **Business**
Course(s):
Time Period: **1st Semester**
Length: **Sample Length**
Status: **Published**

Title Page

Business Organization and Management

Single Semester Course

SWMHS

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Unit 1: Business in Global Economic Environment

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Unit 4: U.S. Economy versus other countries

Statement of Purpose

COURSE DESCRIPTION

Students will learn basic concepts about business organizational and managerial structures. Students will utilize terminology related to management, obtain skills in handling management decisions, and understand the business environment from a management point of view. The areas and topics explored in this course include marketing, management, finance, small business, globalization, social responsibility, motivation, and many more.

Students will gain knowledge and experience through lectures, case studies, practical exercises, research, and special topic presentations. The internet will be utilized to allow students the opportunity to develop and expand their knowledge of all areas of business. Student research projects such as: Investing in the Stock Market, Developing and Marketing a New Breakfast Cereal, and Lower Risks of High School Students will be

infused into the curriculum. Students will walk away with life lessons and confidence in the business world.

Unit 1: Business in the Global Economic Environment

Content Area: **Business**
Course(s): **Business Org/Mgt, Business Org. (s), Essentials of Marketing, Life Skills/Financial Literacy 10, Economics**
Time Period: **September/Month 1**
Length: **Four Weeks**
Status: **Published**

Summary of the Unit

In this unit, students will learn about the U.S. economic system, how it compares to other economies, and how economic decisions are made. The United States operates in a global economy and it is affected by economic decisions made around the world. Decisions made by U.S. businesses can also affect citizens of other countries. Businesses, consumers, and governments have responsibilities to make decisions that are effective, fair, and contribute to the well-being of individual and the environment.

Enduring Understandings

- Compare and contrast needs and wants, goods and services, and describe the types of economic resources
- Describe the basic economic problem and explain the steps of the decision-making process
- Identify the three economic questions, differentiate among the main types of economic systems, and describe the economic system
- Describe supply and demand verbally and with graphs and how it affects prices
- Define gross domestic product, economic measures of labor and consumer spending
- Describe the four phases of the business cycle, how inflation and deflation affect consumer buying power, and the importance of interest rates
- Discuss the investment activities that promote economic growth, borrowing activities, and future concerns of economic growth
- Describe trade activities among nations, compare balance of trade and balance of payments, and list four factors that affect the value of global currencies
- Describe the components of international business, formal trade barriers, and actions to encourage international trade
- Discuss activities of multinational companies, common international business entry modes, and activities of international trade organizations and agencies.
- Describe social responsibility issues, benefits and costs of social responsibility, and the purpose of a code of ethics in business.
- Identify the roles and levels of government, protection and the the legal system, and types of intellectual property
- Explain action by government to regulate and assist business, and efforts by government to raise money.

Essential Questions

- How do you decide what to buy or even if you need to buy at all?
- What is the basic economic problem?
- What goods and services will be produced?
- How will goods and services be produced?
- Who decides what goods and services will be produced?
- What are the advantages of being a consumer in a market economy?
- How might economic ups and downs affect small business owners?
- What are the pros and cons of a local government borrowing funds to finance projects?
- How might U.S. manufacturing be affected if imports were not available?
- How does preserving the environment benefit business?

Summative Assessment and/or Summative Criteria

- Teacher observation
- Classwork-handouts, supplemental materials, and activities.
- Exit Ticket
- Test/Quiz

- SW participated in Project-Based Learning Country/Economy/Government

Resources

- Discussion Do Now: Predicting, connecting, and questioning activity
- Real world strategies and case studies.
- Business Vision focus on current technology and e-commerce issues in the business world.
- Business in Your Life: relates to student life scenarios ahead of topics in the lesson
- Planning a Career in...features correlate to the 16 Career Clusters and present the education, training, work experience, and industry opportunities for a variety of business-related career paths
- Internet activities
- Classroom edition *Bloomberg*
- Workplace Literacy focuses on the skills and knowledge students will need to succeed in today's workplace.
- PowerPoint presentations
- MindTap - personalized digital platform that allows for immediate feedback and ability to monitor engagement in real time

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Business in the Global Economic Environment (four weeks)	<p>SW understand why global trade is important to the US</p> <p>SWBAT Explain why nations trade.</p> <p>SW understand what the barriers are to international trade.</p> <p>SWBAT explain the threats and opportunities that exist in the global marketplace.</p> <p>SW participated in Project-Based Learning Country/Economy/Government</p>	<p>Instructional Strategies and Procedures: Google Slide Presentation and Worksheets</p> <p>Define key terms on paper Think Critically questions from Business Vision readings Checkpoint questions to assess understanding at key points of the lesson. Assessments at the end of chapters Quizzes after every two chapters (four total), one cumulative test and one quarterly exam Select a country to describe government,</p>	<p>Quiz/Test Students will work on critical thinking, math, geography, communication, and history questions connecting the material learned.</p> <p>Check for Understanding questions</p>

		<p>culture, currency, economy, and other criteria. Choose countries in handout. Create a slide show to present to the class. Research economic sites in handout.</p> <p>Assemble in teams of two to present projects.</p>	
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Standards addressed in this unit:

BUS.9-12.9.4.12.D.(1).1	Obtain and convey ideas and information in order to conduct business transactions.
BUS.9-12.9.4.12.D.(1).2	Demonstrate knowledge of the principles of human resource development to enhance productivity and job satisfaction.
BUS.9-12.9.4.12.D.(1).4	Demonstrate knowledge of the principles of conducting successful day-to-day business activities to sustain business functions and to prepare for unexpected events.
MKED.9-12.9.4.12.N.(1).1	Evaluate and summarize the concepts, strategies, and systems used to obtain and convey ideas and information in this pathway.

Suggested Modifications for Special Education, ELL and Gifted Students

ELL Students

- *Extended time*
- *Build background/vocabulary*
- *Rephrase questions, directions, and explanations*
- *Scaffolded questioning*
- *Use visuals/pictures throughout unit*
- *Student choice activities*
- *Provide word bank*

Special Education/504 Plans (follow all IEP/504 modifications which may include the following:

- *Extended time*
- *Multi-sensory instruction*
- *Flexible grouping*
- *Graphic Organizers*
- *Peer buddies*
- *Chunk information*
- *Scaffolded questioning*
- *Use of graph paper*
- *Provide word bank*

Suggested Technological Innovations/Use

MindTap - personalized digital platform that allows for immediate feedback and ability to monitor engagement in real time

- Lesson Reviews
- Chapter Quizzes
- Matching/Term Review
- Customization options for coursework

Cross Curricular/21st Century Connections

Career Awareness and Planning

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

Example: Have students research careers in art and what type of education is needed for various artistic endeavors.

Creativity and Innovation

- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.

Example: Have students identify possible career paths based on their interests, talent, and skill.

Critical Thinking and Problem-Solving

- 9.4.12.CT.1: Identify problem-solving strategies used to develop an innovative product or practice.

Example: Challenge students to think beyond the basics by initiating serious discussions about what makes one piece distinct. Ask “why,”

“how,” and “what if” questions when discussing characteristics of specific works.

Ask individuals or small groups of students to define problems and suggest solutions. Use student-generated problems/questions in class activities.

Cross-Curricular Connections.

English Language Arts

- Business Plan writing (NJSLS.ELA-LITERACY.W.11-12.10)
- Close reading of legal documents or business contracts (NJSLS.ELA-LITERACY.RL.11-12.1)
- Create a brochure for entrepreneurial venture (NJSLS.ELA-LITERACY.W.11-12.6)
- Keep a running word wall of industry related vocabulary (NJSLS.ELA-LITERACY.RL.11-12.4)

Social Studies

- Research the history of an industry (NJSLS 6.1.12.CivicsPD.16.a)
- Use historical references to solve problems (NJSLS 6.1.12.EconNE.16.a)

World Language

- Translate market research for business-content (NJSLS.7.1.IM.IPRET.1)
- Create a translated index of business and industry vocabulary (NJSLS 7.1.IH.IPRET.4)
- Generate a translated list of words and phrases

Math

- Research salaries of business professionals for a geographic area and juxtapose against local cost of living (NJSLS.CR 9.2.12.CAP.4)
- Determine cost of business education and financial support for those seeking a career in business (NJSLS.CR 9.2.12.CAP.4)

Fine & Performing Arts

- Create a website telling potential customers about your product/service and its benefits (NJSLS: VPA1.3.12.D.2)
- Design and create an infographic explaining the footprint of your business and its support for the earth, climate and /or sustainability (NJSLS: VPA 1.4.12.B,2)

Science

- Research the latest developments in the related industry of your business venture (NJSLS 9.2.12.C.1)
- Research latest developments in product or service of your business venture (NJSLS 9.2.12.C.1)
- Investigate applicable use of your product/service in STEM fields (NJSLS9.2.12.C.3)

related to industry in a specific culture (NJSLS
7.1.IM.IPRET.1)

Unit 2: Business Operations and Technology

Content Area: **Business**
Course(s): **Business Org/Mgt, Business Org. (s), Essentials of Marketing, Life Skills/Financial Literacy 10, Economics**
Time Period: **October/ Month 2**
Length: **Five Weeks**
Status: **Published**

Summary of the Unit

In this unit, students will learn how businesses use marketing to communicate with customers. Computers and technology increase the speed and accuracy of complex business decisions. Financial planning and management ensure adequate resources are available and used efficiently. Businesses must identify risks and plan for risk reduction.

Enduring Understandings

- Explain important marketing concepts, steps and the consumer decision-making process.
- Justify the importance of marketing research and describe how services differ from products.
- Understand how marketers determine what to charge for a product and explain the distribution element of the marketing mix.
- Explain the importance of communication in promoting products and services and identify the common types of promotion.
- Identify the main elements of computer systems, common computer networks, and the role of software in information technology systems.
- Describe the components of management information system , identify computer applications in service industries and e-commerce activities.
- Explain some ways in which technology is used and social concerns related to technology.
- Explain the basic financial equation, the steps in budget preparation for a business and the four types of business budgets.
- Identify several types of financial records businesses need to maintain
- Describe the components of a business payroll system and how payments are prepared.
- Recognize the financial information managers use to make decisions.
- Describe the role of producers in the economy and the forms of production and compare and contrast the various forms of manufacturing.
- Identify the activities involved in product development, production planning, inventory management, and manufacturing procedures.
- Discuss the importance of effective business operations and the tools used to manage business operations.
- Identify the types of risks businesses face.
- Understand the considerations involved in purchasing insurance.
- Describe why business risks are insurable, the risks and challenges in international operations and the strategies a company can use to reduce those risks.

Essential Questions

- Why does each marketing function need to be performed whenever a product or service is sold?
- Why are prices generally lower at a large warehouse store?
- What questions would help a salesperson determine the best clothing and jewelry to recommend to a customer?
- What are the benefits of using a spreadsheet for performing calculations?
- What is the advantage to businesses of using robots to perform work task?
- What health concerns have resulted from the use of computer technology?
- Why must business owners set budget goals?
- What are the benefits of keeping financial records on a computer as opposed to manual record keeping?
- In addition to wages, what types of benefits might employers offer to employees as competition?
- What does it mean if your company's net income ratio increases from year to year.
- What are the benefits of making a model of a new product before actually producing it?
- Why is inventory management an important manufacturing activity?
- How should continuous process improvement affect the prices that consumers pay for products?
- What are some complications that might occur when scheduling the transportation of goods?
- In addition to health insurance, what other types of insurance might an employer purchase on employee's behalf?
- What can brick-and-mortar stores do to attract customers who have turned to the Internet for shopping?

Summative Assessment and/or Summative Criteria

- Teacher observation
- Classwork-handouts, supplemental materials, and activities.
- Exit Ticket
- Test/Quiz

Resources

- Discussion Do Now: Predicting, connecting, and questioning activity
- Real world strategies and case studies.
- Business Vision focus on current technology and e-commerce issues in the business world.
- Business in Your Life: relates to student life scenarios ahead of topics in the lesson
- Planning a Career in...features correlate to the 16 Career Clusters and present the education, training, work experience, and industry opportunities for a variety of business-related career paths
- Internet activities
- Classroom edition *Bloomberg*
- Workplace Literacy focus on the skills and knowledge students will need to succeed in today's workplace.

- PowerPoint presentations
- MindTap - personalized digital platform that allows for immediate feedback and ability to monitor engagement in real time

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Marketing, Financial, and Risk Management (four weeks)	<p>SW understand what is the marketing concept and relationship-building.</p> <p>SWBAT to identify and explain the stages of the product life cycle.</p> <p>SWBAT to explain the sectors of the business environment, and how changes in them influence business decisions.</p> <p>SW understand what the basic microeconomic concepts of demand and supply are and how they establish prices.</p> <p>SW understand how operations managers</p>	<p>Instructional Strategies and Procedures: Google Slide Presentation and Worksheets</p> <p>Define key terms on paper</p> <p>Think Critically questions from Business Vision readings</p> <p>Checkpoint questions to assess understanding at key points of the lesson.</p> <p>Assessments at the end of chapters</p> <p>Quizzes after every two chapters (four total), one cumulative test and one quarterly exam</p> <p>Select a country to describe government,</p>	<p>Quiz/Test</p> <p>Students will work on critical thinking, math, geography, communication, and history questions connecting the material learned.</p> <p>Check for Understanding questions</p>

	<p>schedule and control production and mitigate risk.</p>	<p>culture, currency, economy, and other criteria. Choose countries in handout. Create a slide show to present to the class. Research economic sites in handout.</p> <p>Assemble in teams of two to present projects.</p>	
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Standards Covered in these Activities and This Unit:

BUS.9-12.9.4.12.D.(1).1	Obtain and convey ideas and information in order to conduct business transactions.
BUS.9-12.9.4.12.D.(1).2	Demonstrate knowledge of the principles of human resource development to enhance productivity and job satisfaction.
BUS.9-12.9.4.12.D.(1).4	Demonstrate knowledge of the principles of conducting successful day-to-day business activities to sustain business functions and to prepare for unexpected events.
MKED.9-12.9.4.12.N.(1).1	Evaluate and summarize the concepts, strategies, and systems used to obtain and convey ideas and information in this pathway.

Suggested Modifications for Special Education, ELL and Gifted Students

ELL Students

- *Extended time*
- *Build background/vocabulary*
- *Rephrase questions, directions, and explanations*
- *Scaffolded questioning*
- *Use visuals/pictures throughout unit*
- *Student choice activities*
- *Provide word bank*

Special Education/504 Plans (follow all IEP/504 modifications which may include the following:

- *Extended time*
- *Multi-sensory instruction*
- *Flexible grouping*
- *Graphic Organizers*
- *Peer buddies*
- *Chunk information*
- *Scaffolded questioning*
- *Use of graph paper*
- *Provide word bank*

Suggested Technological Innovations/Use

MindTap - personalized digital platform that allows for immediate feedback and ability to monitor engagement in real time

Lesson Reviews
 Chapter Quizzes
 Matching/Term Review
 Customization options for coursework

Cross Curricular/21st Century Connections

Career Awareness and Planning

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

Example: Have students research careers in art and what type of education is needed for various artistic endeavors.

Creativity and Innovation

- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.

Example: Have students identify possible career paths based on their interests, talent, and skill.

Critical Thinking and Problem-Solving

- 9.4.12.CT.1: Identify problem-solving strategies used to develop an innovative product or practice.

Example: Challenge students to think beyond the basics by initiating serious discussions about what makes one piece distinct. Ask “why,”

“how,” and “what if” questions when discussing characteristics of specific works.

Ask individuals or small groups of students to define problems and suggest solutions. Use student-generated problems/questions in class activities.

Cross-Curricular Connections

English Language Arts

- Business Plan writing (NJSLS.ELA-LITERACY.W.11-12.10)
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Social Studies

- Research the history of an industry (NJSLS 6.1.12.CivicsPD.16.a)
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- Create a translated index of business and industry vocabulary (NJSLS 7.1.IH.IPRET.4)
- Generate a translated list of words and phrases

Math

- Research salaries of business professionals for a geographic area and juxtapose against local cost of living (NJSLS.CR 9.2.12.CAP.4)
- Determine cost of business education and financial support for those seeking a career in business (NJSLS.CR 9.2.12.CAP.4)

Fine & Performing Arts

- Create a website telling potential customers about your product/service and its benefits (NJSLS: VPA1.3.12.D.2)
- Design and create an infographic explaining the footprint of your business and its support for the earth, climate and /or sustainability (NJSLS: VPA 1.4.12.B,2)

Science

- Research the latest developments in the related industry of your business venture (NJSLS 9.2.12.C.1)
- Research latest developments in product or service of your business venture (NJSLS 9.2.12.C.1)
- Investigate applicable use of your product/service in STEM fields

Unit 3: Personal Financial Management

Content Area: **Business**
Course(s): **Business Org/Mgt, Business Org. (s), Essentials of Marketing, Life Skills/Financial Literacy 10, Economics**
Time Period: November/Month 3
Length: **Five Weeks**
Status: **Published**

Summary of the Unit

In this unit, students will learn the components of personal finance management. Financial options are determined by daily money-management skills including budgeting and the use of credit. Selection and use of banking services will also be explored. Knowledge of savings, investments, and insurance alternatives will help to provide for long-term financial security.

Enduring Understandings

- Identify major sources of consumer information, explain how to make wise buying decisions, and describe the main retail classifications.
- Discuss the consumer environment, the eight consumer rights, and consumer responsibilities.
- List common consumer problems, describe the steps of the complaint process, and explain legal actions available to assist customers.
- Explain the basics of money management, create a balance sheet, and develop a personal cashflow system.
- Identify purpose and steps of a budget and characteristics of successful budgeting.
- Describe how to develop a financial plan.
- Explain the purpose of the Federal Reserve System and the types of financial service businesses.
- Identify the types of financial used by consumers services.
- Describe actions involved in checking accounts and digital payment methods.
- Identify types of consumer credit and pros and cons.
- Calculate interest in consumer credit situations and explain the finance charges.
- Explain the credit application process and the activities of a credit bureau.
- Identify credit application regulations and discuss credit problems.
- Explain the basics of saving and investing.
- Compare the two major types of stock and the activities involved.
- List types of government bonds, features of corporate bonds and the various types of mutual funds.
- Describe housing alternatives and the costs and benefits of home ownership.
- Discuss types of commodity investments.
- Discuss motor vehicles, insurance coverages and factors that affect auto insurance costs.

- Describe property insurance coverage, policies, and factors that affect costs.
- Discuss the principles of life insurance, health insurance, disability and long-term care insurance.

Essential Questions

- Why is a product label important?
- Why is it important for consumers to have choices?
- What are the eight UN Guidelines for Consumer Protection?
- What are the categories of common consumer complaints?
- List the steps of the consumer complaint process?
- How does mediation differ from arbitration?
- What are the three main categories of a personal balance sheet?
- What are the six characteristics of an effective budget?
- What are the four main categories of taxes?
- What activities are involved in reviewing a financial plan?
- What is the main purpose of the Federal Reserve?
- What types of services are offered by non-deposit financial institutions?
- What information is typically included in a bank statement?
- Why is it important for service providers to offer credit to customers?
- Do you think the benefits of using credit outweighs the concerns?
- Why should you always read and understand credit documents before signing them?
- How does the Truth in Lending assist consumers?
- Who might be the beneficiary of a life-insurance policy?
- What are some advantages of investing in gold and other precious metals over other investment choices?
- Why do you think homeowner should consider the purchase of replacement insurance?

Summative Assessment and/or Summative Criteria

- Teacher observation
- Classwork-handouts, supplemental materials, and activities.
- Exit Ticket
- Test/Quiz

Resources

- Discussion Do Now: Predicting, connecting, and questioning activity

- Real world strategies and case studies.
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Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Consumers in the global economy Money Management and Financial Planning, Banking and Financial Services, Consumer Credit, Savings and Investment Strategies, and Insurance (five weeks)	SW understand what international economic communities are and how companies enter the global marketplace. SWBAT to explain how the Federal Reserve manages the money supply. SW know what the key financial institutions are and understand the roles they play in the process of financial	Instructional Strategies and Procedures: Google Slide Presentation and Worksheets Define key terms on paper Think Critically questions from Business Vision readings Checkpoint questions to assess understanding at key points of the lesson. Assessments at the end of	Quiz/Test Students will work on critical thinking, math, geography, communication, and history questions connecting the material learned. Check for Understanding questions

	<p>intermediation.</p> <p>SWBAT to Differentiate between the three types of depository financial institutions and the service offered.</p> <p>SW understand how securities markets help firms raise funding and the different securities traded in the capital markets.</p> <p>SW understand how the Federal Deposit Insurance Corporation (FDIC) protect depositors' funds.</p>	<p>chapters</p> <p>Quizzes after every two chapters (four total), one cumulative test and one quarterly exam</p> <p>Select a country to describe government, culture, currency, economy, and other criteria. Choose countries in handout. Create a slide show to present to the class. Research economic sites in handout.</p> <p>Assemble in teams of two to present projects.</p>	
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Standards Addressed in The Activities Above:

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|--------------------------|---|
| BUS.9-12.9.4.12.D.(1).1 | Obtain and convey ideas and information in order to conduct business transactions. |
| BUS.9-12.9.4.12.D.(1).2 | Demonstrate knowledge of the principles of human resource development to enhance productivity and job satisfaction. |
| BUS.9-12.9.4.12.D.(1).4 | Demonstrate knowledge of the principles of conducting successful day-to-day business activities to sustain business functions and to prepare for unexpected events. |
| MKED.9-12.9.4.12.N.(1).1 | Evaluate and summarize the concepts, strategies, and systems used to obtain and convey ideas and information in this pathway. |

Suggested Modifications for Special Education, ELL and Gifted Students

ELL Students

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- *Use of graph paper*
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Suggested Technological Innovations/Use

MindTap - personalized digital platform that allows for immediate feedback and ability to monitor engagement in real time

- Lesson Reviews
- Chapter Quizzes
- Matching/Term Review
- Customization options for coursework
- Configuring and adding content

Cross Curricular/21st Century Connections

Career Awareness and Planning

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

Example: Have students research careers in art and what type of education is needed for various artistic endeavors.

Creativity and Innovation

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.

Example: Have students identify possible career paths based on their interests, talent, and skill.

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“how,” and “what if” questions when discussing characteristics of specific works.

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Social Studies

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Math

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Fine & Performing Arts

- Create a website telling potential customers about your product/service and its benefits (NJSLS: VPA1.3.12.D.2)
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- Use historical references to solve problems (NJSL 6.1.12.EconNE.16.a)

/or sustainability (NJSL: VPA 1.4.12.B,2)

Science

World Language

- Translate market research for business-content (NJSL 7.1.IM.IPRET.1)
- Create a translated index of business and industry vocabulary (NJSL 7.1.IH.IPRET.4)
- Generate a translated list of words and phrases related to industry in a specific culture (NJSL 7.1.IM.IPRET.1)

- Research the latest developments in the related industry of your business venture (NJSL 9.2.12.C.1)
- Research latest developments in product or service of your business venture (NJSL 9.2.12.C.1)
- Investigate applicable use of your product/service in STEM fields (NJSL 9.2.12.C.3)

Unit 4: US Economy vs Other Countries

Content Area: **Business**
 Course(s): **Business Org/Mgt, Business Org. (s), Essentials of Marketing, Life Skills/Financial Literacy 10, Economics**
 Time Period: December/Month 4
 Length: **Five Weeks**
 Status: **Published**

Summary of the Unit

In this unit, students will learn about the U.S. economic system, how it compares to other economies, and how economic decisions are made. The United States operates in a global economy and it is affected by economic decisions made around the world. Decisions made by U.S. businesses can also affect citizens of other countries. Businesses, consumers, and governments have responsibilities to make decisions that are effective, fair, and contribute to the well-being of individual and the environment.

Learning Objectives

- Describe the changing status of US employment and the three major types of businesses.
- Understand the three major forms of business ownership and other specialized forms.
- Understand important principles in designing an effective organization and compare alternative structures
- Identify characteristics, importance, pros and cons of entrepreneurs
- Identify important characteristics, competitive advantages and problems of small

businesses.

- Recognize important factors to consider when starting a business, describe the elements of a business plan, and sources of financing.
- Discuss the role and levels of management and the two management styles.
- Describe the need for leadership skills, identify human relation skills and recognize four types of leadership influence.
- Describe the nature of today's workforce and important goal and activities of human resources.
- Identify the planning and staffing activities of human resources dept., the compensation and benefit plans and performance management for employees.
- Recognize factors that contribute to an effective organizational culture and describe the benefits of diversity to an organization, individuals, and society.
- Describe the steps in the career planning process, the main sources of career information and career fields with the most growth potential.
- Describe the consideration involved in conducting a personal assessment, discuss methods for obtaining career experience and identify information sources for available jobs.
- Prepare documents related to the application process, identify parts of a cover letter and discuss the online application process.
- Describe activities involved in the interview process, evaluate factors to consider when accepting a job offer and identify attitudes and actions for success on the job.

Essential Questions

- What happens to employment during recessions and recoveries?
- What are the sources of financing that entrepreneurs use for their new businesses?
- What can you do to prepare for a management career?
- What are the core values of an organization?
- What factors other than the rate of employment growth would you consider when choosing a career path?
- Why do employers often use multiple sources when recruiting new employees?
- How do you think an employee evaluation helps an employee improve?
- How might human resources managers help increase diversity in the workplace?
- How important would family leave policies, flextime, or job sharing be to you in choosing a career?
- What would you include in a 30-second summary of your abilities, experiences, and interests?

Summative Assessment and/or Summative Criteria

- Teacher observation
- Classwork-handouts, supplemental materials, and activities.

- Exit Ticket
- Test/Quiz

Resources

- Discussion Do Now: Predicting, connecting, and questioning activity
- Real world strategies and case studies.
- Business Vision focus on current technology and e-commerce issues in the business world.
- Business in Your Life: relates to student life scenarios ahead of topics in the lesson
- Planning a Career in...features correlate to the 16 Career Clusters and present the education, training, work experience, and industry opportunities for a variety of business-related career paths
- Internet activities
- Classroom edition *Bloomberg*
- Workplace Literacy focus on the skills and knowledge students will need to succeed in today's workplace.
- PowerPoint presentations
- MindTap - personalized digital platform that allows for immediate feedback and ability to monitor engagement in real time

Unit Plan

Topic/Selection	General Objectives	Instructional Activities	Benchmarks/Assessments
Timeframe			
Entrepreneurship, Management, Human Resources and Career Planning (four weeks)	<p>SW recall what the different types of entrepreneurs and identify their characteristics.</p> <p>SW understand the role of management, types of planning, organizing, leading, and controlling activities .</p>	<p>Teacher Instructional Strategies and Procedures: Google Slide Presentation and Worksheets</p> <p>Define key terms on paper</p> <p>Critically Thinking questions from Business Vision</p>	<p>Quiz/Test</p> <p>Students will work on critical thinking, math, geography, communication, and history questions connecting the material learned.</p> <p>Check for Understanding questions</p> <p>Instructional Strategies and Procedures: Google Slide Presentation and</p>

	<p>SW understand how firms recruit applicants, the types of compensation and method for paying workers.</p> <p>SW understand how you can enhance your interpersonal skills and other skills that can transfer easily to your professional life.</p> <p>SWBAT identify attributes that employers look for when interviewing candidates.</p>	<p>readings Checkpoint questions to assess understanding at key points of the lesson. Assessments at the end of chapters Quizzes after every two chapters (four total), one cumulative test and one quarterly exam Select a country to describe government, culture, currency, economy, and other criteria. Choose countries in handout. Create a slide show to present to the class. Research economic sites in handout.</p> <p>Assemble in teams of two to present projects.</p>	<p>Worksheets</p>
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Standards Addressed in the Activities Above:

BUS.9-12.9.4.12.D.(1).1

Obtain and convey ideas and information in order to conduct business transactio

BUS.9-12.9.4.12.D.(1).2

Demonstrate knowledge of the principles of human resource development to en productivity and job satisfaction.

BUS.9-12.9.4.12.D.(1).4	Demonstrate knowledge of the principles of conducting successful day-to-day business activities to sustain business functions and to prepare for unexpected events.
MKED.9-12.9.4.12.N.(1).1	Evaluate and summarize the concepts, strategies, and systems used to obtain and convey ideas and information in this pathway.

Suggested Modifications for Special Education, ELL and Gifted Students

ELL Students

- *Extended time*
- *Build background/vocabulary*
- *Rephrase questions, directions, and explanations*
- *Scaffolded questioning*
- *Use visuals/pictures throughout unit*
- *Student choice activities*
- *Provide word bank*

Special Education/504 Plans (follow all IEP/504 modifications which may include the following:

- *Extended time*
- *Multi-sensory instruction*
- *Flexible grouping*
- *Graphic Organizers*
- *Peer buddies*
- *Chunk information*
- *Scaffolded questioning*
- *Use of graph paper*
- *Provide word bank*

Suggested Technological Innovations/Use

MindTap - personalized digital platform that allows for immediate feedback and ability to monitor engagement in real time

- Lesson Reviews
- Chapter Quizzes
- Matching/Term Review
- Customization options for coursework
- Configuring and adding content

Cross Curricular/21st Century Connections

Career Awareness and Planning

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

Example: Have students research careers in art and what type of education is needed for various artistic endeavors.

Creativity and Innovation

- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.

Example: Have students identify possible career paths based on their interests, talent, and skill.

Critical Thinking and Problem-Solving

- 9.4.12.CT.1: Identify problem-solving strategies used to develop an innovative product or practice.

Example: Challenge students to think beyond the basics by initiating serious discussions about what makes one piece distinct. Ask “why,”

“how,” and “what if” questions when discussing characteristics of specific works.

Ask individuals or small groups of students to define problems and suggest solutions. Use student-generated problems/questions in class activities.

Cross-Curricular Connections.

English Language Arts

- Business Plan writing (NJSLs.ELA-LITERACY.W.11-12.10)
- Close reading of legal documents or business contracts (NJSLs.ELA-LITERACY.RL.11-12.1)
- Create a brochure for entrepreneurial venture (NJSLs.ELA-LITERACY.W.11-12.6)
- Keep a running word wall of industry

Math

- Research salaries of business professionals for a geographic area and juxtapose against local cost of living (NJSLs.CR 9.2.12.CAP.4)
- Determine cost of business education and financial support for those seeking a career in business (NJSLs.CR 9.2.12.CAP.4)

related vocabulary (NJSLs.ELA-
LITERACY.RL.11-12.4

Fine & Performing Arts

Social Studies

- Research the history of an industry (NJSLs 6.1.12.CivicsPD.16.a)
- Use historical references to solve problems (NJSLs 6.1.12.EconNE.16.a)

- Create a website telling potential customers about your product/service and its benefits (NJSLs: VPA1.3.12.D.2)
- Design and create an infographic explaining the footprint of your business and its support for the earth, climate and /or sustainability (NJSLs: VPA 1.4.12.B,2)

World Language

- Translate market research for business-content (NJSLs.7.1.IM.IPRET.1)
- Create a translated index of business and industry vocabulary (NJSLs 7.1.IH.IPRET.4)
- Generate a translated list of words and phrases related to industry in a specific culture (NJSLs 7.1.IM.IPRET.1)

Science

- Research the latest developments in the related industry of your business venture (NJSLs 9.2.12.C.1)
- Research latest developments in product or service of your business venture (NJSLs 9.2.12.C.1)
- Investigate applicable use of your product/service in STEM fields (NJSLs9.2.12.C.3)

