

PUBLIC SCHOOLS OF EDISON TOWNSHIP  
OFFICE OF CURRICULUM AND INSTRUCTION



Introduction to Business

Length of Course:	Term
Elective/Required:	Required
Schools:	High School
Eligibility:	Grade 9-12
Credit Value:	5 Credits
Date Approved:	August 15, 2023

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## **Course Description**

This course introduces students to the world of business. Topics covered include types of business ownership, marketing, accounting, human resources, management, finance, ethics, and economics. These concepts are presented through classroom discussion and project-based learning. Students considering business careers or college studies are encouraged to take this course. Grade level(s): 9-12.

## **Units Of Study**

<b>Unit</b>	<b>Focus</b>
Business Fundamentals	Introduction to basic terms, famous entrepreneurs, and expose students to the scope of a business and its effect on the economy.
Economics	Students will have a fundamental understanding of economics ranging from the viewpoint of the individual consumer or small business owner to the global economy.
Ethics and International Ethics	Students will understand the ethical and social responsibilities of Business people.
Stocks and Mutual Funds Investments and games	Students will learn about the types of stocks, segments and industries, and how to perform several functions in the simulation including efficient price discovery and dealing. Students will analyze the importance of diversification and asset allocation to create profitable mutual funds.
Forms of Business	Students will analyze the organizational structures of businesses and how the different types function. Students will identify the changing nature of the workplace and different roles of businesses in the economy.
Entrepreneurship	Students will identify pros and cons associated with being an entrepreneur and demonstrate understanding of concepts through small business creation.
Human Resources	Students will understand the nature of today's workforce, identify jobs by industry and occupation and describe the benefits of diversity to an organization, individuals, and society.
Management and Leadership	Students will learn about the different types of leadership found in the workplace as well as self identify strengths and weaknesses in this area. Students will analyze interpersonal skills and their impact on future careers and workplace environment.

Marketing	Students will acquire a foundation on how businesses use effective marketing strategies by encompassing topics such as: consumerism, product development, pricing, business competition, and promotion.
Financial Management	Students will understand the different aspects of budget creation and the importance of proper book management. The students will also learn how to use Excel to manage business budgets and develop proper business habits and show understanding through the “Life on Minimum Wage” project.
Business Law	Students will understand the importance of the legal system and how it impacts individuals and businesses. Students will practice courtroom procedures and analyze past courtroom cases and precedents that were set.

## **Unit 1: Business Fundamentals**

<b>Targeted Standards</b>	<b>9.3.12.BM.3</b> Explore, develop and apply strategies for ensuring a successful business career. <b>9.3.12.BM.4</b> Identify, demonstrate and implement solutions in managing effective business customer relationships.
<b>Unit Objectives/ Conceptual Understandings</b>	<i>Students will be acquainted with the course layout and expectations. Students will become oriented with the basics of business and how it's used in the world. Students will gain an understand the various definitions of business and the topics that fall under the "business umbrella".</i>
<b>Essential Questions</b>	1. What are the grading procedures? 2. What are the different aspects of business?
<b>Unit Assessment</b>	<i>What is the evidence that students have achieved the targeted standards/unit objectives?:</i>  Chapter tests Quizzes Assessment of projects Cooperative learning activities Student presentations Class participation Unit I Exam

<b>Core Content Objectives</b>		<b>Instructional Action</b>	
<b>Concepts</b> Students will	<b>Skills</b> Students will be able to	<b>Activities/Strategies</b> Technology Implementation Interdisciplinary Connections	<b>Assessment Check Points</b>
<ul style="list-style-type: none"> <li>Understand that there are various ways to categorize business.</li> </ul>	<ul style="list-style-type: none"> <li>Think Creatively</li> <li>Work Creatively with Others</li> <li>Implement Innovations Critical</li> <li>Thinking and Problem Solving</li> <li>Communication and Collaboration</li> <li>Information, Media and Technology</li> </ul>	<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>First day of school learning stations.</li> <li>Ice breaker activities</li> <li>Type of Learner activities</li> <li>Technology set up</li> <li>What is Business discussion activities?</li> <li>What is a business application presentation?</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observations</li> <li>Informal checks for understanding</li> <li>Independent reading/student conferences</li> <li>Independent writing/student conferences</li> <li>Class discussions</li> <li>Collaboration with others</li> <li>Group work</li> <li>Classwork</li> <li>Homework</li> </ul>

	Skills		<ul style="list-style-type: none"> <li>• Teacher-created tests and quizzes</li> <li>• Teacher-created multimedia projects</li> </ul>
<b>Resources</b> Essential materials, supplementary materials, links to best practice  Indicators: <ul style="list-style-type: none"> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.</li> </ul>		<b>Instructional Adjustments</b> Modifications, student difficulties, possible misunderstandings  <u>Advanced Learners</u> <ul style="list-style-type: none"> <li>• Assign a leadership role in classroom learning</li> <li>• Expose students to a selection and use of specialized resources</li> </ul> <u>Struggling Learners</u> <ul style="list-style-type: none"> <li>• Be flexible with time frames and deadlines</li> <li>• Create planned opportunities for interaction between individuals in the classroom: cooperative and collaborative learning, student generated stories based on personal experience</li> <li>• Group students</li> <li>• Intentional scheduling/grouping with student/teacher of alternative background</li> <li>• Provide support as at-risk students move through all levels of knowledge acquisition</li> <li>• Tap prior knowledge</li> </ul> <u>English Language Learners</u> <ul style="list-style-type: none"> <li>• Accommodate with completed study guides to assist with preparation on tests</li> <li>• Allow students to give responses in a form (oral or written) that's easier for him/her</li> <li>• Use language specific vocab and keywords.</li> </ul> <u>Learners with an IEP</u> Each special education student has an Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> Additional resources are outlined to facilitate appropriate behavior and increase student engagement. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all	

	<p>learners can access and participate in learning opportunities.</p> <p><u>Learners with a 504</u></p> <ul style="list-style-type: none"><li>• Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</li></ul>
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## **Unit 2: Economics**

<b>Targeted Standards</b>	<ul style="list-style-type: none"> <li>• 9.2.12.A.4 Summarize the financial risks and benefits of entrepreneurship as a career choice.</li> <li>• 9.4.12.F.5: Discuss economic principles and concepts that are fundamental to financial operations.</li> <li>• 9.4.12.F.(1).1: Access and evaluate financial information to assist business decision-making</li> <li>• 9.4.12.N.5 Understand economic principles and concepts fundamental to business operations</li> <li>• 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives</li> <li>• 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process</li> <li>• 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of</li> <li>• problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</li> <li>• 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or</li> <li>• agencies to a local or global problem, such as climate change, and use critical thinking skills to</li> <li>• predict which one(s) are likely to be effective (e.g., MS-ETS1-2).</li> </ul>
<b>Unit Objectives/ Conceptual Understandings</b>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> <li>• The law of supply and demand, government finances and influence on the economy, money and prices, inflation and deflation cycles all have different impacts on the economy</li> <li>• The basic economic problem faced by all societies is scarcity</li> <li>• There are steps in the decision-making process</li> <li>• Wants and needs differ and impact the decision making processes</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is supply?</li> <li>• What is demand?</li> <li>• How does the interaction of supply and demand determine equilibrium price and quantity?</li> <li>• What are key economic indicators?</li> <li>• What are the phases of the business cycle?</li> <li>• What economic challenges is society facing today?</li> <li>• Where does government spending go?</li> <li>• What is the link between your interests and possible career choices?</li> </ul>
<b>Unit Assessment</b>	<p><i>What is the evidence that students have achieved the targeted standards/unit objectives?:</i></p> <ul style="list-style-type: none"> <li>• “SPENT Interactive : Living Paycheck to Paycheck” worksheet</li> <li>• “What Economics is Really About” worksheet</li> <li>• “Decision Making Process” group activity</li> <li>• “A Subsistence Economy” group activity</li> <li>• Supply and Demand graph practice</li> </ul>



	<ul style="list-style-type: none"> <li>• Supply and Demand Quiz</li> <li>• Unit Exam</li> </ul>
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Core Content Objectives		Instructional Action	
Concepts Students will:	Skills Students will be able to	Activities/Strategies Technology Implementation Interdisciplinary Connections	Assessment Check Points
<ul style="list-style-type: none"> <li>• Know the fundamental economic problem of scarcity and its impact both in microeconomics and macroeconomics</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze different business trends from a microeconomics and macroeconomics perspective</li> <li>• utilize the supply and demand model to explain business situations</li> </ul>	<ul style="list-style-type: none"> <li>• Define key terms</li> <li>• Economics presentations</li> <li>• Do Now's</li> <li>• "SPENT Interactive : Living Paycheck to Paycheck" worksheet</li> <li>• "What Economics is Really About" worksheet</li> <li>• Whiteboard practice with a focus on supply and demand graphing</li> </ul>	<ul style="list-style-type: none"> <li>• Active class participation</li> <li>• Chapter quizzes</li> <li>• Do Now's</li> <li>• Supply and demand practice</li> </ul>
<b>Resources</b> Essential materials, supplementary materials, links to best practice  <b>Principles of Business , 9th Edition</b> Les Dlabay, Ed.D.; James L. Burrow; Brad Kleindl		<b>Instructional Adjustments</b> Modifications, student difficulties, possible misunderstandings  <u>Advanced Learners</u> <ul style="list-style-type: none"> <li>• Assign a leadership role in classroom learning</li> <li>• Expose students to a selection and use of specialized resources</li> </ul> <u>Struggling Learners</u> <ul style="list-style-type: none"> <li>• Be flexible with time frames and deadlines</li> <li>• Create planned opportunities for interaction between individuals in the classroom: cooperative and collaborative learning, student generated stories based on personal experience</li> <li>• Group students</li> <li>• Intentional scheduling/grouping with student/teacher of alternative background</li> <li>• Provide support as at-risk students move through all levels of knowledge acquisition</li> <li>• Tap prior knowledge</li> </ul> <u>English Language Learners</u> <ul style="list-style-type: none"> <li>• Accommodate with completed study guides to assist with preparation on tests</li> <li>• Allow students to give responses in a form (oral or</li> </ul>	

	<p>written) that's easier for him/her</p> <ul style="list-style-type: none"><li>• Use language specific vocab and keywords.</li></ul> <p><u>Learners with an IEP</u></p> <p>Each special education student has an Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"><li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li><li>• Variation of input: adapting the way instruction is delivered</li><li>• Variation of output: adapting how a student can respond to instruction</li><li>• Variation of size: adapting the number of items the student is expected to complete</li><li>• Modifying the content, process or product</li></ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities.</p> <p><u>Learners with a 504</u></p> <ul style="list-style-type: none"><li>• Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</li></ul>
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### **Unit 3: Ethics and International Ethics**

<b>Targeted Standards</b>	<p>Standard(s) and Indicators:</p> <ul style="list-style-type: none"> <li>• 9.3.12.BM-MGT.3 Apply economic concepts fundamental to global business operations.</li> <li>• 9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.</li> <li>• 9.3.12.FN.8 Describe and follow laws, regulations and ethical standards that affect finance operations and transactions.</li> </ul>
<b>Unit Objectives/ Conceptual Understandings</b>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> <li>• Corporations establish business ethics to promote integrity among their employees and gain trust from key stakeholders, such as investors and consumers</li> <li>• Culture impacts how local values influence global business ethics. There are differences in how much importance cultures place on specific ethical behaviors.</li> <li>• Social responsibility programs can boost employee morale in the workplace and lead to greater productivity, which has an impact on how profitable the company can be</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What constitutes ethical versus unethical behavior in a country?</li> <li>• What are the consequences of unethical behavior?</li> <li>• Is there a benefit to a company of being socially responsible?</li> <li>• Can a business be profitable and environmentally conscious?</li> </ul>
<b>Unit Assessment</b>	<p><i>What is the evidence that students have achieved the targeted standards/unit objectives?:</i></p> <ul style="list-style-type: none"> <li>• Chapter tests</li> <li>• Quizzes</li> <li>• Assessment of projects</li> <li>• Cooperative learning activities</li> <li>• Student presentations</li> <li>• Class participation</li> <li>• Unit III Exam</li> </ul>

<b>Core Content Objectives</b>		<b>Instructional Action</b>	
<b>Concepts</b> Students will know	<b>Skills</b> Students will be able to	<b>Activities/Strategies</b> Technology Implementation Interdisciplinary Connections	<b>Assessment Check Points</b>
<ul style="list-style-type: none"> <li>• To build a truly great, global business, business leaders need to</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast ethical and unethical behavior in various</li> </ul>	<ul style="list-style-type: none"> <li>• Create Lay's potato chip flavor based on PEST analysis of Country given</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Informal checks for understanding</li> </ul>

<p>adopt a global standard of ethical practices.</p> <ul style="list-style-type: none"> <li>Wages and the working environment in overseas locations are often inferior to those in the United States, even when you fulfill all local legal requirements.</li> <li>Income and labor trends vary amongst societies and significantly affect global commerce. Governments and the laws they produce play an integral role in global commerce trends.</li> </ul>	<p>countries.</p> <ul style="list-style-type: none"> <li>List the factors that account for differences in ethical behavior within a culture.</li> <li>Understand the advantages and disadvantages of outsourcing.</li> <li>Provide examples of socially responsible behavior.</li> <li>Evaluate the effectiveness of regulating ethics and social responsibility.</li> <li>List the steps that businesses can take to be environmentally conscious.</li> </ul>	<ul style="list-style-type: none"> <li>Define key terms</li> <li>Role play</li> <li>Supply and demand game</li> <li>E-Flash Cards/On-line self-checks</li> <li>Webisodes</li> <li>Enter and Exit tickets relating to essential questions and learning goals</li> <li>Pre and post assessments</li> </ul>	<ul style="list-style-type: none"> <li>Independent reading/student conferences</li> <li>Independent writing/student conferences</li> <li>Class discussions</li> <li>Collaboration with others</li> <li>Group work</li> <li>Classwork</li> <li>Homework</li> <li>Teacher-created tests and quizzes</li> <li>Teacher-created projects</li> </ul>
<p><b>Resources</b> Essential materials, supplementary materials, links to best practice</p> <p><b>Principles of Business , 9th Edition</b> Les Dlabay, Ed.D.; James L. Burrow; Brad Kleindl</p>		<p><b>Instructional Adjustments</b> Modifications, student difficulties, possible misunderstandings</p> <p><u>Advanced Learners</u></p> <ul style="list-style-type: none"> <li>Assign a leadership role in classroom learning</li> <li>Expose students to a selection and use of specialized resources</li> </ul> <p><u>Struggling Learners</u></p> <ul style="list-style-type: none"> <li>Be flexible with time frames and deadlines</li> <li>Create planned opportunities for interaction between individuals in the classroom: cooperative and collaborative learning, student generated stories based on personal experience</li> <li>Group students</li> <li>Intentional scheduling/grouping with student/teacher of alternative background</li> <li>Provide support as at-risk students move through all levels of knowledge acquisition</li> <li>Tap prior knowledge</li> </ul> <p><u>English Language Learners</u></p> <ul style="list-style-type: none"> <li>Accommodate with completed study guides to assist with preparation on tests</li> <li>Allow students to give responses in a form (oral or</li> </ul>	

	<p>written) that's easier for him/her</p> <ul style="list-style-type: none"><li>• Use language specific vocab and keywords.</li></ul> <p><u>Learners with an IEP</u></p> <p>Each special education student has an Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"><li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li><li>• Variation of input: adapting the way instruction is delivered</li><li>• Variation of output: adapting how a student can respond to instruction</li><li>• Variation of size: adapting the number of items the student is expected to complete</li><li>• Modifying the content, process or product</li></ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities.</p> <p><u>Learners with a 504</u></p> <ul style="list-style-type: none"><li>• Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</li></ul>
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## **Unit 4: Stocks and Mutual Funds Investments and Games**

<b>Targeted Standards</b>	<p>9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals.</p> <p>9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.</p> <p>9.1.8.FI.3: Evaluate the most appropriate financial institutions to assist with meeting various personal financial needs and goals.</p> <p>9.1.5.RMI.1: Identify risks that individuals and households face.</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> <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</p>
<b>Unit Objectives/ Conceptual Understandings</b>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> <li>• Stock markets are vital components of a free-market economy because they enable democratized access to trading and exchange of capital for investors of all kinds. They perform several functions in markets, including efficient price discovery and efficient dealing.</li> <li>• Great investments grow, pay, and deliver rewarding results over many years, however, all investments carry a level of risk. Most people try to avoid the risk by going for safe products with guaranteed returns.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is the stock market and what are its effects on the economy?</li> <li>• How can I analyze a company to help me make smart investment decisions?</li> <li>• What returns has the stock market generated historically?</li> <li>• What are my saving and investment options that will help me meet short and long term goals?</li> <li>• What type of investment return do you expect to achieve?</li> <li>• How much risk are you willing to take?</li> </ul>
<b>Unit Assessment</b>	<p><i>What is the evidence that students have achieved the targeted standards/unit objectives?:</i></p> <ul style="list-style-type: none"> <li>• Investment goal sheet with allocation</li> <li>• Stock market game simulation</li> <li>• Formative assessment on vocabulary</li> <li>• Investment presentations</li> <li>• Do now's</li> <li>• Unit IV Test</li> </ul>

Core Content Objectives		Instructional Action	
<b>Concepts</b> Students will know <ul style="list-style-type: none"> <li>• Business cycle and effects of stock on the economy</li> <li>• Definition of a stock</li> <li>• Why a company sells stock</li> <li>• Definition of stockholders/shareholders</li> <li>• Capital gains</li> <li>• Dividends</li> <li>• Types of stock penny, growth, blue-chip)</li> <li>• Risk and reward</li> <li>• Investment strategies</li> <li>• Stock prices</li> </ul>	<b>Skills</b> Students will be able to <ul style="list-style-type: none"> <li>• Examine the history of stock performance and consequences of selling and buying</li> <li>• Examine the features of common stock and preferred stock</li> <li>• Identify terms frequently used to describe stocks such as PE ratio, Return, dividend, 52 week high and low.</li> <li>• Identify types of stocks indexes (Dow Jones, NASDAQ, S &amp; P 500)</li> <li>• Contrast the classification of stocks (Income, Growth, Penny, Defensive, Cyclical)</li> <li>• Contrast Bull vs. Bear market . Calculate ROI for stock investments Differentiate - buy and hold, short selling, dollar cost averaging, direct investment and dividend reinvestment Identify components, characteristics and types of mutual funds</li> </ul>	<b>Activities/Strategies</b> Technology Implementation Interdisciplinary Connections <ul style="list-style-type: none"> <li>• Define key terms</li> <li>• Stock market game</li> <li>• Portfolio assessment</li> <li>• Current events</li> <li>• Written responses to essential questions using correct information</li> <li>• Enter and exit tickets relating to essential questions and learning goals</li> <li>• Complete stock indicator worksheet for a company</li> <li>• Complete stock research for group activity and make oral presentation</li> <li>• Complete worksheets on ROI for stock investments</li> <li>• Stock market game</li> </ul>	<b>Assessment Check Points</b> <ul style="list-style-type: none"> <li>• Pre-planning portfolio</li> <li>• Year long Investment goal sheet with allocations</li> <li>• Active class participation</li> <li>• Chapter quizzes</li> <li>• Stock market game</li> <li>• Do now's</li> </ul>

	(Growth, Income, balance, Bond, global, Index, Money Market)		
<b>Resources</b> Essential materials, supplementary materials, links to best practice  <b>Principles of Business , 9th Edition</b> Les Dlabay, Ed.D.; James L. Burrow; Brad Kleindl		<b>Instructional Adjustments</b> Modifications, student difficulties, possible misunderstandings  <u>Advanced Learners</u> <ul style="list-style-type: none"> <li>• Assign a leadership role in classroom learning</li> <li>• Expose students to a selection and use of specialized resources</li> </ul> <u>Struggling Learners</u> <ul style="list-style-type: none"> <li>• Be flexible with time frames and deadlines</li> <li>• Create planned opportunities for interaction between individuals in the classroom: cooperative and collaborative learning, student generated stories based on personal experience</li> <li>• Group students</li> <li>• Intentional scheduling/grouping with student/teacher of alternative background</li> <li>• Provide support as at-risk students move through all levels of knowledge acquisition</li> <li>• Tap prior knowledge</li> </ul> <u>English Language Learners</u> <ul style="list-style-type: none"> <li>• Accommodate with completed study guides to assist with preparation on tests</li> <li>• Allow students to give responses in a form (oral or written) that's easier for him/her</li> <li>• Use language specific vocab and keywords.</li> </ul> <u>Learners with an IEP</u> Each special education student has an Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> Additional resources are outlined to facilitate appropriate behavior and increase student engagement. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that	



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## **Unit 5: Forms of Business**

<b>Targeted Standards</b>	<ul style="list-style-type: none"> <li>9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.</li> <li>9.4.12.N.5 Understand economic principles and concepts fundamental to business operations.</li> <li>6.1.12.C.1.a Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.</li> <li>9.2.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences.</li> </ul>
<b>Unit Objectives/ Conceptual Understandings</b>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> <li>The status of the US employment is changing</li> <li>The role of the US economy analyzes the different type of business structures</li> <li>Each form of business ownership is appropriate at different times</li> <li>Alternative organizational structures for businesses exist</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What are the forms of business organizations?</li> <li>What are the advantages and disadvantages associated with each form?</li> <li>What is the difference between a mission statement and a goal?</li> <li>What problems can result from the use of a functional organizational structure?</li> <li>Which form of business ownership is the most complex and difficult to form?</li> </ul>
<b>Unit Assessment</b>	<p><i>What is the evidence that students have achieved the targeted standards/unit objectives?:</i></p> <ul style="list-style-type: none"> <li>Group activity analyzing the changing workforce</li> <li>"Forms of Business Ownership" - worksheet</li> <li>Unit quiz</li> <li>Unit exam</li> </ul>

<b>Core Content Objectives</b>		<b>Instructional Action</b>	
<b>Concepts</b> Students will know	<b>Skills</b> What students will be able to	<b>Activities/Strategies</b> Technology Implementation Interdisciplinary Connections	<b>Assessment Check Points</b>
<ul style="list-style-type: none"> <li>The different forms of business and when each form is appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Dissect the forms of businesses in a group</li> <li>Create a fictional</li> </ul>	<ul style="list-style-type: none"> <li>"Forms of Business Ownership" - worksheet</li> <li>Do Now's</li> <li>"Business in the</li> </ul>	<ul style="list-style-type: none"> <li>Active class participation</li> <li>Chapter quizzes</li> <li>Do Now's</li> </ul>

<ul style="list-style-type: none"> <li>The status of the US economy in terms of employment</li> </ul>	<p>business based on criteria</p> <ul style="list-style-type: none"> <li>Analyze economic impact on each form of business</li> </ul>	<p>US Economy" - worksheet</p> <ul style="list-style-type: none"> <li>Define key terms</li> <li>Group work</li> <li>Presentations</li> </ul>	
<p><b>Resources</b> Essential materials, supplementary materials, links to best practice</p> <p><b>Principles of Business , 9th Edition</b> Les Dlabay, Ed.D.; James L. Burrow; Brad Kleindl</p>		<p><b>Instructional Adjustments</b> Modifications, student difficulties, possible misunderstandings</p> <p><u>Advanced Learners</u></p> <ul style="list-style-type: none"> <li>Assign a leadership role in classroom learning</li> <li>Expose students to a selection and use of specialized resources</li> </ul> <p><u>Struggling Learners</u></p> <ul style="list-style-type: none"> <li>Be flexible with time frames and deadlines</li> <li>Create planned opportunities for interaction between individuals in the classroom: cooperative and collaborative learning, student generated stories based on personal experience</li> <li>Group students</li> <li>Intentional scheduling/grouping with student/teacher of alternative background</li> <li>Provide support as at-risk students move through all levels of knowledge acquisition</li> <li>Tap prior knowledge</li> </ul> <p><u>English Language Learners</u></p> <ul style="list-style-type: none"> <li>Accommodate with completed study guides to assist with preparation on tests</li> <li>Allow students to give responses in a form (oral or written) that's easier for him/her</li> <li>Use language specific vocab and keywords.</li> </ul> <p><u>Learners with an IEP</u> Each special education student has an Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>Variation of input: adapting the way instruction is delivered</li> <li>Variation of output: adapting how a student can respond to instruction</li> <li>Variation of size: adapting the number of items the student is expected to complete</li> <li>Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement.</p>	

	<p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities.</p> <p><u>Learners with a 504</u></p> <ul style="list-style-type: none"><li>• Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</li></ul>
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## **Unit 6: Entrepreneurship**

<b>Targeted Standards</b>	<p>9.3.12.BM-BIM.3 Access, evaluate and disseminate information for business decision making.</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>9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.</p> <p>9.4.12.N.5 Understand economic principles and concepts fundamental to business operations.</p> <p>9.2.12.A.1-Analyze the relationship between various careers and personal learning goals.</p> <p>9.2.12.A.2-Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs and possible debt.</p> <p>9.2.12.A.4 Summarize the financial risks and benefits of entrepreneurship as a career choice.</p>
<b>Unit Objectives/ Conceptual Understandings</b>	<p><i>Students will understand that:</i></p> <p><i>This unit focuses on the common characteristics and personality traits of an entrepreneur. We will explore ideas and opportunities, the risks and rewards of being an entrepreneur, the effect that entrepreneurs have on the economy and the types of business categories available to entrepreneurs.</i></p>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What role has entrepreneurship played in the U.S. economy?</li> <li>• What makes for a successful entrepreneur?</li> <li>• What are common characteristics of successful entrepreneurs?</li> <li>• How do entrepreneurs choose what business to start?</li> <li>• Why do entrepreneurs need to be good problem solvers?</li> <li>• How do entrepreneurs satisfy needs and wants with the goods and services they sell?</li> <li>• Why do entrepreneurs need to understand the various economic systems that exist throughout the world?</li> </ul>
<b>Unit Assessment</b>	<p><i>What is the evidence that students have achieved the targeted standards/unit objectives?:</i></p> <ul style="list-style-type: none"> <li>• Chapter tests</li> <li>• Quizzes</li> <li>• Assessment of projects</li> <li>• Cooperative learning activities</li> <li>• Student presentations</li> <li>• Class participation</li> <li>• Unit VI Exam</li> </ul>

Core Content Objectives		Instructional Action	
Concepts Students will know	Skills Students will be able to	Activities/Strategies Technology Implementation Interdisciplinary Connections	Assessment Check Points
<p>Students will understand that</p> <ul style="list-style-type: none"> <li>• Recognize the role entrepreneurs play in the U.S. economy.</li> <li>• Determine the reasons businesses succeed or fail.</li> <li>• Identify the characteristics of successful entrepreneurs.</li> <li>• Access whether you have what it takes to succeed in your own business.</li> <li>• Evaluates business ideas and different business opportunities.</li> <li>• Describe techniques to use for determining the most feasible business opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will explain how Entrepreneurship acts as a catalyst for economic growth.</li> <li>• Students will analyze the advantages and disadvantages of entrepreneurship.</li> <li>• Students will analyze the impact of supply, demand, and competing pricing in our economic system.</li> </ul>	<ul style="list-style-type: none"> <li>• Define entrepreneurs, entrepreneurship and identify how entrepreneurs solve problems through products or services.</li> <li>• Compare characteristics of entrepreneurs.</li> <li>• Differentiate between entrepreneur, intrapreneur, and social entrepreneur.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform self-assessment of personal abilities, skills, and characteristics.</li> <li>• Practice goal setting strategies.</li> <li>• Develop team building skills working in a group setting.</li> <li>• Students will research an entrepreneur from the past and describe the risk and rewards involved in starting their business.</li> </ul>
<b>Resources</b> Essential materials, supplementary materials, links to best practice  <b>Principles of Business , 9th Edition</b> Les Dlabay, Ed.D.; James L. Burrow; Brad Kleindl		<b>Instructional Adjustments</b> Modifications, student difficulties, possible misunderstandings  <u>Advanced Learners</u> <ul style="list-style-type: none"> <li>• Assign a leadership role in classroom learning</li> <li>• Expose students to a selection and use of specialized resources</li> </ul> <u>Struggling Learners</u> <ul style="list-style-type: none"> <li>• Be flexible with time frames and deadlines</li> </ul>	

	<ul style="list-style-type: none"><li>• Create planned opportunities for interaction between individuals in the classroom: cooperative and collaborative learning, student generated stories based on personal experience</li><li>• Group students</li><li>• Intentional scheduling/grouping with student/teacher of alternative background</li><li>• Provide support as at-risk students move through all levels of knowledge acquisition</li><li>• Tap prior knowledge</li></ul> <p><u>English Language Learners</u></p> <ul style="list-style-type: none"><li>• Accommodate with completed study guides to assist with preparation on tests</li><li>• Allow students to give responses in a form (oral or written) that's easier for him/her</li><li>• Use language specific vocab and keywords.</li></ul> <p><u>Learners with an IEP</u></p> <p>Each special education student has an Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"><li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li><li>• Variation of input: adapting the way instruction is delivered</li><li>• Variation of output: adapting how a student can respond to instruction</li><li>• Variation of size: adapting the number of items the student is expected to complete</li><li>• Modifying the content, process or product</li></ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities.</p> <p><u>Learners with a 504</u></p> <ul style="list-style-type: none"><li>• Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</li></ul>
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## Unit 7: Human Resources

<b>Targeted Standards</b>	<ul style="list-style-type: none"> <li>9.4.12.A.16 Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.</li> <li>9.4.12.A.17 Employ critical thinking and interpersonal skills to resolve conflicts.</li> <li>9.2.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences.</li> <li>9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.</li> <li>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g.,</li> <li>1.5.8.C1a).</li> <li>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions</li> <li>to achieve a group goal.</li> </ul>
<b>Unit Objectives/ Conceptual Understandings</b>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> <li>Today's workforce is changing</li> <li>There are important goals and activities of human resources</li> <li>Human Resources plan staffing activities</li> <li>Human Resources recognizes the goals and performances of management</li> <li>Organizational culture in a workplace impacts performance</li> <li>Diversity in the workplace create productivity internally and externally</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>Why is the workforce changing in the US?</li> <li>What is the difference between a blue collar and a white collar job?</li> <li>What are the different factors that impact the job market?</li> <li>How are jobs designed to increase employee satisfaction?</li> <li>What are the best ways to recruit potential employees?</li> <li>How can work culture impact overall productivity?</li> </ul>
<b>Unit Assessment</b>	<p><i>What is the evidence that students have achieved the targeted standards/unit objectives?:</i></p> <ul style="list-style-type: none"> <li>"Blue Collar v. White Collar" - group activity</li> <li>"Great Places to Work" - worksheet</li> <li>"Generational Gap in Employment" - group activity</li> <li>Unit quizzes</li> <li>Unit exam</li> </ul>

Core Content Objectives		Instructional Action	
<b>Concepts</b> Students will know	<b>Skills</b> Students will be able	<b>Activities/Strategies</b> Technology	<b>Assessment</b>



	to	Implementation Interdisciplinary Connections	Check Points
<ul style="list-style-type: none"> <li>• The different aspects of the workplace from the view of employee and employers</li> <li>• The positives of creating an inclusive and diverse work environment</li> <li>• Why the current workplace atmosphere is changing with the current economy</li> </ul>	<ul style="list-style-type: none"> <li>• Self identify skills that would transfer to different working environments</li> <li>• Create an outline of ways a business could create a more diverse working environment</li> <li>• Create criteria for their dream work environment and analyze the ways this would increase overall productivity</li> </ul>	<ul style="list-style-type: none"> <li>• Define Key Terms</li> <li>• Discuss differences and similarities in white v blue collar careers.</li> <li>• Identify the importance of training and retraining</li> <li>• Identify different types of industries.</li> <li>• Research job requirements and skills necessary for different careers.</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessments</li> <li>• Do Nows</li> <li>• Daily class work</li> <li>• Student and teacher interaction and discussion</li> <li>• Classroom observation</li> <li>• Peer evaluation</li> </ul>
<b>Resources</b> Essential materials, supplementary materials, links to best practice  <b>Principles of Business , 9th Edition</b> Les Dlabay, Ed.D.; James L. Burrow; Brad Kleindl		<b>Instructional Adjustments</b> Modifications, student difficulties, possible misunderstandings  <u>Advanced Learners</u> <ul style="list-style-type: none"> <li>• Assign a leadership role in classroom learning</li> <li>• Expose students to a selection and use of specialized resources</li> </ul> <u>Struggling Learners</u> <ul style="list-style-type: none"> <li>• Be flexible with time frames and deadlines</li> <li>• Create planned opportunities for interaction between individuals in the classroom: cooperative and collaborative learning, student generated stories based on personal experience</li> <li>• Group students</li> <li>• Intentional scheduling/grouping with student/teacher of alternative background</li> <li>• Provide support as at-risk students move through all levels of knowledge acquisition</li> <li>• Tap prior knowledge</li> </ul> <u>English Language Learners</u> <ul style="list-style-type: none"> <li>• Accommodate with completed study guides to</li> </ul>	

	<p>assist with preparation on tests</p> <ul style="list-style-type: none"><li>• Allow students to give responses in a form (oral or written) that's easier for him/her</li><li>• Use language specific vocab and keywords.</li></ul> <p><u>Learners with an IEP</u></p> <p>Each special education student has an Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"><li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li><li>• Variation of input: adapting the way instruction is delivered</li><li>• Variation of output: adapting how a student can respond to instruction</li><li>• Variation of size: adapting the number of items the student is expected to complete</li><li>• Modifying the content, process or product</li></ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities.</p> <p><u>Learners with a 504</u></p> <ul style="list-style-type: none"><li>• Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</li></ul>
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## **Unit 8: Management and Leadership**

<b>Targeted Standards</b>	Standard(s) and Indicators: <ul style="list-style-type: none"> <li>• 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change</li> <li>• 9.3.12.BM-ADM.1 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.</li> </ul>
<b>Unit Objectives/ Conceptual Understandings</b>	<i>Students will understand that: This unit describes the role and work of management and various styles of leadership seen in management.</i>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the five management functions?</li> <li>• What are the differences among the three levels of management?</li> <li>• What are the two parts of ethical behavior?</li> <li>• What are several strong influences on changes in the workforce?</li> <li>• Define the characteristics of corporate cultures.</li> <li>• Why do managers and leaders need effective human relation skills?</li> <li>• Identify several organizational benefits of diversity.</li> </ul>
<b>Unit Assessment</b>	<i>What is the evidence that students have achieved the targeted standards/unit objectives?:</i> <ul style="list-style-type: none"> <li>• Unit assessment</li> <li>• Portfolio project</li> </ul>

<b>Core Content Objectives</b>		<b>Instructional Action</b>	
<b>Concepts</b> Students will know	<b>Skills</b> Students will be able to	<b>Activities/Strategies</b> Technology Implementation Interdisciplinary Connections	<b>Assessment Check Points</b>
<ul style="list-style-type: none"> <li>• Define the five functions of management</li> <li>• Describe the levels of management in businesses and organizations.</li> <li>• Discuss how and when to use the two management styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Define the 5 functions of management</li> <li>• Describes the level of management in business and organization</li> <li>• Discuss how and when to use the 2 management</li> </ul>	<ul style="list-style-type: none"> <li>• Identify functions of management in episodes of The Profit.</li> <li>• Explain the functional areas of management.</li> <li>• Identify personal leadership qualities.</li> <li>• Identify functions of management in given scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Informal checks for understanding</li> <li>• Independent reading/student conferences</li> <li>• Independent writing/student conferences</li> <li>• Class discussions</li> </ul>

<ul style="list-style-type: none"> <li>• Describe the need for leadership skills and the characteristics</li> <li>• Identify the human relations skills needed by managers and leaders.</li> <li>• Recognize four types of leadership influence.</li> <li>• Justify the need for ethical management.</li> <li>• Identify the role of leaders in increasing ethical behavior.</li> </ul>	<p>style</p> <ul style="list-style-type: none"> <li>• Describe the need for leadership skills and the characteristics of an effective leader</li> <li>• Identify the human relations skills needed by managers and leaders</li> <li>• Recognize 4 types of leadership influence</li> <li>• Justify the need for ethical management</li> <li>• Identify the role of leaders in increasing ethical behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Communication games and team building challenges.</li> <li>• Case studies focused on Human Resource Management.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration with others</li> <li>• Classwork</li> <li>• Homework</li> <li>• Teacher-created tests and quizzes</li> <li>• Group work</li> <li>• Teacher-created multimedia projects</li> </ul>
<p><b>Resources</b> Essential materials, supplementary materials, links to best practice</p> <p><b>Principles of Business , 9th Edition</b> Les Dlabay, Ed.D.; James L. Burrow; Brad Kleindl</p>	<p><b>Instructional Adjustments</b> Modifications, student difficulties, possible misunderstandings</p> <p><u>Advanced Learners</u></p> <ul style="list-style-type: none"> <li>• Assign a leadership role in classroom learning</li> <li>• Expose students to a selection and use of specialized resources</li> </ul> <p><u>Struggling Learners</u></p> <ul style="list-style-type: none"> <li>• Be flexible with time frames and deadlines</li> <li>• Create planned opportunities for interaction between individuals in the classroom: cooperative and collaborative learning, student generated stories based on personal experience</li> <li>• Group students</li> <li>• Intentional scheduling/grouping with student/teacher of alternative background</li> <li>• Provide support as at-risk students move through all levels of knowledge acquisition</li> <li>• Tap prior knowledge</li> </ul> <p><u>English Language Learners</u></p> <ul style="list-style-type: none"> <li>• Accommodate with completed study guides to</li> </ul>		

	<p>assist with preparation on tests</p> <ul style="list-style-type: none"><li>• Allow students to give responses in a form (oral or written) that's easier for him/her</li><li>• Use language specific vocab and keywords.</li></ul> <p><u>Learners with an IEP</u></p> <p>Each special education student has an Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"><li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li><li>• Variation of input: adapting the way instruction is delivered</li><li>• Variation of output: adapting how a student can respond to instruction</li><li>• Variation of size: adapting the number of items the student is expected to complete</li><li>• Modifying the content, process or product</li></ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities.</p> <p><u>Learners with a 504</u></p> <ul style="list-style-type: none"><li>• Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</li></ul>
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## **Unit 9: Marketing**

<b>Targeted Standards</b>	9.3.12.BM-OP.4 - Plan, monitor and manage day-to-day business activities to maintain and improve operational functions. • 9.3.MN.1 - Evaluate the nature and scope of the Manufacturing Career Cluster and the role of manufacturing in society and in the economy. • 9.3.MK.3 - Plan, monitor, manage and maintain the use of financial resources for marketing activities.
<b>Unit Objectives/ Conceptual Understandings</b>	<i>Students will understand that: This unit describes the importance of marketing for goods and services. It will also break down the production and manufacturing process while detailing consumer protections.</i>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How can marketing benefit businesses?</li> <li>• Define marketing and the seven functions.</li> <li>• 3. What are the two steps in developing a marketing strategy?</li> <li>• 4. What are the steps in the consumer decision making process?</li> <li>• 5. Explain the types of channel management.</li> <li>• 6. How does identifying a target market improve promotion communications?</li> <li>• 7. Identify groups and individuals that act as consumer advocates.</li> <li>• 8. Explain how governments protect consumers.</li> </ul>
<b>Unit Assessment</b>	<i>What is the evidence that students have achieved the targeted standards/unit objectives?:</i> <ul style="list-style-type: none"> <li>• Chapter tests</li> <li>• Quizzes</li> <li>• Assessment of projects</li> <li>• Cooperative learning activities</li> <li>• Student presentations</li> <li>• Class participation</li> <li>• Unit IX Exam</li> </ul>

<b>Core Content Objectives</b>		<b>Instructional Action</b>	
<b>Concepts</b> Students will know	<b>Skills</b> Students will be able to	<b>Activities/Strategies</b> Technology Implementation Interdisciplinary Connections	<b>Assessment Check Points</b>
<ul style="list-style-type: none"> <li>• There are seven functions of marketing.</li> </ul>	<ul style="list-style-type: none"> <li>• Define important marketing</li> </ul>	<ul style="list-style-type: none"> <li>• Case studies relating to marketing and</li> </ul>	<ul style="list-style-type: none"> <li>• Create a sales auction and participate in it.</li> </ul>

<ul style="list-style-type: none"><li>• The 4 “P’s” of marketing operate together to have a product or service success.</li><li>• The different types of advertising mediums work together in promotion.</li><li>• Advantages and disadvantages of different types of advertising.</li><li>• Federal and state government agencies protect consumers by regulating business, enforcing laws, &amp; inspecting and test food and drugs.</li><li>• Consumers who have problems with a product have multiple avenues to assist them.</li></ul>	<ul style="list-style-type: none"><li>• concepts.</li><li>• Identify the steps in a marketing strategy.</li><li>• Describe the consumer decision-making process.</li><li>• Justify the importance of marketing research.</li><li>• Identify the components of a product.</li><li>• Describe how services differ from products.</li><li>• Discuss how the selling price of a product is calculated.</li><li>• Differentiate between a direct and an indirect channel of distribution.</li><li>• Justify the importance of communication in marketing.</li><li>• Identify and describe the common types of promotion.</li></ul>	<p>market management.</p> <ul style="list-style-type: none"><li>• Integrated marketing campaigns.</li><li>• Marketing Mix project.</li><li>• Create a marketing research survey.</li><li>• Identify the seven functions for various products.</li><li>• Create a timeline of a product's distribution.</li><li>• Analyze the various types of promotion.</li><li>• Research the Better Business Bureau</li><li>• Complete consumer case studies</li><li>• Research and identify different warranties.</li><li>• Research government agencies that protect consumers.</li></ul>	<ul style="list-style-type: none"><li>• Teacher observations</li><li>• Informal checks for understanding</li><li>• Independent reading/student conferences</li><li>• Independent writing/student conferences</li><li>• Class discussions</li><li>• Collaboration with others</li><li>• Group work</li><li>• Classwork</li><li>• Homework</li><li>• Teacher-created tests and quizzes</li><li>• Teacher-created multimedia projects</li></ul>
<p><b>Resources</b></p> <p>Essential materials, supplementary materials, links to best practice</p> <p><b>Principles of Business , 9th Edition</b> Les Dlabay, Ed.D.; James L. Burrow; Brad Kleindl</p>		<p><b>Instructional Adjustments</b></p> <p>Modifications, student difficulties, possible misunderstandings</p> <p><u>Advanced Learners</u></p> <ul style="list-style-type: none"><li>• Assign a leadership role in classroom learning</li><li>• Expose students to a selection and use of specialized resources</li></ul> <p><u>Struggling Learners</u></p> <ul style="list-style-type: none"><li>• Be flexible with time frames and deadlines</li><li>• Create planned opportunities for interaction between individuals in the classroom: cooperative</li></ul>	

	<p>and collaborative learning, student generated stories based on personal experience</p> <ul style="list-style-type: none"><li>• Group students</li><li>• Intentional scheduling/grouping with student/teacher of alternative background</li><li>• Provide support as at-risk students move through all levels of knowledge acquisition</li><li>• Tap prior knowledge</li></ul> <p><u>English Language Learners</u></p> <ul style="list-style-type: none"><li>• Accommodate with completed study guides to assist with preparation on tests</li><li>• Allow students to give responses in a form (oral or written) that's easier for him/her</li><li>• Use language specific vocab and keywords.</li></ul> <p><u>Learners with an IEP</u></p> <p>Each special education student has an Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"><li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li><li>• Variation of input: adapting the way instruction is delivered</li><li>• Variation of output: adapting how a student can respond to instruction</li><li>• Variation of size: adapting the number of items the student is expected to complete</li><li>• Modifying the content, process or product</li></ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities.</p> <p><u>Learners with a 504</u></p> <ul style="list-style-type: none"><li>• Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</li></ul>
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## **Unit 10: Financial Management**

<b>Targeted Standards</b>	<ul style="list-style-type: none"> <li>• 9.3.12.FN-ACT.2 Utilize accounting tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.</li> <li>• 9.3.12.FN-ACT.3 Process, evaluate and disseminate financial information to assist business decision making.</li> <li>• 9.3.12.FN-BF.2 Manage the use of financial resources to ensure business stability.</li> <li>• 9.3.12.BM-BIM.2 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.</li> <li>• 9.3.12.FN.9 Plan, manage and maintain the use of financial resources to protect solvency.</li> <li>• 9.3.12.FN.14 Employ financial risk-management strategies and techniques used to minimize business loss.</li> </ul>
<b>Unit Objectives/ Conceptual Understandings</b>	<p>Students will understand that:</p> <p>There are financial questions a business must answer and explain the basic financial equation</p>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the financial records necessary to maintain a business?</li> <li>• What is the purpose of a balance sheet, income statement and cash flow statement?</li> <li>• Why is it important to budget?</li> <li>• What kind of life does minimum wage afford a student in New Jersey?</li> <li>• How can Microsoft Excel assist you while budgeting and formatting financial records?</li> </ul>
<b>Unit Assessment</b>	<p><i>What is the evidence that students have achieved the targeted standards/unit objectives?:</i></p> <ul style="list-style-type: none"> <li>• List the steps in budget preparation</li> <li>• Describe three types of business budgets</li> <li>• Identify types of financial records and understand the importance of maintaining accuracy.</li> <li>• Successful completion of Life on Minimum Wage, Excel document and presentation.</li> </ul>

<b>Core Content Objectives</b>		<b>Instructional Action</b>	
<b>Concepts</b> Students will know	<b>Skills</b> Students will be able to	<b>Activities/Strategies</b> Technology Implementation Interdisciplinary Connections	<b>Assessment Check Points</b>


<ul style="list-style-type: none"> <li>• Types of Financial Records</li> <li>• Budgets and Budgeting</li> <li>• Financial Reports</li> <li>• Utilize Excel to maintain accurate records.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the importance of a budget.</li> <li>• Create a budget with a partner utilizing minimum wage in NJ.</li> <li>• Describe why businesses need to maintain financial records.</li> </ul>	<ul style="list-style-type: none"> <li>• Define Key Terms</li> <li>• Excel</li> <li>• Life on minimum wage</li> <li>• Financial Planning</li> <li>• Financial Records</li> <li>• Financial Statements</li> </ul>	<p>Formative Assessment Classroom observation Daily class work Student/teacher interaction and discussion Create and analyze financial statements; balance sheets, income statements, cash flow statements.</p>
<p><b>Resources</b> Essential materials, supplementary materials, links to best practice</p> <p><b>Principles of Business , 9th Edition</b> Les Dlabay, Ed.D.; James L. Burrow; Brad Kleindl</p> <p>Supplementary Materials, internet activities, poster visuals, graphic organizers,, Microsoft Excel</p>		<p><b>Instructional Adjustments</b> Modifications, student difficulties, possible misunderstandings</p> <p><u>Advanced Learners</u></p> <ul style="list-style-type: none"> <li>• Assign a leadership role in classroom learning</li> <li>• Expose students to a selection and use of specialized resources</li> </ul> <p><u>Struggling Learners</u></p> <ul style="list-style-type: none"> <li>• Be flexible with time frames and deadlines</li> <li>• Create planned opportunities for interaction between individuals in the classroom: cooperative and collaborative learning, student generated stories based on personal experience</li> <li>• Group students</li> <li>• Intentional scheduling/grouping with student/teacher of alternative background</li> <li>• Provide support as at-risk students move through all levels of knowledge acquisition</li> <li>• Tap prior knowledge</li> </ul> <p><u>English Language Learners</u></p> <ul style="list-style-type: none"> <li>• Accommodate with completed study guides to assist with preparation on tests</li> <li>• Allow students to give responses in a form (oral or written) that's easier for him/her</li> <li>• Use language specific vocab and keywords.</li> </ul> <p><u>Learners with an IEP</u> Each special education student has an Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is</li> </ul>	

	<p>delivered</p> <ul style="list-style-type: none"><li>• Variation of output: adapting how a student can respond to instruction</li><li>• Variation of size: adapting the number of items the student is expected to complete</li><li>• Modifying the content, process or product</li></ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities.</p> <p><u>Learners with a 504</u></p> <ul style="list-style-type: none"><li>• Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</li></ul>
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## **Unit 11: Business Law**

<b>Targeted Standards</b>	<ul style="list-style-type: none"> <li>9.3.12.ED.2: Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</li> <li>9.3.12.ED.3: Use critical thinking to process educational communications, perspectives, policies and/or procedures.</li> <li>9.3.GV-GOV.3: Select and apply appropriate political processes to gain consensus for the resolution of differing opinions and positions.</li> </ul>
<b>Unit Objectives/ Conceptual Understandings</b>	Students will <ul style="list-style-type: none"> <li>Define and understand courtroom vocabulary.</li> <li>Analyze supreme court cases and defend or refute the court ruling</li> <li>How to conduct a mock trial, follow the sequence of steps in a trial, and employ good techniques for each role.</li> <li>Research local ordinances and defend or refute the penalties for breaking the ordinance.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What are the steps of a courtroom proceeding?</li> <li>What are the local ordinances that will affect teens?</li> <li>What supreme court cases have set a precedent for how administrators run a public school?</li> <li>What are the employment laws that protect employers and employees?</li> </ul>
<b>Unit Assessment</b>	What is the evidence that students have achieved the targeted standards/unit objectives?: <ul style="list-style-type: none"> <li>Successful completion of a mock trial and submitting a verdict with a statement of facts that support their decision.</li> </ul>

<b>Core Content Objectives</b>		<b>Instructional Action</b>	
<b>Concepts</b> Students will know	<b>Skills</b> Students will be able to do	<b>Activities/Strategies</b> Technology Implementation Interdisciplinary Connections	<b>Assessment Check Points</b>
<ul style="list-style-type: none"> <li>Courtroom proceedings</li> <li>Courtroom vocabulary</li> <li>Supreme court cases for teens</li> <li>Review cases</li> </ul>	<ul style="list-style-type: none"> <li>Review cases, apply the law and refute or support the findings.</li> </ul>	<ul style="list-style-type: none"> <li>Define Key Terms</li> <li>Complete distracted Driving handout</li> <li>Participate in mock trial</li> <li>Review and</li> </ul>	<ul style="list-style-type: none"> <li>Case Studies</li> <li>Mock Trial</li> <li>Classroom observation</li> <li>Daily class work</li> <li>Student/teache</li> </ul>

and apply the law.		discuss business cases and find for the plaintiff or defendant.	r interaction and discussion
<b>Resources</b> Essential materials, supplementary materials, links to best practice  <b>Principles of Business , 9th Edition</b> Les Dlabay, Ed.D.; James L. Burrow; Brad Kleindl   Texting while driving Mock Trial Script.pdf  <b>You Be the Judge</b> Michael K. Glucksman, Esq.  <a href="#">10 Supreme Court Cases Every Teen Should Know</a>		<b>Instructional Adjustments</b> Modifications, student difficulties, possible misunderstandings  <u>Advanced Learners</u> <ul style="list-style-type: none"> <li>• Assign a leadership role in classroom learning</li> <li>• Expose students to a selection and use of specialized resources</li> </ul> <u>Struggling Learners</u> <ul style="list-style-type: none"> <li>• Be flexible with time frames and deadlines</li> <li>• Create planned opportunities for interaction between individuals in the classroom: cooperative and collaborative learning, student generated stories based on personal experience</li> <li>• Group students</li> <li>• Intentional scheduling/grouping with student/teacher of alternative background</li> <li>• Provide support as at-risk students move through all levels of knowledge acquisition</li> <li>• Tap prior knowledge</li> </ul> <u>English Language Learners</u> <ul style="list-style-type: none"> <li>• Accommodate with completed study guides to assist with preparation on tests</li> <li>• Allow students to give responses in a form (oral or written) that's easier for him/her</li> <li>• Use language specific vocab and keywords.</li> </ul> <u>Learners with an IEP</u> Each special education student has an Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> Additional resources are outlined to facilitate appropriate behavior and increase student engagement. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that	

	<p>can be applied to any discipline to ensure that all learners can access and participate in learning opportunities.</p> <p><u>Learners with a 504</u></p> <ul style="list-style-type: none"><li>• Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</li></ul>
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