

# **Pascack Valley Regional High School District**

**Pascack Hills High School, Montvale, New Jersey  
Pascack Valley High School, Hillsdale, New Jersey**

**Course Name: Management and Leadership**

Born on: July, 2022  
Current Revision: July, 2023  
Board Approval 8/28/23

## **COURSE DESCRIPTION: MANAGEMENT AND LEADERSHIP**

### **Description:**

Business Management and Leadership is a ½ year course that is available to students in grades 10-12, who have successfully completed Principles of Business. This course explores essential skills and knowledge needed to become highly qualified business professionals in today's technological business environment. A major focus of this course is preparing students to become successful leaders and managers in various fields of business.. Business Management and Leadership offers students a broad background in business ethics and management principles, business communication and interpersonal skills, human resources, employment skills in marketing, finance, and computer technology. Project-based learning activities are developed around business case studies that emphasize the use of analytical decision-making skills. This course will guide students who aspire to attend college for business administration, as well as prepare students for careers in the 21st Century.

NJSLS 9.1, 9.3: Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence.					
Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
<p><b>Unit I – What is Management?</b></p> <p>Time: 3 weeks</p> <p>All employees need to understand concepts of management regardless of whether they are managers or report to managers. Management theory is important because it is the study of how to make people in your organization more productive. With good management, you have to balance a multitude of tasks daily and being familiar with fundamental principles can help greatly.</p> <p><b>Essential Question:</b> Why should a student study management regardless of their career goal?</p> <ul style="list-style-type: none"> <li>• What are the two common paths to a management position?</li> <li>• What are the three broad categories of management skills common to virtually all management positions?</li> <li>• What is the importance of each category for each managerial level?</li> <li>• What are the four C’s required for success at every organizational level?</li> </ul>	<ul style="list-style-type: none"> <li>• All employees have different skill sets in their role.</li> <li>• Leadership at different levels have different types of importance.</li> <li>• There are main categories of management skills.</li> <li>• To be successful in an organization, certain management strategies need to be implemented. • There are functions of management.</li> <li>• Historical and contemporary management theories need to be evaluated.</li> <li>• Best practices of managers should be shared.</li> <li>• The organizational pyramid is used to define</li> </ul>	<p><b>Proficiencies and Skills:</b></p> <p>Students will introduce students to the theory and practice of management, identify and practice skills necessary at every organizational level.</p> <p>The four major functions of management will be explored and a connection between historical and contemporary management theories will be developed.</p> <p><b>Differentiation for Diverse Learners/Accommodations Special Ed/504:</b></p> <ul style="list-style-type: none"> <li>• Re-teaching and review</li> <li>• Graphic organizers</li> <li>• Guided questions and note taking</li> </ul> <p>Multilingual Learners:</p> <ul style="list-style-type: none"> <li>• Provide student with essential vocabulary</li> </ul> <p>At Risk Students:</p> <ul style="list-style-type: none"> <li>• Provide an Outline for writing assessments</li> </ul> <p>Gifted and Talented:</p>	<p>9.3.12.BM.3</p> <p>9.3.12.BM-ADM.1</p>	<p>Homework assignments F</p> <p>Class activities F:</p> <p><i>Presentations</i> <i>Class participation</i> <i>Research</i> <i>Career Plan</i> <i>Investing Plan</i> <i>Entrepreneur Opportunities</i> <i>Teacher observations</i> <i>In class assignments</i> <i>In class discussions</i> <i>Collaborative work</i> <i>Individual Projects</i></p> <p>Quizzes F</p> <p>Tests S</p>	<p><i>Suggestion(s):</i></p> <p><a href="#">Harvard Business Review</a></p> <p><a href="#">DECA Management Case Studies</a></p> <p><a href="#">Wharton Global Youth Resource Center</a></p>

Grade Level: 10-12

<ul style="list-style-type: none"> <li>• What are three ways to develop conceptual skills?</li> <li>• What are the four functions of management?</li> <li>• What are the key elements and the significance of the three historical management theories?</li> </ul>	<p>roles of supervisors and leaders.</p> <ul style="list-style-type: none"> <li>• Supervisory roles are essential to develop skills for successful leaders.</li> </ul>	<ul style="list-style-type: none"> <li>• Vary level of reading and primary source documents</li> <li>• Elevated vocabulary</li> <li>• Individual presentation</li> <li>• Provide choices of modes working</li> </ul>			
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Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLs	Benchmark Performance and Assessments	Suggested Materials
<p><b>Unit II –Leadership Essentials</b></p> <p>Time: 3 Weeks</p> <p><b>Content Statement:</b></p> <p>This unit introduces leadership as a concept, common characteristics of leaders, leadership theories, and leadership styles. Leadership is not an exact science and no ideal leadership style exists. The best style depends on many variables, including personal style, the level of readiness of followers, the organization and the situation.</p> <p><b>Essential Question:</b></p> <p>*What are the characteristics of an inspiring leader?</p> <ul style="list-style-type: none"> <li>• What do developing young people mean in management?</li> <li>• What are the basic forms of leadership theories and models?</li> <li>• What is the difference between transformational and servant leadership?</li> <li>• What are the characteristics of high-performance teams?</li> <li>• What are the stages of developing work groups into effective teams?</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders possess certain leadership characteristics.</li> <li>• There are various leadership theories and models.</li> <li>• There are differences between transformational and servant leadership.</li> <li>• High performance teams have specific characteristics that make them successful.</li> <li>• Empowering employees is essential to developing a strong team.</li> <li>• Delegation is an important tool in management.</li> <li>• Developing effective teams should be the ultimate goal of a manager.</li> </ul>	<p><b>Proficiencies and Skills:</b></p> <p>Students will think about their own theories and preferences as they begin to develop a personal leadership style that works for them personally. Students will create high-performance teams to improve an organization. The characteristics that qualify a team as high-performance will be identified as well as the strategies leaders use to develop these teams.</p> <p><b>Differentiation for Diverse Learners/Accommodations Special Ed/504:</b></p> <ul style="list-style-type: none"> <li>• Re-teaching and review</li> <li>• Graphic organizers</li> <li>• Guided questions and note taking</li> </ul> <p>Multilingual Learners:</p> <ul style="list-style-type: none"> <li>• Provide student with essential vocabulary</li> </ul> <p>At Risk Students:</p> <ul style="list-style-type: none"> <li>• Provide an Outline for writing assessments</li> </ul> <p>Gifted and Talented:</p> <ul style="list-style-type: none"> <li>• Vary level of reading and primary source documents</li> <li>• Elevated vocabulary</li> <li>• Individual presentation</li> </ul>	<p>9.3.12.BM-HR.3 9.3.12.BM-HR.5 CAEP.9.2.12.C.4 CAEP.9.2.12.C.9</p>	<p>Homework assignments F</p> <p>Class activities F:</p> <p><i>Presentations</i> <i>Class participation</i> <i>Research</i> <i>Career Plan</i> <i>Investing Plan</i> <i>Entrepreneur Opportunities</i> <i>Teacher observations</i> <i>In class assignments</i> <i>In class discussions</i> <i>Collaborative work</i> <i>Individual Projects</i></p> <p>Quizzes F</p> <p>Tests S</p>	<p><i>Suggestion(s):</i></p> <p><a href="#">Harvard Business Review</a></p> <p><a href="#">DECA Management Case Studies</a></p> <p><a href="#">Wharton Global Youth Resource Center</a></p>

		<ul style="list-style-type: none"> <li>• Provide choices of modes working</li> </ul>			
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Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLs	Benchmark Performance and Assessments	Suggested Materials
<p><b>Unit III – Managerial Planning</b></p> <p><b>Time:</b> 3 Weeks</p> <p><b>Content Statement:</b></p> <p>Planning and controlling are major components of the manager’s role. This unit will introduce various types of planning and strategies for achieving desired results. Although there are a variety of formal planning systems, in this unit students will explore the essential characteristics including three types of plans, the mission, goals and objectives, priorities, and the implementation and control cycle. The importance of planning with regard to new employee orientation will be explored in depth.</p> <p><b>Essential Question:</b></p> <ul style="list-style-type: none"> <li>• What should a vision, mission, and values statement accomplish?</li> <li>• What are the three types of plans that are linked to the organization’s mission?</li> <li>• What is the importance of goals and SMART goals?</li> </ul>	<ul style="list-style-type: none"> <li>• A vision, mission, and values has an important role in an organization.</li> <li>• Planning is a function of management.</li> <li>• There are different levels of planning.</li> <li>• It is important to get employees involved in the planning process.</li> <li>• Controlling is a function of management.</li> <li>• There is a relationship between accountability and results.</li> <li>• It is important to prepare new employees for their first days of work.</li> <li>• There are different aspects of orientation training.</li> <li>• An employer needs to have a desired outcome of employee training.</li> </ul>	<p><b>Proficiencies and Skills:</b></p> <p>Students will be on orientation and initial training as well as long-term training and coaching to help ensure productive, rewarding, and successful careers.</p> <p>Students will examine project planning management as a popular topic in industry today.</p> <p><b>Differentiation for Diverse Learners/Accommodations Special Ed/504:</b></p> <ul style="list-style-type: none"> <li>• Re-teaching and review</li> <li>• Graphic organizers</li> <li>• Guided questions and note taking</li> </ul> <p>Multilingual Learners:</p> <ul style="list-style-type: none"> <li>• Provide student with essential vocabulary</li> </ul> <p>At Risk Students:</p> <ul style="list-style-type: none"> <li>• Provide an Outline for writing assessments</li> </ul> <p>Gifted and Talented:</p> <ul style="list-style-type: none"> <li>• Vary level of reading and primary source documents</li> <li>• Elevated vocabulary</li> </ul>	<p>9.3.12.BM-MGT.3 9.3.12.BM-MGT.3 9.3.12.BM-MGT.6 9.3.12.BM - HR.3. 9.3.12.BM - HR.5</p>	<p>Homework assignments F</p> <p>Class activities F:</p> <p><i>Presentations</i> <i>Class participation</i> <i>Research</i> <i>Career Plan</i> <i>Investing Plan</i> <i>Entrepreneur Opportunities</i> <i>Teacher observations</i> <i>In class assignments</i> <i>In class discussions</i> <i>Collaborative work</i> <i>Individual Projects</i></p> <p>Quizzes F</p> <p>Tests S</p>	<p><i>Suggestion(s):</i></p> <p><a href="#">Harvard Business Review</a></p> <p><a href="#">DECA Management Case Studies</a></p> <p><a href="#">Wharton Global Youth Resource Center</a></p>

<ul style="list-style-type: none"> <li>• What are the steps for occupational planning?</li> <li>• What is the basic planning and control cycle?</li> </ul>		<ul style="list-style-type: none"> <li>• Individual presentation</li> <li>• Provide choices of modes working</li> </ul>			
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Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
<p><b>Unit IV – Human Resources</b></p> <p><b>Time:</b> 3 Weeks</p> <p><b>Content Statement:</b></p> <p>Topics of discussion will include forecasting staffing needs, recruitment, selection process, performance appraisal, compensation, and legal and ethical challenges of human resource management. Students will develop an understanding of the magnitude of employment and labor laws, in addition to the complexity of benefits administration in today’s corporate environment.</p> <p><b>Essential Question:</b></p> <ul style="list-style-type: none"> <li>• Why is effective recruitment important?</li> <li>• What is the basic process of doing a job analysis, job specifications, and job description?</li> <li>• Why are both internal and external recruiting important? • What are the strategies for external recruiting?</li> </ul>	<ul style="list-style-type: none"> <li>• Steps are involved in staffing.</li> <li>• A job description is very important.</li> <li>• Various recruitment strategies are used to recruit employees.</li> <li>• External sources for recruiting will help fulfill staffing needs. • A business needs to establish a criteria that will be used in the hiring process.</li> <li>• Data collection is an important tool for hiring managers.</li> </ul>	<p><b>Proficiencies and Skills:</b></p> <p>Plan, monitor and manage day-to-day business activities to foster a healthy and safe work environment.</p> <p>Describe and follow laws and regulations affecting human resource operations</p> <p><b>Differentiation for Diverse Learners/Accommodations</b></p> <p><b>Special Ed/504:</b></p> <ul style="list-style-type: none"> <li>• Re-teaching and review</li> <li>• Graphic organizers</li> <li>• Guided questions and note taking</li> </ul> <p>Multilingual Learners:</p> <ul style="list-style-type: none"> <li>• Provide student with essential vocabulary</li> </ul> <p>At Risk Students:</p> <ul style="list-style-type: none"> <li>• Provide an Outline for writing assessments</li> </ul> <p>Gifted and Talented:</p> <ul style="list-style-type: none"> <li>• Vary level of reading and primary source documents</li> <li>• Elevated vocabulary</li> </ul>	<p>9.3.12.BM-HR.1 9.3.12.BM-HR.2 9.3.12.BM-HR.5 9.3.12.BM-HR.6</p>	<p>Homework assignments F</p> <p>Class activities F:</p> <p><i>Presentations</i> <i>Class participation</i> <i>Research</i> <i>Career Plan</i> <i>Investing Plan</i> <i>Entrepreneur Opportunities</i> <i>Teacher observations</i> <i>In class assignments</i> <i>In class discussions</i> <i>Collaborative work</i> <i>Individual Projects</i></p> <p>Quizzes F</p> <p>Tests S</p>	<p><i>Suggestion(s):</i></p> <p><a href="#">Harvard Business Review</a></p> <p><a href="#">DECA Management Case Studies</a></p> <p><a href="#">Wharton Global Youth Resource Center</a></p>

<ul style="list-style-type: none"> <li>• What are the five sources of data used to make selection decisions?</li> </ul>		<ul style="list-style-type: none"> <li>• Individual presentation</li> <li>• Provide choices of modes working</li> </ul>			
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<b>Content/Topic:</b>	<b>Key learning items/concepts:</b>	<b>Observable Proficiencies and Skills:</b>	<b>NJSLS</b>	<b>Benchmark Performance and Assessments</b>	<b>Suggested Materials</b>
<p><b>Unit V – Business Communications</b></p> <p>Time: 3 Weeks</p> <p><b>Content Statement:</b></p> <p>Students will apply basic communication skills---nonverbal, listening, speaking, reading, and writing--to effective workplace communication. Students will understand that the communication process is a significant part of management. The use of technology and social media to communicate will be explored in depth. The importance of and techniques for intercultural communication in our global economy will be emphasized. Students will explore how they communicate and what role they take in the communication process.</p> <p><b>Essential Question:</b></p> <ul style="list-style-type: none"> <li>• What are the types of communication required for an organization?</li> <li>• How can technology be used to remove time and distance as a communication barrier?</li> </ul>	<ul style="list-style-type: none"> <li>• Communication is an important aspect of the function of management.</li> <li>• Effective communication can enhance management effectiveness.</li> <li>• The difference between internal and external communication.</li> <li>• There are different levels of communication.</li> <li>• Formal communication has specific characteristics.</li> <li>• Informal communication has specific communication.</li> <li>• Communicating with other cultures needs to be analyzed.</li> </ul>	<p><b>Proficiencies and Skills:</b></p> <ul style="list-style-type: none"> <li>• Develop business documents and communications on business scenarios.</li> <li>• Assess the difference between proactive and reactive communication.</li> <li>• Identify the difference between verbal and non-verbal communication.</li> </ul> <p><b>Differentiation for Diverse Learners/Accommodations Special Ed/504:</b></p> <ul style="list-style-type: none"> <li>• Re-teaching and review</li> <li>• Graphic organizers</li> <li>• Guided questions and note taking</li> </ul> <p>Multilingual Learners:</p> <ul style="list-style-type: none"> <li>• Provide student with essential vocabulary</li> </ul> <p>At Risk Students:</p> <ul style="list-style-type: none"> <li>• Provide an Outline for writing assessments</li> </ul> <p>Gifted and Talented:</p> <ul style="list-style-type: none"> <li>• Vary level of reading and primary source documents</li> <li>• Elevated vocabulary</li> <li>• Individual presentation</li> </ul>	<p>9.3.12.BM.5, 9.3.12.BM-M.3 9.3.12.BM-MG 9.3.12.BM-HR.2</p>	<p>Homework assignments F</p> <p>Class activities F:</p> <p><i>Presentations</i> <i>Class participation</i> <i>Research</i> <i>Career Plan</i> <i>Investing Plan</i> <i>Entrepreneur Opportunities</i> <i>Teacher observations</i> <i>In class assignments</i> <i>In class discussions</i> <i>Collaborative work</i> <i>Individual Projects</i></p> <p>Quizzes F</p> <p>Tests S</p>	<p><i>Suggestion(s):</i></p> <p><a href="#">Harvard Business Review</a></p> <p><a href="#">DECA Management Case Studies</a></p> <p><a href="#">Wharton Global Youth Resource Center</a></p>

<ul style="list-style-type: none"> <li>• What are the several ways in which culture affects managerial communication?</li> <li>• What is meant by media richness and how managers can use it to decide on the media to be used in communicating?</li> </ul>		<ul style="list-style-type: none"> <li>• Provide choices of modes working</li> </ul>			
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Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLs	Benchmark Performance and Assessments	Suggested Materials
<p><b>Unit VI –The Environment of Management</b></p> <p><b>Time:</b> 2 Weeks</p> <p><b>Content Statement:</b></p> <p>Students will be exposed to best practices used to motivate, create a positive work environment, encourage creativity and innovation, and create a productive workforce. In creating a strong corporate culture, managers undeniably encounter workplace challenges. Students will explore the strategies and legal considerations in resolving difficult employee situations.</p> <p><b>Essential Question:</b></p> <ul style="list-style-type: none"> <li>• Why is corporate culture important in creating an effective work environment?</li> <li>• What are the four steps managers can take to enhance employee motivation?</li> </ul>	<ul style="list-style-type: none"> <li>• Corporate culture sets the tone of the work environment.</li> <li>• Core values are important to support innovation.</li> <li>• Managers need to create a positive work environment.</li> <li>• Communication, productivity, and costs can be impacted by the physical workplace.</li> <li>• Managers can take steps to get underachievers back on track.</li> <li>• Progressive discipline has specific activities to improve the process.</li> </ul>	<p><b>Proficiencies and Skills:</b></p> <p>Implement, monitor and evaluate business processes to ensure efficiency and quality results.</p> <p>Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.</p> <p>Plan, monitor and manage day-to-day business activities to sustain continued business functioning.</p> <p><b>Differentiation for Diverse Learners/Accommodations</b></p> <p><b>Special Ed/504:</b></p> <ul style="list-style-type: none"> <li>• Re-teaching and review</li> <li>• Graphic organizers</li> <li>• Guided questions and note taking</li> </ul> <p>Multilingual Learners:</p> <ul style="list-style-type: none"> <li>• Provide student with essential vocabulary</li> </ul> <p>At Risk Students:</p> <ul style="list-style-type: none"> <li>• Provide an Outline for writing assessments</li> </ul> <p>Gifted and Talented:</p>	<p>9.3.12.BM.6 9.3.12.BM-ADM.1 9.3.12.BM-BIM.4</p>	<p>Homework assignments F</p> <p>Class activities F:</p> <p><i>Presentations</i> <i>Class participation</i> <i>Research</i> <i>Career Plan</i> <i>Investing Plan</i> <i>Entrepreneur Opportunities</i> <i>Teacher observations</i> <i>In class assignments</i> <i>In class discussions</i> <i>Collaborative work</i> <i>Individual Projects</i></p> <p>Quizzes F</p> <p>Tests S</p>	<p><i>Suggestion(s):</i></p> <p><a href="#">Harvard Business Review</a></p> <p><a href="#">DECA Management Case Studies</a></p> <p><a href="#">Wharton Global Youth Resource Center</a></p>

<ul style="list-style-type: none"> <li>• What are the expected behaviors that might be included in an organizational attitude standard?</li> <li>• What are the five core values necessary to support innovation?</li> <li>• How does the concept of learning be more creative and how can managers help employees become more creative?</li> </ul>		<ul style="list-style-type: none"> <li>• Vary level of reading and primary source documents</li> <li>• Elevated vocabulary</li> <li>• Individual presentation</li> <li>• Provide choices of modes working</li> </ul>			
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**9.1-4: Career Readiness, Life Literacies, and Key Skills Standards:**

The NJSLS-CLKS provide a framework of concepts and skills to be integrated into the foundational, academic and technical content areas to prepare students to engage in the postsecondary options of their choice. The personal financial literacy standard promotes not only the exploration of money management but also the psychology of spending and saving that influences decisions related to finances. From discovering the concept and forms of money to exploring lines of credit and types of insurance, these standards ensure a robust and comprehensive education in financial literacy from early elementary grades through high school. 9.4 Life Literacies and Key Skills, ensures our students are prepared with the necessary knowledge, skills and dispositions to thrive in an interconnected global economy. For example, as a member of any community, the ability to communicate while collaborating in a group is crucial to function effectively. In addition, whether in their personal lives or at work, individuals will need to be able to discern accurate and valid information – given the unprecedented amount of information that is posted on the Internet daily – as well as leverage creativity and critical thinking skills to solve local and global problems. In short, these standards provide students with a guide to interact in life and work regardless of the domain-specific environment.

Course: Management and Leadership

PVRHSD CURRICULUM MAP

Grade Level: 10-12

The NJSLS-CLKS reflect national and state standards as well as other national and international documents such as the National Financial Educators Council Learner Framework & Standards for High School, College & Adults as well as those published by the Pascack Valley Regional High School District, by the Council for Economic Education, JumpStart Coalition for Personal Financial Literacy, and the Partnership for 21st Century Skills.

Revised Standards Framework for NJ Designed Standards: The design of this version of the NJSLS-Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) is intended to,

- promote the development of curricula and learning experiences that reflect the vision and mission of Career Readiness, Life Literacies, and Key Skills;
- foster greater coherence and appropriate progressions across grade bands; • establish meaningful connections among the major areas of study;
- prioritize the important ideas and core processes that are central and have lasting value beyond the classroom; and
- reflect the habits of mind central to Career Readiness, Life Literacies, and Key Skills that lead to post-secondary success.

Possible Curricular Modifications:

<p><b>Interdisciplinary Connections</b></p>	<p><b><u>Connections to NJSL – English Language Arts:</u></b>  <b>WHST.9-12.2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes  <b>WHST.9-12.9:</b> Draw evidence from informational texts to support analysis, reflection, and research  <b>RST.11-12.1:</b> Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p> <p><b><u>Connections to NJSL – Mathematics</u></b>  <b>MP.4:</b> Model with mathematics.  <b>NJLSA.SL1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.  <b>NJLSA.SL2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
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<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<ul style="list-style-type: none"> <li>● 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.</li> <li>● 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.</li> <li>● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.</li> <li>● 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</li> <li>● 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).</li> <li>● 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</li> <li>● 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</li> <li>● 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</li> <li>● 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</li> </ul>
<p><b>Computer Science and Design Thinking</b></p>	<ul style="list-style-type: none"> <li>● 8.2.12.ETW.2: Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.</li> <li>● 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.</li> <li>● 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.</li> </ul>

Grade Level: 10-12

	<ul style="list-style-type: none"> <li>● 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.</li> <li>● 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.</li> <li>● 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.</li> </ul>		
<b>Modifications</b>			
<b>Multilingual Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>

<p>Display labeled images of individuals, terms and content</p> <p>Use body movement and gestures to further explain concepts to students.</p> <p>Restate design steps aloud before project activity.</p> <p>Assign a native language partner.</p>	<p>Provide adequate scaffolds for the educational process.</p> <p>Provide alternative choices (i.e. verbal or visual) to demonstrate proficiency.</p> <p>Provide an outline of lessons</p> <p>Get a written list of instructions</p> <p>Work or take a test in a different setting, such as a quiet room with few distractions.</p> <p>Sit where they learn best (for example, near the teacher).</p> <p>Use an alarm to help with time management.</p> <p>Work with a partner.</p>	<p>Incorporate student choice</p> <p>Invite parents, neighbors, friends, the school principal and other community members to support classroom activities.</p> <p>Provide peer mentoring to improve techniques.</p>	<p>Take on an additional or more complex reading and writing prompts</p> <p>Investigate different levels and concepts relevant to the presented topics</p>
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**Career information - Business**

A business degree is a great way to develop many of the transferable skills needed for working in a business environment. There are a number of business degrees which you can undertake, one of the most common of which is an undergraduate business studies degree. Often a business studies degree will cover subjects such as accounting, finance, management and, increasingly, entrepreneurship. This wide range of subjects reflects the multidisciplinary nature of business, and the importance of understanding all the key elements needed to make a business successful.

If you're looking for a degree which specializes more in a particular aspect of the business world (e.g. economics or marketing), consider taking a dedicated program in that area, or a joint honors degree (e.g. Business & Economics). The advantage of a joint degree is that you acquire general business skills along with more specialized ones, leaving you well placed when it comes to applying for graduate jobs.

Corporate business careers are available in pretty much every sector you can think of; all industries need strong leaders, managers, financial advisors and market-savvy decision-makers. For many business graduates, however, the traditional pathways still hold a strong appeal – including careers in the banking and financial sectors, consultancy, human resources and marketing roles.

If a straightforward corporate career is failing to get you excited, then a business program can also give you the skills to create your own business, or to take on business and management roles within more creative industries, be that fashion, media, or even the charity sector.

The good thing about a business studies qualification is that it can lead to many entry-level roles upon graduation, while still allowing those who wish to specialize further the chance to improve their return on investment with a graduate degree. Examples of postgraduate programs include Masters in Management, Masters in Finance and (for those who've gained some professional experience) the Masters in Business Administration (MBA).

### **Typical careers with a business degree**

Don't assume that studying business is a one-way route into business leadership and management roles – while this is a common path, business careers span multiple industries. Good business and management skills are key elements of any profitable company, and therefore effective leaders, strategic thinkers and financial experts are all in great demand. Big or small, global or local, companies all over the world are looking for business graduates like you.

#### **Business careers in accounting and finance**

Generalized business studies degrees will usually cover aspects of accountancy and finance, however, if you wish to pursue a career in accounting or finance, you'll usually need to gain further qualifications. A good option for business graduates is to apply for a graduate role and complete a specialized qualification while you work. In many larger companies, the course costs will be covered by the employer.

If you decide to go into accounting or finance, your job may involve reviewing your company's financial situation both past and present; advising clients and colleagues on tax and expenditure; managing records and business transactions; playing a role in mergers and acquisitions; and taking responsibility for preventing bad practice as well as fraud and negligence.

#### **Business careers in management**

Becoming a manager is a tough job, with long hours and heavy responsibilities. The upside is that managerial roles are known for being higher-paid, as well as boasting many opportunities for career progression or even a career U-turn. Managers can be found across all industries and fields, and their job is to provide structure and strategy to a workplace.

Because of the responsibility of such positions, it's unlikely you'll find a managerial role without first gaining a further degree or a number of years of mid-level work experience. Despite this, business graduates are well-placed to become managers later on in life, and with determination and steady career progression an additional degree may not be necessary.

### **Business careers in consultancy**

Another option which may appeal is the field of business consultancy. This means working as part of a team, combining your business expertise and analytical skills in order to provide advice to other companies, usually focusing on how to optimize a specific project or part of the business. Projects and clients may vary widely, ensuring plenty of fresh challenges to get to grips with. Or you may specialize in a particular type of business, combining your business knowledge with a second field of interest, such as engineering or logistics.

### **Business careers in retail and sales**

There's much more to retail and sales than shelf-stacking and cold-calling, especially if you're armed with a business degree. Opportunities within sales and retail are numerous, including shop-based and office-based roles, as well as traveling positions for which a good knowledge of global markets is a must.

For those looking to rise to the higher levels of retail and sales careers, large companies often offer the chance to undertake a graduate training program or trainee management program, in order to fast-track your position within the company. This can be highly valuable in gaining on-the-job experience, while continuing to develop your business and management skills in a commercial world.

Course: Management and Leadership

PVRHSD CURRICULUM MAP

Grade Level: 10-12

Other common graduate careers with a business degree include roles within auditing, banking, communications, distribution, energy and utilities, hospitality and leisure, IT, insurance, journalism, law, logistics, manufacturing, media administration, production management, public relations, the public sector and defense, risk management and tax.

### **Less typical careers with a business degree**

What can you do with a business degree *without* following the typical routes? Well, you can do a lot. Roles requiring business acumen and analytical thinking are innumerable, and your choice of which industry to head into is likely to be based on personal interests. It's a cliché, but true – if you work for a company, product or service you truly believe in, you're likely to be more motivated and effective in your role and progress more rapidly.

#### **Business careers in media**

Although business studies degrees may not seem like the most creative of pathways, they can in fact lead to many roles within creative industries. Media is one such widespread industry, an umbrella term covering TV, film, online, newspaper and magazine publishing, events and more. While you're unlikely to be directly involved in creative tasks such as writing, video editing or animation production, you'll need a solid understanding of the media sector within which you're working. Business careers in media include roles in sales, human resources, PR, finance and accounting, operations, marketing and branding, as well as overall management and strategic direction.

#### **Business careers in marketing and advertising**

Opportunities in marketing and advertising are numerous for business graduates, particularly for those with a bit of creative flair. In these industries, business graduates can use the analysis and report-writing skills honed during their degree in order to conduct market research, develop marketing strategies, manage client relationships, liaise with copywriters, designers and printers, analyze markets and evaluate campaign results. You're likely

Course: Management and Leadership

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to be working alongside specialists such as designers, video producers and copywriters, and will need to continually broaden your own skillset to keep pace with changes in technology and market trends.

### **Business careers in human resources**

Business doesn't have to be a dog-eat-dog world, and careers within human resources offer roles which require both business acumen and highly honed interpersonal skills. Recruitment, training and pay are all areas handled by the HR department. Great communication skills are essential, but you'll also be expected to have a good basic understanding of business operations and management as well as detailed and up-to-date knowledge of employment laws and company regulations.