

Course: *Introduction to Business*
Unit #3: *Business Structure and Management*

Year of Implementation: 2024-2025

Curriculum Team Members

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

https://nj.gov/education/standards/clicks/Docs/2014_9.3_21LifeAndCareers.pdf
<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>
https://njcss.weebly.com/uploads/1/3/0/2/13026706/nj_financial_literacy_standards_grades_6-8.pdf
<https://www.state.nj.us/education/cccs/2020/>

● **Unit Standards:**

○ **Content Standards**

- 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.
- 9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.
- 9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.
- 9.3.12.BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships.
- 9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.
- 9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.
- 9.3.12.BM-MGT.7 Plan, organize and manage an organization/department to achieve business goals.
- 9.3.HU.4 Demonstrate ethical and legal conduct in human services settings.
- 9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.

- 9.3.12.BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships.
- 9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.
- 9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.
- 9.3.12.BM-ADM.1 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
- 9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-ADM.3 Plan, monitor and manage day-to-day business activities.
- 9.3.12.BM-MGT.6 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
- 9.3.12.BM-MGT.7 Plan, organize and manage an organization/department to achieve business goals.
- 9.3.12.BM-MGT.8 Create strategic plans used to manage business growth, profit and goals.
- 9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.
- 9.3.12.BM-HR.2 Access, evaluate and disseminate information for human resources management decision making.
- 9.3.12.BM-HR.3 Motivate and supervise personnel to achieve completion of projects and business goals.
- 9.3.12.BM-HR.4 Plan, monitor and manage the use of financial and human resources to ensure a business's financial well being.
- 9.3.12.BM-HR.5 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
- 9.3.12.BM-HR.6 Plan, monitor and manage day-to-day business activities to foster a healthy and safe work environment.
- **21st Century Life & Career Standards**
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. •
 - 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).
 - 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>
- **English Companion Standards**
 - Companion Standards:
 - NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion11-12.pdf

○ ***Interdisciplinary Content Standards***

- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.9-10.5.

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <https://www.nj.gov/education/amistad/about/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)
A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to describe how different structures of business ownership, management styles, and ethical behavior impact business operations and how this learning will affect their professional career and the world around them. .

As aligned with LRHSD Long Term Learning Goal(s):<https://www.lrhhsd.org/Page/6163>

1. utilize and integrate essential communication and technical skills significant to 21st century life, work, and community
2. make ethical decisions needed to promote democracy and free enterprise
3. evaluate careers using critical thinking and problem-solving skills to respond to changing societal and economic conditions
4. apply information technology to achieve an organization's business goals
5. create authentic learning experiences to successfully transfer knowledge into real-world experiences preparing them for life and career
6. use technology to extend creativity and/or improve problem-solving ability

Enduring Understandings

Students will understand that. . .

EU 1

- different types of business ownership play a role in the U.S. economy and job market.

EU 2

- they are a part of today's workforce and need to understand the role of human resources and management style.

Essential Questions

- Why would you choose one specific business structure over another?
- What are the various roles of the Human Resources Department and why is it critical for business success?
- What is the distinction between legality and ethics?

<p>EU 3</p> <ul style="list-style-type: none"> social responsibility and corporate code of ethics play a leading role in consumers' perception of business operations. 	
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> the difference between forms of business ownership and which form of ownership is most appropriate under certain conditions. (9.3.12.BM-MGT.7) the value chain of a product or service from producer to end user. (9.3.12.BM.6) <p><i>EU 2</i></p> <ul style="list-style-type: none"> the role of the human resources department includes recruiting, hiring, training and terminating. (9.3.12.BM-HR.2) strategies for researching employment opportunities. (9.3.12.BM.3) <p><i>EU 3</i></p> <ul style="list-style-type: none"> that a code of ethics is a set of rules for guiding the actions of employees. (9.3.12.BM.2) 	<p><u>Skills</u> Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> define vocabulary related to forms of business ownership. (9.3.12.BM-MGT.7) list the pros and cons of each form of business ownership. (9.3.12.BM-MGT.7) <p><i>EU 2</i></p> <ul style="list-style-type: none"> distinguish between temporary vs permanent and part time vs full time employment. (9.3.12.BM-HR.5) list and explain various compensation and benefit options offered to employees. (9.3.12.BM-HR.2) <p><i>EU 3</i></p> <ul style="list-style-type: none"> explain the purpose of a code of ethics and its impact on business decisions. (9.3.12.BM.2)
<p>Stage Two - Assessment</p>	

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Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.** {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Teacher led notes and discussion on chapter terms and concepts (A, EU1, EU2, EU3)
- Milton Hershey DVD (A, EU1)
- Posters on various business structures (A, EU1)
- Research project on secondary business structures; students “teach back” (M, EU1)
- Recruiting Campaign (M, EU2)
- Compose a "Want Ad" (M, EU2)
- Perform Interviews (M, T, EU2)
- Career Investigation and Career Brochure (A, M, EU2)
- Myers Briggs Personality Test (A, M, EU2)
- Brainstorm Carousel (A, M, EU2)
- Management Pyramid Analysis (M, EU2)
- Poster of Managerial Levels (A, M, EU2)
- Slashing Middle Management (M, T, EU2)
- Corporate Ladder Activity (A, EU2)
- Management Jigsaw Puzzle - Pair and Share (A, M, EU2)
- Survey - People, Ideas, Things (M, T, EU2)
- Goal Setting Posters (M, T, EU2)
- Build A Manager Project (M, T, EU2)
- Skits regarding Ethics (M, T, EU3)
- Ethics debate - current events/topics (M, T, EU3)
- Shield of Ethics (A, M, EU3)
- Pizza Dilemma (T, EU3)
- Draw an ethical issue (A, EU3)
- 10 Words to Live By Activity (M, T, EU3)

- A Civil Action - Movie (**A, M, EU3**)
- Ethical Topic Project (**T, EU3**)
- Ethics “Field Trip” to Harvard-Intro into the lesson (**A, EU3**)

Pacing Guide

{This chart will be identical in all of the units for this course.}

<i>Unit #</i>	<i>Title of Unit</i>	<i>Approximate # of teaching days</i>
1	The Economic Environment	36
2	Marketing	15
3	Business Structures and Management	39
4	Financial Management	45

Instructional Materials

- Google Suite
- Online textbook to be named later
- Teacher textbook - hard copy
- Presentation technology (i.e. projector or smart TV)

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.