



Lakewood High School

Business Department Curriculum

2017-2018

Introduction to Business
Grade Level: 10-12
Time Frame: One Semester

Essential Questions

What is the U.S. economic system?
How does it compare to other global economies?
How are economic decisions made?
How are businesses organized and managed?
How do human resources affect businesses?
What are some of the most important functions of business?
What are activities that must be done to complete business functions?
Who completes the activities required of business functions?

Standards

New Jersey Core Curriculum Content Standards: 21st Century Life and Careers

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

9.2 Career Awareness, Exploration, and Preparation

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.
- 9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

9.3 Career and Technical Education

CAREER CLUSTER: BUSINESS MANAGEMENT AND ADMINISTRATION (BM)

- 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.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.

PATHWAY: ADMINISTRATIVE SUPPORT (BM-ADM)

- 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.

PATHWAY: BUSINESS INFORMATION MANAGEMENT (BM-BIM)

- 9.3.12.BM-BIM.1 Describe and follow laws and regulations affecting business operations and transactions.
- 9.3.12.BM-BIM.2 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
- 9.3.12.BM-BIM.3 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-BIM.4 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
- 9.3.12.BM-BIM.5 Plan, organize and manage an organization/department to achieve business goals.

PATHWAY: GENERAL MANAGEMENT (BM-MGT)

- 9.3.12.BM-MGT.1 Describe and follow laws and regulations affecting business operations and transactions.
- 9.3.12.BM-MGT.2 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-MGT.3 Apply economic concepts fundamental to global business operations.
- 9.3.12.BM-MGT.4 Employ and manage techniques, strategies and systems to enhance business relationships.
- 9.3.12.BM-MGT.5 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
- 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.

PATHWAY: HUMAN RESOURCES MANAGEMENT (BM-HR)

- 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 wellbeing.

- 9.3.12.BM-HR.5 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
- 9.3.12.BM-HR.6 Plan, monitor and manage day-to-day business activities to foster a healthy and safe work environment.
- 9.3.12.BM-HR.7 Plan, organize and implement compensation, benefits, health and safety programs.

PATHWAY: OPERATIONS MANAGEMENT (BM-OP)

- 9.3.12.BM-OP.1 Describe and follow laws and regulations affecting business operations and transactions.
- 9.3.12.BM-OP.2 Develop and maintain positive customer relationships.
- 9.3.12.BM-OP.3 Apply inventory tracking systems to facilitate operational controls.
- 9.3.12.BM-OP.4 Plan, monitor and manage day-to-day business activities to maintain and improve operational functions.

Cross-Curricular Content Standards to be Self-Cited Where/When Appropriate

Unit 1: Business in the Global Economic Environment (Chapters 1-4)
Time Frame: approx 6 weeks

Instructional Plan

Pre-Assessment:

1. Responses to Essential Questions:
 - a) What is the U.S. economic system?
 - b) How does it compare to other global economies?
 - c) How are economic decisions made?
2. Use of key vocabulary/terminology

Chapter 1
Economic Decisions and Systems

SLOs WALT.....	Formative Assessments	Learning Activities	Reflection
Compare and contrast needs and wants Distinguish between goods and services Describe the types of economic resources	Teacher observation Group/individual activities Reading checkpoints Exit tickets Do Now	Section 1-1 - <i>Satisfying Needs and Wants</i> Teacher/student discuss Focus on Real Life. How do you decide on which things you will buy and how so you decide how much to pay? Whole group will complete opening exercise and discuss answers Students will partner to discuss personal experiences regarding purchasing decisions and share. (Can also complete Work As A Team activity on how their needs differ from their parents' needs) Teacher will assist as needed	

<p>Describe the basic economic problem</p> <p>Explain the steps in the decision-making process</p>	<p>Section 1.1 assessment</p> <p>Teacher observation</p> <p>Group/individual activities</p> <p>Reading checkpoints</p> <p>Exit tickets</p> <p>Do Now</p> <p>Section 1.2 assessment</p>	<p>Section 1-2 - <i>Economic Choices</i></p> <p>Teacher/student discuss Focus on Real Life. What advice would you give to a friend deciding between attending a concert and spending time with family?</p> <p>Whole group will complete opening exercise and discuss answers</p> <p>Students will partner to discuss personal experiences regarding process of making tough decisions and share.</p> <p>Teacher will assist as needed</p> <p>Review the six-steps of the Decision-Making Process</p> <p>Complete Work As A Team activity regarding a township committee deciding whether or not to build a skateboard park or other similar decision</p>	
<p>Identify the three economic questions</p> <p>Differentiate among the main types of economic systems</p> <p>Describe the economic system of the United States</p>	<p>Teacher observation</p> <p>Group/individual activities</p> <p>Reading checkpoints</p> <p>Exit tickets</p> <p>Do Now</p> <p>Section 1.3 assessment</p>	<p>Section 1-3- <i>Economic Systems</i></p> <p>Teacher/student discuss Focus on Real Life. Have you ever been to a foreign country like China? What about Mexico? The Dominican Republic? Are there economies like ours? If so, how? If not, why not?</p> <p>Whole group will complete opening exercise and discuss answers</p> <p>Students will partner to discuss personal experiences regarding global economies</p> <p>Teacher will assist as needed</p> <p>Review the text material</p> <p>Complete Work As A Team activity regarding the type of information that would be needed in order to decide which economy might be best for a country</p>	
<p>Describe “supply” and “demand” both</p>	<p>Teacher observation</p>	<p>Section 1-4 - <i>Supply and Demand</i></p>	

<p>orally and graphically</p> <p>Discuss how supply and demand affect prices of products and services</p>	<p>Group/individual activities</p> <p>Reading checkpoints</p> <p>Exit tickets</p> <p>Do Now</p> <p>Section 1.4 assessment</p>	<p>Teacher/student discuss Focus on Real Life. How long would you wait in line at a restaurant for your favorite food/dish?</p> <p>Whole group will complete opening exercise and discuss answers</p> <p>Students will partner to discuss personal experiences regarding waiting in line for something or moving to a less-desired place for a less-desired product only because it was more easily attainable.</p> <p>Teacher will assist as needed</p> <p>Review the text material</p> <p>Complete Work As A Team activity regarding everyday products with constantly changing prices and the effect of supply and demand</p> <p>Benchmark Assessment 1:</p> <ul style="list-style-type: none"> ● Review Business Concepts ● Think Critically About Business ● Develop Your Business Language ● Make Academic Connections ● Make Your Case ● Interactions and Connections ● Winning Edge/FBLA/DECA supplement project 	
<p>Chapter 2 Economic Activity</p>			
<p>Define Gross Domestic Product</p> <p>Describe economic measures of labor</p> <p>Identify economic indicators for consumer spending</p>	<p>Teacher observation</p> <p>Group/individual activities</p> <p>Reading checkpoints</p> <p>Exit tickets</p> <p>Do Now</p>	<p>Section 2-1 - <i>Measuring Economic Activity</i></p> <p>Teacher/student discuss Focus on Real Life. How do you measure your personal growth towards a goal? How do you think businesses do it?</p> <p>Whole group will complete opening exercise and discuss answers</p> <p>Students will partner to discuss how they measure growth.</p> <p>Complete Work As A Team activity on problem with only looking at one indicator to measure anything.</p> <p>Teacher will assist as needed</p>	

<p>Describe the four phases of the business cycle</p> <p>Explain causes of inflation and deflation</p> <p>Identify the importance of interest rates</p>	<p>Section 2.1 assessment</p> <p>Teacher observation</p> <p>Group/individual activities</p> <p>Reading checkpoints</p> <p>Exit tickets</p> <p>Do Now</p> <p>Section 2.2 assessment</p> <p>Supplement: Ecuador</p>	<p>Review text material</p> <p>Section 2-2 - Economic Conditions Change</p> <p>Teacher/student discuss Focus on Real Life. Is life a straight line or does it have its ups and downs; it's good days and bad days? What, then, can you anticipate about the economy?</p> <p>Whole group will complete opening exercise and discuss answers</p> <p>Students will partner to discuss personal experiences regarding life's ups and downs</p> <p>Teacher will assist as needed</p> <p>Review the text material</p> <p>Complete Work As A Team activity regarding interest rates and the groups they affect</p>	
<p>Discuss investment activities that promote economic growth</p> <p>Explain borrowing activities by government, business, and consumers</p> <p>Describe future concerns of economic growth</p>	<p>Teacher observation</p> <p>Group/individual activities</p> <p>Reading checkpoints</p> <p>Exit tickets</p> <p>Do Now</p> <p>Section 2.3 assessment</p>	<p>Section 2-3 - Other Measures of Business Activity</p> <p>Teacher/student discuss Focus on Real Life. How to balance spending in high school on things like shopping and going out with friends and an ability to purchase things in the future like a car or a college education?</p> <p>Whole group will complete opening exercise and discuss answers</p> <p>Students will partner to discuss personal experiences regarding the balance of spending/saving</p> <p>Teacher will assist as needed</p> <p>Review the text material</p> <p>Complete Work As A Team activity regarding the role they can play in economic issues</p> <p>Benchmark Assessment 2:</p> <ul style="list-style-type: none"> ● Review Business Concepts ● Think Critically About Business 	

		<ul style="list-style-type: none"> ● Develop Your Business Language ● Make Academic Connections ● Make Your Case ● Interactions and Connections ● Winning Edge/FBLA/DECA supplement project 	
Chapter 3 Business in the Global Economy			
<p>Define importing and exporting activities</p> <p>Compare balance of trade and balance of payments</p> <p>List factors that affect the value of global currencies</p>	<p>Teacher observation</p> <p>Group/individual activities</p> <p>Reading checkpoints</p> <p>Exit tickets</p> <p>Do Now</p> <p>Section 3.1 assessment</p>	<p>Section 3-1 -<i>International Business Basics</i></p> <p>Teacher/student discuss Focus on Real Life. Can you identify products you use in you home that were made in other countries?</p> <p>Whole group will complete opening exercise and discuss answers</p> <p>Students will partner to discuss how such products make it to them</p> <p>Complete Work As A Team activity on international trade relations</p> <p>Teacher will assist as needed</p> <p>Review text material</p> <p>Explore America's Balance of Trade</p> <p>Conduct an internet search of foreign exchange rates</p>	
<p>Describe the components of the international business environment</p> <p>Identify examples of formal trade barriers</p> <p>Explain actions to encourage international trade</p>	<p>Teacher observation</p> <p>Group/individual activities</p> <p>Reading checkpoints</p> <p>Exit tickets</p> <p>Do Now</p>	<p>Section 3-2 - <i>The Global Marketplace</i></p> <p>Teacher/student discuss Focus on Real Life. Consider the shirt or jacket or shoes you are wearing right now. Does it matter to you from what country it came? Why or why not?</p> <p>Whole group will complete opening exercise and discuss answers</p> <p>Students will partner to discuss personal feelings towards international trade</p> <p>Teacher will assist as needed</p> <p>Review the text material</p>	

<p>Discuss activities of multinational organizations</p> <p>Explain common international business entry models</p> <p>Describe activities of international trade organizations and agencies</p>	<p>Section 3.2 assessment</p> <p>Teacher observation</p> <p>Group/individual activities</p> <p>Reading checkpoints</p> <p>Exit tickets</p> <p>Do Now</p> <p>Section 3.3 assessment</p> <p>Supplement: Water</p>	<p>Complete Work As A Team activity regarding list of things that could impact doing business in another country</p> <p>Section 3-3 - International Business Organizations</p> <p>Teacher/student discuss Focus on Real Life. Have you ever been to another country in which the same or very similar brand tasted somewhat different? Did you wonder why that is?</p> <p>Whole group will complete opening exercise and discuss answers</p> <p>Students will partner to discuss personal experiences regarding the difference in branding across countries</p> <p>Teacher will assist as needed</p> <p>Review the text material</p> <p>Complete Work As A Team activity regarding international partners</p> <p>Benchmark Assessment 3:</p> <ul style="list-style-type: none"> ● Review Business Concepts ● Think Critically About Business ● Develop Your Business Language ● Make Academic Connections ● Make Your Case ● Interactions and Connections ● Winning Edge/FBLA/DECA supplement project 	
<p>Chapter 4 Social Responsibility of Business and Government</p>			
<p>Describe social responsibility issues</p> <p>Identify benefits and costs of social responsibility</p> <p>Explain the purpose of a code of ethics</p>	<p>Teacher observation</p> <p>Group/individual activities</p> <p>Reading checkpoints</p> <p>Exit tickets</p>	<p>Section 4-1 -Social Responsibility and Business Ethics</p> <p>Teacher/student discuss Focus on Real Life. Name a company that you think does good for the community. Why do you think that?</p> <p>Whole group will complete opening exercise and discuss answers</p> <p>Students will partner to discuss the things a company does to make others believe they are doing good for the community.</p>	

<p>Identify the roles and levels of government</p> <p>Explain the role of government protection and the legal system in business</p> <p>Describe types of intellectual property</p> <p>Explain actions by government to regulate business</p> <p>Discuss efforts of government to assist businesses</p> <p>Identify methods used by the government to raise money</p>	<p>Do Now</p> <p>Section 4.1 assessment</p> <p>Supplement: Life/Work Skills of Communication and Collaboration</p> <p>Teacher observation</p> <p>Group/individual activities</p> <p>Reading checkpoints</p> <p>Exit tickets</p> <p>Do Now</p> <p>Section 4.2 assessment</p> <p>Teacher observation</p> <p>Group/individual activities</p> <p>Reading checkpoints</p> <p>Exit tickets</p> <p>Do Now</p>	<p>Complete Work As A Team activity on things done in a workplace which might be considered unethical</p> <p>Teacher will assist as needed</p> <p>Review text material, focus on guidelines for writing a code of ethics</p> <p>Section 4-2 - Government Protection Activities</p> <p>Teacher/student discuss Focus on Real Life. Have you ever come across a huge pothole in the road or a downed telephone wire? Did you call anyone about it? Why or why not?</p> <p>Whole group will complete opening exercise and discuss answers</p> <p>Students will partner to discuss personal experiences with reporting to government agencies in the local community</p> <p>Teacher will assist as needed</p> <p>Review the text material, especially the contract basics</p> <p>Complete Work As A Team activity regarding intellectual property</p> <p>Section 4-3 -Government Regulation and Assistance</p> <p>Teacher/student discuss Focus on Real Life. Lakewood has a few beautiful parks, including Ocean County Park. Who pays for the upkeep/maintenance? Who decides if it's worth it or not? What about school spending?</p> <p>Whole group will complete opening exercise and discuss answers</p> <p>Students will partner to discuss personal experiences regarding participation at any local park and issues surrounding school funding</p> <p>Teacher will assist as needed</p>	
---	--	--	--

	Section 4.3 assessment Supplement: Business Insight	Review the text material Complete Work As A Team activity regarding unfair competition Benchmark Assessment 4: <ul style="list-style-type: none"> ● Review Business Concepts ● Think Critically About Business ● Develop Your Business Language ● Make Academic Connections ● Make Your Case ● Interactions and Connections ● Winning Edge/FBLA/DECA supplement project 	

Unit 2: Business Organization and Management (Chapters 5-9) Time Frame: approx 8 weeks			
Instructional Plan			
Pre-Assessment: 1. Responses to Essential Questions: a) What is the U.S. economic system? b) How does it compare to other global economies? c) How are economic decisions made? 2. Use of key vocabulary/terminology			
Chapter 5 Business Organization			
SLOs WALT.....	Formative Assessments	Learning Activities	Reflection
Discuss the changing status of U.S. employment	Teacher observation Group/individual activities	Section 5-1 - <i>Business in the U.S. Economy</i> Teacher/student discuss Focus on Real Life. To partner or not to partner? What goes into the decision as to what type of business? Whole group will complete opening exercise and discuss answers	

<p>Discuss the role of business in the U.S. economy</p>	<p>Reading checkpoints</p>	<p>Students will partner to discuss personal experiences regarding having to partner with someone in order to complete a job (class activities not included)</p>	
<p>Discuss three major types of businesses</p>	<p>Exit tickets</p>	<p>Teacher will assist as needed</p>	
	<p>Do Now</p>	<p>Review the text material, especially the Business Insight</p>	
	<p>Section 5.1 assessment</p>	<p>Complete Work As A Team activity regarding the decision between a bank loan or taking on a partner and giving up equity</p>	
<p>Understand the three major forms of business ownership</p>	<p>Teacher observation</p>	<p>Section 5-2 - Forms of Business Ownership</p>	
<p>Determine when each form of business ownership is most appropriate</p>	<p>Group/individual activities</p>	<p>Teacher/student discuss Focus on Real Life. What do you know about the stock market? What does it mean to “own shares of Nike”?</p>	
<p>Recognize other specialized business ownership forms</p>	<p>Reading checkpoints</p>	<p>Whole group will complete opening exercise and discuss answers</p>	
	<p>Exit tickets</p>	<p>Students will partner to discuss personal experiences regarding discussions of the stock market and what they think is meant by owning stock in a company</p>	
	<p>Do Now</p>	<p>Teacher will assist as needed</p>	
	<p>Section 5.2 assessment</p>	<p>Review the comparisons among U.S. businesses by types of ownership</p>	
	<p>Supplement: Life/Work Skills: Critical Thinking and Problem Solving</p>	<p>Review the text material</p>	
<p>Understand important principles in designing an effective organization</p>	<p>Teacher observation</p>	<p>Complete Work As A Team activity regarding the exploration of possible businesses which can be started based on the students’ KSAs</p>	
	<p>Group/individual activities</p>	<p>Section 5-3- Organizational Structure for Business</p>	
		<p>Teacher/student discuss Focus on Real Life. How do you see the role of telecommuting to jobs in the future? Will it be more prominent among millenials? What do you prefer; going into an office or working from home on a computer?</p>	

<p>Compare alternative organizational structures for business</p>	<p>Reading checkpoints</p> <p>Exit tickets</p> <p>Do Now</p> <p>Section 5.3 assessment</p> <p>Supplement Business Improving Society: Electricity where there was none</p>	<p>Whole group will complete opening exercise and discuss answers</p> <p>Students will partner to discuss current opinions on online education vs. having to show up to school</p> <p>Teacher will assist as needed</p> <p>Review the text material, especially the organization hierarchy chart</p> <p>Complete Work As A Team activity regarding the example of establishing a project management flowchart</p> <p>Benchmark Assessment 5:</p> <ul style="list-style-type: none"> ● Review Business Concepts ● Think Critically About Business ● Develop Your Business Language ● Make Academic Connections ● Make Your Case ● Interactions and Connections ● Winning Edge/FBLA/DECA supplement project 	
<p>Chapter 6 Entrepreneurship and Small Business Management</p>			
<p>Identify characteristics of successful entrepreneurs</p> <p>Recognize the importance of entrepreneurship in the economy</p> <p>Describe opportunities and risks of entrepreneurship</p>	<p>Teacher observation</p> <p>Group/individual activities</p> <p>Reading checkpoints</p> <p>Exit tickets</p> <p>Do Now</p> <p>Section 6.1 assessment</p>	<p>Section 6-1 - <i>Becoming an Entrepreneur</i></p> <p>Teacher/student discuss Focus on Real Life. Many of you work for others. Ever think of using what you've learned to start your own business?</p> <p>Whole group will complete opening exercise and discuss answers</p> <p>Students will partner to discuss whether or not they've thought about starting their own businesses and if so, what. If not, why not?</p> <p>Complete Work As A Team activity on developing questions investors might ask of business owners seeking seed funding</p> <p>Teacher will assist as needed</p> <p>Review text material, especially the characteristics of entrepreneurs</p>	

<p>Identify important characteristics of small businesses</p> <p>Recognize the competitive advantages of small businesses</p> <p>Identify the problems faced by many small businesses</p>	<p>Teacher observation</p> <p>Group/individual activities</p> <p>Reading checkpoints</p> <p>Exit tickets</p> <p>Do Now</p> <p>Section 6.2 assessment</p> <p>Supplement: Life Work Skills: Info., Comm., and Tech. Literacy</p>	<p>Section 6-2 - <i>Small Business Basics</i></p> <p>Teacher/student discuss Focus on Real Life. Is life a straight line or does it have its ups and downs; it's good days and bad days? What, then, can you anticipate about the economy?</p> <p>Whole group will complete opening exercise and discuss answers</p> <p>Students will partner to discuss personal experiences regarding life's ups and downs</p> <p>Teacher will assist as needed</p> <p>Review the text material, especially the Common Types of Small Businesses graph</p> <p>Complete Work As A Team activity regarding common characteristics of long-time successful local community businesses</p>	
<p>Recognize important factors to be considered when starting a business</p> <p>Describe the elements of a business plan</p> <p>Identify types and sources of financing for a small business</p>	<p>Teacher observation</p> <p>Group/individual activities</p> <p>Reading checkpoints</p> <p>Exit tickets</p> <p>Do Now</p> <p>Section 6.3 assessment</p> <p>Supplement: Business Insight</p>	<p>Section 6-3 -<i>Starting a Small Business</i></p> <p>Teacher/student discuss Focus on Real Life. How to balance spending in high school on things like shopping and going out with friends and an ability to purchase things in the future like a car or a college education?</p> <p>Whole group will complete opening exercise and discuss answers</p> <p>Students will partner to discuss personal experiences regarding the balance of spending/saving</p> <p>Teacher will assist as needed</p> <p>Review the text material, especially the elements of a business plan figure</p> <p>Complete Work As A Team activity regarding the identification of a new business in the local area, the creation of a presentation, and presenting it</p> <p>Benchmark Assessment 6:</p> <ul style="list-style-type: none"> ● Review Business Concepts 	

		<ul style="list-style-type: none"> ● Think Critically About Business ● Develop Your Business Language ● Make Academic Connections ● Make Your Case ● Interactions and Connections ● Winning Edge/FBLA/DECA supplement project 	
Chapter 7 Management and Leadership			
<p>Define the five functions of management</p> <p>Describe the levels of management in businesses and organizations</p> <p>Discuss how and when to use the two management styles</p>	<p>Teacher observation</p> <p>Group/individual activities</p> <p>Reading checkpoints</p> <p>Exit tickets</p> <p>Do Now</p> <p>Section 7.1 assessment</p> <p>Supplement: Doing Business in South Africa</p>	<p>Section 7-1 -<i>Management Functions and Styles</i></p> <p>Teacher/student discuss Focus on Real Life. Can you identify how any of your previous experiences or activities could have been considered management functions? Do you think you can be a manager based on those experiences?</p> <p>Whole group will complete opening exercise and discuss answers</p> <p>Students will partner to discuss their previous experiences whether formal work at places like Dunkin’ Donuts or local caterers or more informal experiences like babysitting or helping around the house and how they relate to managing a business</p> <p>Complete Work As A Team activity on types of management activities involved in a highway cleanup</p> <p>Teacher will assist as needed</p> <p>Review text material, especially the Choosing a Management Style figure</p>	
<p>Describe the need for leadership skills and the characteristics of an effective leader</p> <p>Identify the human relations skills needed by managers and leaders</p>	<p>Teacher observation</p> <p>Group/individual activities</p> <p>Reading checkpoints</p> <p>Exit tickets</p> <p>Do Now</p>	<p>Section 7-2 - <i>Leadership</i></p> <p>Teacher/student discuss Focus on Real Life. Can everyone in an organization be considered a leader? How? Why? Why not?</p> <p>Whole group will complete opening exercise and discuss answers</p> <p>Students will partner to discuss how they’ve exhibited leadership skills even though they may not have been the lead manager or person in position of authority</p> <p>Teacher will assist as needed</p>	

Recognize four types of leadership influence	Section 7.2 assessment Supplement: Business Insight	Review the text material, especially the figure on Characteristics of Effective Leaders Complete Work As A Team activity regarding list and rank of human relation skills	
Justify the need for ethical management	Teacher observation	Section 7-3 - Ethical Management	
Identify the role of leaders in increasing ethical behavior	Group/individual activities Reading checkpoints Exit tickets Do Now Section 7.3 assessment Supplement: A Question of Ethics; Making Timely Payments	Teacher/student discuss Focus on Real Life. Suppose three computer salesmen are targeting Lakewood High School Whole group will complete opening exercise and discuss answers Students will partner to discuss personal experiences regarding the difference in branding across countries Teacher will assist as needed Review the text material Complete Work As A Team activity regarding international partners Benchmark Assessment 3: <ul style="list-style-type: none"> ● Review Business Concepts ● Think Critically About Business ● Develop Your Business Language ● Make Academic Connections ● Make Your Case ● Interactions and Connections ● Winning Edge/FBLA/DECA supplement project 	
Chapter 4 Social Responsibility of Business and Government			
Describe social responsibility issues	Teacher observation	Section 4-1 -Social Responsibility and Business Ethics	
Identify benefits and costs of social responsibility	Group/individual activities	Teacher/student discuss Focus on Real Life. Name a company that you think does good for the community. Why do you think that? Whole group will complete opening exercise and discuss answers	

Explain the purpose of a code of ethics	Reading checkpoints	Students will partner to discuss the things a company does to make others believe they are doing good for the community.	
	Exit tickets	Complete Work As A Team activity on things done in a workplace which might be considered unethical	
	Do Now	Teacher will assist as needed	
	Section 4.1 assessment	Review text material, focus on guidelines for writing a code of ethics	
	Supplement: Life/Work Skills of Communication and Collaboration		
Identify the roles and levels of government	Teacher observation	Section 4-2 - Government Protection Activities Teacher/student discuss Focus on Real Life. Have you ever come across a huge pothole in the road or a downed telephone wire? Did you call anyone about it? Why or why not?	
Explain the role of government protection and the legal system in business	Group/individual activities	Whole group will complete opening exercise and discuss answers	
	Reading checkpoints	Students will partner to discuss personal experiences with reporting to government agencies in the local community	
Describe types of intellectual property	Exit tickets	Teacher will assist as needed	
	Do Now	Review the text material, especially the contract basics	
	Section 4.2 assessment	Complete Work As A Team activity regarding intellectual property	
Explain actions by government to regulate business	Teacher observation	Section 4-3 -Government Regulation and Assistance Teacher/student discuss Focus on Real Life. Lakewood has a few beautiful parks, including Ocean County Park. Who pays for the upkeep/maintenance? Who decides if it's worth it or not? What about school spending?	
Discuss efforts of government to assist businesses	Group/individual activities	Whole group will complete opening exercise and discuss answers	
Identify methods used by the	Reading checkpoints	Students will partner to discuss personal experiences regarding participation at any local park and issues surrounding school funding	

government to raise money	Exit tickets Do Now Section 4.3 assessment Supplement: Business Insight	Teacher will assist as needed Review the text material Complete Work As A Team activity regarding unfair competition Benchmark Assessment 4: <ul style="list-style-type: none"> ● Review Business Concepts ● Think Critically About Business ● Develop Your Business Language ● Make Academic Connections ● Make Your Case ● Interactions and Connections ● Winning Edge/FBLA/DECA supplement project 	

Instructional Plan			
SLOs WALT.....	Formative Assessments	Learning Activities	Reflection

Summative Performance Assessment			

		The Teen Entrepreneur Simulation	
Summative Written Assessment			
		Unit 1: Business Case Study: What is Entrepreneurship? Unit 2: Preparing For Business Unit 3: Starting a New Business Unit 4: Marketing and Selling Unit 5: Analyzing Finances	
Summative Math Assessment			

		Unit 1: supply and demand graph Unit 2: exchange rates and profit Unit 3: royalty fees and market analysis, percentages Unit 4: sales projections, contribution margins Unit 5: break-even analysis	

