

Orange Public Schools



# Curriculum Guide

## Introduction to Business

Grades 9-12

**Business Teachers**

Glenn Gamble, Rhonda Williams, and Teresa Venable

Revisions edited 2019-2020 by Jahmel K. Drakeford

OBE Approval Date:

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# **The Orange Board of Education**

## **Vision and Mission Statement**

### **Vision**

*"The Orange Public School District commits to provide a safe and caring environment where each student is expected to grow and succeed. We pledge to prepare all students with equitable opportunities for college and career readiness, leading to lifelong learning and responsible citizenship in a competitive global community."*

### **Mission**

*The Orange Public School District in collaboration with all stakeholders is responsible for promoting the academic, social, emotional and personal success of all students. With a commitment to academic excellence, the district provides teachers, families, and administrators the tools needed for all students to reach their full potential. The district serves all students in our schools, acknowledging their unique backgrounds, cultural perspectives and learning styles. The district recognizes that curiosity, discipline, integrity, responsibility and respect are necessary for success. The Orange Public School District cultivates a community of 21st century learners where students take ownership of the learning process, achieve high standards of excellence, and focus on academics.*

## Introduction to Business

**\*May also appear as “Introduction to Business Accounting” to identify students in the Accounting Pathway that are enrolled in Introduction to Business.**

<b>Content Area:</b>	Accounting: Introduction to Business	<b>Grade(s)</b>	10-12
<b>Unit Plan Title:</b>	Unit 1: Career Exploration		
<b>Career Ready Practices</b>			
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>			
<b>Overview/Rationale</b>			

Students will discover how their interests, aptitudes, skills and trends can affect their career choices or type of business they want to be involved in.

### **Standard(s) NJSLs**

#### **9.3 Career and Technical Education**

**This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.**

- 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-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.

**Technology Standard(s)**

- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. Select and use applications effectively and productively.
- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in related areas for review
- 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community
- 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

**Interdisciplinary Standard(s)****RST WHST**

- RST.11-12.1. 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.
- 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.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of

discipline-specific tasks, purposes,  
and audiences.



### **Essential Question(s)**

- Why is it essential to identify values and goals?
- How do your individual interests, skills, and aptitudes impact your career or business options?
- Why is business relevant to any career choice?

### **Enduring Understandings**

- Students will be able to state how their own values and goals play a factor in their future direction and career paths.
- Students will understand how salary and personal interest plays into their career choices and be able to weigh their importance.
- Students will be able to understand how business principles are embedded and impact all career choices

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>			<i>Indicate whether these skills are <b>E</b>-Encouraged, <b>T</b>-Taught, or <b>A</b>-Assessed in this unit by marking <b>E, T, A</b> on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>		
	X	Global Awareness		E, A	Creativity and Innovation
	X	Environmental Literacy		E, T, A	Critical Thinking and Problem Solving
		Health Literacy		E, A	Communication
		Civic Literacy		E, T, A	Collaboration
	X	Financial, Economic, Business, and Entrepreneurial Literacy			
<b>Student Learning Targets/Objectives</b>					
<p>Students will...</p> <ul style="list-style-type: none"> <li>● Assess individual interests and aptitudes</li> <li>● Relate individual skills and interests to careers</li> <li>● Develop short-Investigate career options and trends</li> <li>● Short term and long-term career goals</li> </ul>					
<b>Assessments</b>					

- **Pre and Formative:** Daily —do now/warm-up responses. Ability to demonstrate proficiency in key unit concepts in class discussions. Student Portfolio of key work products. Shared responses to Essential Questions. Student Portfolio of key work products. Interim quizzes. Written and reading-based homework.
- **Summative:** End of unit written exam
- **Authentic:** Career Interest Survey and Vision Board

### *Teaching and Learning Actions*

#### *Instructional Strategies*

Academic vocabulary and language; Accountable talk; Adapting to learning styles/multiple intelligences; Analysis of student work; Cues, questions, activating prior knowledge; Current events; Direct instruction; Discovery/Inquiry-based learning; Document-based questions; Effective questioning; Field experience, field trip, or field study; Flexible/strategic grouping; Formative assessment process; Guest speakers; Hands-on learning; Identifying similarities and differences; Integration of content areas; Lecture; Learning centers; Mastery learning; Modeling; Music and songs; Nonlinguistic representations; Note booking/journaling; Peer teaching/collaboration; Project-based learning; Realia; Reinforcing effort and providing recognition; Role play/simulations/drama; Student goal setting; Student self-assessment; Summarizing and note taking; Targeted feedback; Word wall

**Special education students:**

- Adhere to all modifications and health concerns stated in each IEP.
- Give students a MENU options, allowing students to pick assignments from different levels based on difficulty.
- Use the NEWSLA software, which can revise the reading Lexile level to meet students at current reading level.
- Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer

**English Language Learners (ELL) students:**

- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Snap and Read Google extension addition. Will read to the student in the language selected.
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

**At risk of failure students:**

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit.

-Modified Instructional Strategies, Reading aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction

-Constant parental contact along with mandatory tutoring appointments.

- Academic Contracts

**Gifted and talented students:**

-Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies.

-Student led classroom instruction also Project Based Learning.

**Students with a 504:**

Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document



*Activities*

*D*

## **TOPIC 1: Types of Business**

### **Engaging Experience 1**

**Title:** Background information and why students took the course

**Suggested Length of Time:** 1 Day

- Relate individual skills and interests to careers
- Utilize digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others
- Apply digital tools to gather, evaluate, and use information

#### **Detailed Description/Instructions:**

The teacher will have students complete a padlet survey/questionnaire about why they took the course. The teacher will then lead a discussion with students to recall what they know about small businesses, big businesses, businesses with unions vs. nonunion, etc.. The purpose of this discussion is to have students make the connections of individuals they already know in life or potential people they would like to interview in subsequent experiences to learn more about a particular sector.

### **Engaging Experience 2**

**Title:** Understand how Business Works

**Suggested Length of Time:** 3 Days

- Relate individual skills and interests to careers
- Utilize digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others
- Apply digital tools to gather, evaluate, and use information

#### **Detailed Description/Instructions:**

The teacher can provide students a google document with interview questions about business. Students will find an individual to interview in a career or business they would like to explore more about. After the interviews, students can be paired in group based on similar careers and share information and collaborate to identify similarities/differences in small and big corporations, as well as union vs nonunion influences on businesses.

### **Engaging Experience 3**

**Title:** How Does a Business Day Look Like in a Small or Large Corporation?

**Suggested Length of Time:** 3 Days

- Relate individual skills and interests to careers
- Utilize digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others
- Apply digital tools to gather, evaluate, and use information

### **Detailed Description/Instructions:**

Students will research using the internet what a typical day looks like for various types of workers (CEO, general and middle managers, custodians, etc.) in a business of their choice. Students will develop a short multimedia presentation on their findings of how these different working groups are treated, respected and their responsibilities. The concluding slide should include big takeaways from the student's perspective of what they would change if they were in charge and how their perception has changed regarding the organization. The teacher should consider role modeling this with a company such as Disney.

## **TOPIC 2: Know Yourself**

### **Engaging Experience 1**

**Title:** Aptitudes and Interests

**Suggested Length of Time:** 1-3 Days

- Assess individual interests and aptitudes
- Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology



**Detailed Description/Instructions:**

Students can use information from Naviance to identify their aptitudes and interest as well as pick three careers or businesses they would like to explore more. If this has not been done they can take an aptitude test and interest test. The teacher will then lead students through an activity that has them assess how to utilize their aptitudes in an area of interest as well as develop a plan how to develop skills in areas they are weak.

### **Topic 3: Career Options and Trends**

**Engaging Experience 1**

**Title:** Career and Business Trends

**Suggested Length of Time:** 2 Days

- Investigate career options and trends
- Identify sources of job openings
- Identify trends and forecast possibilities.

**Detailed Description/Instructions:**

The teacher will lead a discussion to identify and define types of trends in careers and business. Students will research where to find job openings. Have students work in small groups to investigate current demographic and geographic trends in careers and businesses of their interest and report their key findings using a Prezi presentation.

**Engaging Experience 2**

**Title:** Career and Business Outlook

**Suggested Length of Time:** 1 Days

- Investigate career options and trends

- Identify sources of job openings
- Identify trends and forecast possibilities.

#### **Detailed Description/Instructions:**

Using the student's top 3 careers/businesses in Topic 2, students can use Occupational Outlook Handbook to see what their careers/business outlook will be. Students will discuss with a partner of similar interest about which of their three choices have a better outlook. Students will then discuss with a partner that has vastly different interests and have a similar discussion. The teacher will conclude with a large group discussion of what students learned.

## **Topic 4: Values and Goals**

### **Engaging Experience 1**

**Title:** Values

**Suggested Length of Time:** 1-2 Days

- Relate individual skills and interests to careers
- Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology
- Create original works as a means of personal or group expression

#### **Detailed Description/Instructions:**

The teacher will lead a class discussion on how to define values. Students will complete a Word document with to decide their top 10 values. Students will then narrow their values down to their top five and rank order them from first to fifth most important. A good resource to discuss values is The Leadership Challenge by Jim Kouzes and Barry Posner, chapters 1 and 2.

### **Engaging Experience 2**

**Title:** Short and Long Term Goals for Career/Business Choices

**Suggested Length of Time:** 2-3 Days

- Create Short term and long-term SMART career goals
- Relate individual skills and interests to careers

- Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology
- Create original works as a means of personal or group expression

**Detailed Description/Instructions:**

Students will develop a short term goal outline (1-3 years) and a long term goal outline (5+ years) using a timeline format. Students should include education, financial, etc. goals to tie back in their interest and aptitude discussion. As a model, students will look at Disney's, Facebook's and Uber's strategic plans to see how to write SMART goals that are supported by steps and deadlines to achieve the overarching goals.

**Engaging Scenario**

**Engaging Scenario** Students will use mingle-bingo to find other students with similar interests, aptitudes, skills, interests, career interests and goals. Students will discuss findings and possible partners for future projects.

<i>Experiences</i>  <i>D</i>	Field Trips Guest Speakers Internships Job Shadowing
Resources	
<ul style="list-style-type: none"> <li>● Introduction to Business, Glencoe</li> <li>● <a href="http://www.allbusiness.com">www.allbusiness.com</a></li> <li>● <a href="http://www.blackenterprise.com/">www.blackenterprise.com/</a></li> <li>● <a href="http://www.bplans.com">www.bplans.com</a></li> <li>● <a href="http://www.businessknow.com">www.businessknow.com</a></li> <li>● <a href="http://www.entrepreneur.com">www.entrepreneur.com</a></li> <li>● <a href="http://www.forbes.com">www.forbes.com</a></li> </ul>	
Suggested Time Frame:	3 Weeks

*D- Indicates differentiation at the Lesson Level.*

## Introduction to Business

**\*May also appear as “Introduction to Business Accounting” to identify students in the Accounting Pathway that are enrolled in Introduction to Business.**

<b>Content Area:</b>	Accounting: Introduction to Business	<b>Grade(s)</b>	10-12
<b>Unit Plan Title:</b>	Unit 2: Workplace Ethics		
<b>Career Ready Practices</b>			
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>			
<b>Overview/Rationale</b>			

Students will identify different ethical dilemmas and analyze their reactions. They will also explore different ethical practices amongst other countries and how they differ from their own.

## **Standard(s) NJSL**

### **9.3 Career and Technical Education**

**This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.**

- 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-MGT.3 Apply economic concepts fundamental to global business operations.
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**Technology Standard(s)**

- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. Select and use applications effectively and productively.
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### Essential Question(s)

- Why are business ethics important for students to study?
- How do ethics and cultural customs differ between countries?
- How have your personal ethics or values been influenced?

### Enduring Understandings

- Students need to understand how business ethics affect corporate decision making.
- Students need to understand how ethics and customs in other countries may differ from their own.
- Students need to understand how different ethics and customs may affect or impact their personal values.

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

*Check all that apply.*  
**21<sup>st</sup> Century Themes**

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.*

**21<sup>st</sup> Century Skills**

X	Global Awareness	E, A	Creativity and Innovation
X	Environmental Literacy	E, T, A	Critical Thinking and Problem Solving
	Health Literacy	E, A	Communication
	Civic Literacy	E, T, A	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

### Student Learning Targets/Objectives

Students will

- Identify nonverbal communication techniques
- Explain how diversity impacts the workplace
- Identify appropriate workplace behaviors (e.g., awareness of issues relating to sexual harassment, business etiquette)
- Identify ethical and unethical conduct
- Identify the potential consequences of ethical and unethical conduct
- Differentiate between ethical and legal concepts
- Describe the different ethical standards of various cultures

### Assessments

- **Pre and Formative:** Daily —do now/warm-up responses. Ability to demonstrate proficiency in key unit concepts in class discussions. Student Portfolio of key work products. Shared responses to Essential Questions. Student Portfolio of key work products. Interim quizzes. Written and reading-based homework.
- **Summative:** End of unit written exam
- **Authentic:**
  - Journal Transactions
  - Trial Balances
  - Prepare Financial Statements

### *Teaching and Learning Actions*

#### *Instructional Strategies*

Academic vocabulary and language; Accountable talk; Adapting to learning styles/multiple intelligences; Analysis of student work; Cues, questions, activating prior knowledge; Current events; Direct instruction; Discovery/Inquiry-based learning; Document-based questions; Effective questioning; Field experience, field trip, or field study; Flexible/strategic grouping; Formative assessment process; Guest speakers; Hands-on learning; Identifying similarities and differences; Integration of content areas; Lecture; Learning centers; Mastery learning; Modeling; Music and songs; Nonlinguistic representations; Note booking/journaling; Peer teaching/collaboration; Project-based learning; Realia; Reinforcing effort and providing recognition; Role play/simulations/drama; Student goal setting; Student self-assessment; Summarizing and note taking; Targeted feedback; Word wall

**Special education students:**

- Adhere to all modifications and health concerns stated in each IEP.
- Give students a MENU options, allowing students to pick assignments from different levels based on difficulty.
- Use the NEWSLA software, which can revise the reading Lexile level to meet students at current reading level.
- Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
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**English Language Learners (ELL) students:**

- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Snap and Read Google extension addition. Will read to the student in the language selected.
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

**At risk of failure students:**

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit.

-Modified Instructional Strategies, Reading aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction

-Constant parental contact along with mandatory tutoring appointments.

- Academic Contracts

**Gifted and talented students:**

-Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies.

-Student led classroom instruction also Project Based Learning.

**Students with a 504:**

Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document



## **TOPIC 1: How do Ethics relate to Business?**

### **Engaging Experience 1**

**Title:** Ethical Case Studies

**Suggested Length of Time:** 2 Days

- Identify nonverbal communication techniques
- Identify appropriate workplace behaviors (e.g., awareness of issues relating to sexual harassment, business etiquette)
- Identify ethical and unethical conduct
- Identify the potential consequences of ethical and unethical conduct

### **Detailed Description/Instructions:**

The teacher needs to review business ethics with the students, and present them with ethical dilemmas that can be discussed. Students will review different case studies and identify the ethical issues or problems presented within each. They will come up with possible solutions, and identify who is affected by the decisions. The directions for the case studies are: For all scenarios, assume you are employed by Best Computer Systems, a large computer manufacturing company with approximately 1,000 employees. The company is located in a large metropolitan area. Use the five (5) steps in ethical decision-making (shown below) to solve each of the following ethical cases. Be specific in your answers for each step.

### **Ethical Decision-Making**

- Identify the ethical issue or problem.
- Identify anyone who might be affected by your decision and how.
- List five possible solutions.
- Describe pros and cons for each possible solution.
- Determine your solution.

### **CASES**

**CASE 1:** Lorna is an administrative assistant in the Human Resources Department. Her good friend, Bill, is applying for a job with the company and she has agreed to serve as a reference for him. Bill approaches her for advice on preparing for the

interview. Lorna has the actual interview questions asked of all applicants and considers making him a copy of the list so he can adequately prepare.

CASE 2: Emily works in Quality Control. Once a year, her supervisor gives away the refurbished computers to the local elementary school. No specific records are kept of this type of transaction and Emily really needs a computer for her son who is in college. Her supervisor asks her to deliver 12 computer systems to the school.

CASE 3: Marvin is the secretary in the Facilities Management Department. He has just received a new computer and wants to try it out. Though his supervisor has a strict policy about computer use for business purposes only, he wants to learn the e-mail software more thoroughly than his training can provide. One good way to do this, he figures, is to write e-mail messages to his friends and relatives until he gets the knack of it. He is caught up on all his work and only has 30 minutes left to work today. His supervisor left early.

CASE 4: Richard and Conway are talking in the hallway about the employee benefits program. Conway, who has had some recent financial trouble, explains to Richard how the benefits program has a loophole that will allow him to receive some financial assistance that he really needs to help pay health care costs for his mother. Cathy, a fellow worker, overhears the conversation. Later, Cathy is approached by her supervisor who says he heard a rumor that some people were taking advantage of the company benefits program

CASE 5: Jennie was recently hired to work as a receptionist for the front lobby. As a receptionist, she is responsible for making copies for the associates. Her son, Bruce, comes in and needs some copies for a school project. He brought his own paper and needs 300 copies for his class. If he doesn't bring the copies with him, he will fail the project. The company copier does not require a security key nor do they keep track of copies made by departments.

## **Engaging Experience 2**

**Title:** Enron Video

**Suggested Length of Time:** 2 Days

- Identify nonverbal communication techniques
- Identify appropriate workplace behaviors (e.g., awareness of issues relating to sexual harassment, business etiquette)
- Identify ethical and unethical conduct
- Identify the potential consequences of ethical and unethical conduct



**Detailed Description/Instructions:**

After watching a video about Enron, students will answer questions regarding the ethical dilemmas faced by former employees and how they would have dealt with the circumstances.

**Video:**

<https://learn.parkhill.k12.mo.us/d2l/le/content/74054/viewContent/865695/View>

- Explain how the greed of Enron Executives led to the stock price increasing and subsequently falling.
- Why did employees feel that Enron would never fail?
- List three ethical dilemmas showcased in the video, and comment on how you would handle each situation.

**TOPIC 2: Personal Ethics****Engaging Experience 1**

**Title:** Walk the Line

**Suggested Length of Time:** 3 Days

- Identify ethical and unethical conduct
- Identify the potential consequences of ethical and unethical conduct
- Differentiate between ethical and legal concepts

**Detailed Description/Instructions:**

Students will be presented with different ethical issues regarding business. They will have to decide where they stand on the issues and determine how far they would go before compromising their own core values.

**Engaging Experience 1**

**Title:** Overseas Ethics

**Suggested Length of Time:** 2-3 Days

- Describe the different ethical standards of various cultures
- Explain how diversity impacts the workplace

### **Detailed Description/Instructions:**

Teachers need to explain how ethics and customs vary from country to country. Students will research ethics, customs, and cultures in different countries. They will provide examples of how ethical practices differ between the USA and the country that they have chosen. Below is an example of what the teacher could provide to the students.

If you are the type of person that wants to travel the world, see the sights, and learn about ethical practices in other countries, you will need to know some basic etiquette rules for the countries you wish to visit or work in.

### Your assignment:

1. Choose a country listed below – one country per student; if someone else chooses the country you wanted, you will need to choose a different country.....no duplicates!
2. Using an Internet search engine, or <http://www.executiveplanet.com/> read up on that country's etiquette rules and differences in culture for the following areas:
  - a. Appointments
  - b. Business Dress
  - c. Conversation
  - d. First Name or title
  - e. Gift Giving
  - f. Let's Make A Deal
  - g. Prosperous Entertaining
  - h. Public Behavior
3. Prepare a PowerPoint about the country's rules of etiquette and differences in culture for the class. All slides should have the same design. Include a title slide with your name and Country. Individually animate your text/bullets. Don't forget to include transitions on your slides. You should have an OUTLINE of your information on your PowerPoint – PowerPoint presentations are an AID to your presentation!
4. I suggest you use the above titles as your slide titles and follow that order. a. If you wish to use your country's flag in your presentation, you may find it at <http://www.crwflags.com/fotw/flags/iso3166.html>
5. Save your project and name the file COUNTRY CULTURES.

### **Engaging Scenario**

Whistleblowing - Edward Snowden (ethical reflections). Find two videos that showcase the Snowden whistleblowing event. Identify both sides of the scenario and have students take a position on whether or not you agree with Snowden's actions. Have students write about a situation where they have had to make a choice involving a personal ethical dilemma.

<i>Experiences</i>  <i>D</i>	Field Trips Guest Speakers Internships Job Shadowing
Resources	
<ul style="list-style-type: none"> <li>● Introduction to Business, Glencoe</li> <li>● <a href="http://www.allbusiness.com">www.allbusiness.com</a></li> <li>● <a href="http://www.blackenterprise.com/">www.blackenterprise.com/</a></li> <li>● <a href="http://www.bplans.com">www.bplans.com</a></li> <li>● <a href="http://www.businessknow.com">www.businessknow.com</a></li> <li>● <a href="http://www.entrepreneur.com">www.entrepreneur.com</a></li> <li>● <a href="http://www.forbes.com">www.forbes.com</a></li> </ul>	
Suggested Time Frame:	3 Weeks

*D- Indicates differentiation at the Lesson Level.*

## Introduction to Business

**\*May also appear as “Introduction to Business Accounting” to identify students in the Accounting Pathway that are enrolled in Introduction to Business.**

<b>Content Area:</b>	Accounting: Introduction to Business	<b>Grade(s)</b>	10-12
<b>Unit Plan Title:</b>	Unit 3: Economics in Business		
<b>Career Ready Practices</b>			
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>			
<b>Overview/Rationale</b>			

Students learn about economic indicators and how those indicators affect our economy. They also learn to identify different phases in our economy can predict economic trends.

## **Standard(s) NJSL**

### **9.3 Career and Technical Education**

**This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.**

- 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-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.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-MGT.3 Apply economic concepts fundamental to global business operations.

**Technology Standard(s)**

- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. Select and use applications effectively and productively.
- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in related areas for review
- 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community
- 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

**Interdisciplinary Standard(s)****RST WHST**

- RST.11-12.1. 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.
- 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.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of

discipline-specific tasks, purposes,  
and audiences.



### **Essential Question(s)**

- Why is it important to identify needs and wants in our everyday lives?
- What are the benefits of utilizing the decision making process?
- How do economic indicators affect our economy?
- What brings about changes to our economic phases?

### **Enduring Understandings**

- Students will be able to distinguish between everyday needs and wants and evaluate the importance of each category.
- Students will be able to apply the decision making process to a purchase.
- Students will be able to identify a strong or weak economy and use economic indicators to predict trends in our economy.
- Students will be able to identify the different economic phases and explain the characteristics of each phase.

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>		
	X	Global Awareness		E, A	Creativity and Innovation
	X	Environmental Literacy		E, T, A	Critical Thinking and Problem Solving
		Health Literacy		E, A	Communication
		Civic Literacy		E, T, A	Collaboration
	X	Financial, Economic, Business, and Entrepreneurial Literacy			
<b>Student Learning Targets/Objectives</b>					
Students... <ul style="list-style-type: none"> <li>• Distinguish between needs and wants</li> <li>• Define the law of supply and demand</li> <li>• Explain the effects of inflation and deflation</li> <li>• Describe the four phases of the business cycle</li> <li>• Interpret economic indicators (e.g., CPI, unemployment, GNP)</li> <li>• Distinguish between goods and services</li> <li>• Identify the impact of the global economy on consumers</li> <li>• Explain economic interdependence (e.g., importing, exporting)</li> </ul>					
<b>Assessments</b>					

- **Pre and Formative:** Daily —do now/warm-up responses. Ability to demonstrate proficiency in key unit concepts in class discussions. Student Portfolio of key work products. Shared responses to Essential Questions. Student Portfolio of key work products. Interim quizzes. Written and reading-based homework.
- **Summative:** End of unit written exam
- **Authentic:**
  - Mock: Financial Trial

### *Teaching and Learning Actions*

#### *Instructional Strategies*

Academic vocabulary and language; Accountable talk; Adapting to learning styles/multiple intelligences; Analysis of student work; Cues, questions, activating prior knowledge; Current events; Direct instruction; Discovery/Inquiry-based learning; Document-based questions; Effective questioning; Field experience, field trip, or field study; Flexible/strategic grouping; Formative assessment process; Guest speakers; Hands-on learning; Identifying similarities and differences; Integration of content areas; Lecture; Learning centers; Mastery learning; Modeling; Music and songs; Nonlinguistic representations; Note booking/journaling; Peer teaching/collaboration; Project-based learning; Realia; Reinforcing effort and providing recognition; Role play/simulations/drama; Student goal setting; Student self-assessment; Summarizing and note taking; Targeted feedback; Word wall

**Special education students:**

- Adhere to all modifications and health concerns stated in each IEP.
- Give students a MENU options, allowing students to pick assignments from different levels based on difficulty.
- Use the NEWSLA software, which can revise the reading Lexile level to meet students at current reading level.
- Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer

**English Language Learners (ELL) students:**

- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Snap and Read Google extension addition. Will read to the student in the language selected.
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

**At risk of failure students:**

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit.

-Modified Instructional Strategies, Reading aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction

-Constant parental contact along with mandatory tutoring appointments.

- Academic Contracts

**Gifted and talented students:**

-Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies.

-Student led classroom instruction also Project Based Learning.

**Students with a 504:**

Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document



## **TOPIC 1: Needs and Wants**

### **Engaging Experience 1**

**Title:** Needs and Wants Activity

**Suggested Length of Time:** 2 Days

- Distinguish between needs and wants
- Distinguish between goods and services

### **Detailed Description/Instructions:**

The teacher needs to help students identify wants and needs they consume/use on a monthly basis. Students create a slideshow categorizing needs and wants. Students will be creating a multimedia presentation that categorizes their needs and wants.

- Students will create a Title Slide. Include your first and last name, block number, today's date. The name of your presentation is WANTS AND NEEDS.
- Create a slide (layout of your choice) that lists all the needs you have on a monthly basis. Estimate the cost of all these needs to the best of your ability. Add pictures to show each want you have listed.
- Create a slide (layout of your choice) lists all the wants you have on a monthly basis. Estimate the cost of all these wants to the best of your ability. Add pictures to show each want you have listed.
- Add a footer to your presentation that shows your first and last name and the slide number. You do not want the footer on your title slide.
- Select a design of your choice (change the color if you like) and apply to your slides. Make sure each slide has the same design and the same color.
- Apply a transition to your slide presentation.
- Animate each want and need on your slide as well as the clipart/pictures you selected to demonstrate each want and need.
- Save the PowerPoint. Name the file WANTS AND NEEDS.

### **Engaging Experience 2**

**Title:** Consumer Awareness

**Suggested Length of Time:** 2 Days

- Distinguish between needs and wants
- Distinguish between goods and services

#### **Detailed Description/Instructions:**

Teachers need to explain how making informed decisions when spending money helps in finding the best value, and the highest quality item. Students will apply the decision making process when buying a TV. Below is an example of an activity.

Directions: Suppose you want to buy a new TV. The differences in quality and cost vary widely from model to model. Using the decision-making process outlined in Chapter 1 of the textbook, describe how you would decide which model to buy.

Requirements: You need to answer the questions with at least five sentences. Use the Internet and actually give an example of which TV you would consider buying. List the Website you used to find your information. Type your response below

### **TOPIC 2: Economic and Global Indicators**

#### **Engaging Experience 1**

**Title:** Factors Influencing GDP

**Suggested Length of Time:** 1-2 Days

- Interpret economic indicators
- Identify the impact of the global economy on consumers
- Explain economic interdependence (e.g., importing, exporting)

#### **Detailed Description/Instructions:**



The teacher needs to emphasize how our economy is tied to different economic indicators. Students will identify several different economic indicators. Students will research the different factors that affect productivity between countries and the variances between similar indicators through the activity below.

Let's investigate what factors increase productivity: Read this segment, <http://www.worldbank.org/depweb/english/modules/economic/gnp/index.html>, from the World Bank and think about these questions: What is GNP or GDP? What does "per capita" mean? What does a country need to do to grow and increase its GDP/GNP per capita? From this reading, answer these questions in an MS Word document; use complete sentences:

1. What is GNP per capita? How is it calculated?
2. Why would one prefer to live in a country with a high GDP per capita?
3. What do countries with high GDP or GNP per capita have in common?
4. What is productivity and how does it influence GNP per capita?
5. According to your reading, what are some of the factors that encourage productivity and economic growth?

How can a country that has fewer natural resources produce more output per person than a country that has more natural resources? The answer: The key is productivity. Productivity depends on land (including all natural resources), capital (machines, tools, and technology), and labor (peoples' health, education, and work skills). Some rich countries have abundant natural resources, and some have relatively few; however, virtually all rich countries high levels of capital investment and technology, and a highly educated population. Almost all rich countries have a high degree of encourage trade and access to world markets.

### **Engaging Experience 2**

**Title:** International Business Studies

**Suggested Length of Time:** 1-2 Days

- Interpret economic indicators
- Identify the impact of the global economy on consumers
- Explain economic interdependence (e.g., importing, exporting)

### **Detailed Description/Instructions**

The teacher needs to explain the similarities amongst countries with a strong economy. The teacher should explore the economic indicators wealthy countries have in common. Students will select a country and research the way it trades with the United States. Students will also gather information about the country's economy and formulate an opinion of the overall economic stability through the activity below.

Let's explore several countries and find the factors that countries with high per capita GDP have in common, and the factors countries with low per capita GDP have in common. You will need to do research on four different countries. You'll need to choose 1 country from S. America, 1 from Europe, 1 from Asia, and 1 from Africa.

Use the CIA World Fact book cite for your research.

<https://www.cia.gov/library/publications/the-world-factbook/>

Find the following information for each country. Enter your data in a Word table. The items you are researching will be your row headings; the countries will be the column headings.

- GNP/GDP
- Population
- Labor force
- Industries
- Government Type
- Literacy rate
- Natural resources
- Exports or Commodities

The teacher will facilitate a class discussion on what students found and extend the conversation into exploring country differences and practices. This can extend to a cultural norm discussion.

### **Topic 3: Fluctuations in the Economy**

#### **Engaging Experience 1**

**Title:** Business Cycle Report

**Suggested Length of Time:** 2 Days

- Describe the four phases of the business cycle
- Explain the effects of inflation and deflation
- Define the law of supply and demand

**Detailed Description/Instructions:**

Teachers need to review the four different business cycles in our economy. The teacher should make sure the students understand the progression from each phase into the next. Students will work independently or in groups to research the four different phases of the economy. Students will also research a time period in the United States where the economy experienced each phase.

To gain a better understanding of the four phases of the business cycle, we're going to write a 2 page report. I want you to use the Internet to help you find an example of each phase. These Internet examples need to show a time period throughout the history of the United States where our country passed through: (1) prosperity/peak, (2) recession/contraction, (3) depression/trough, (4) recovery/expansion.

When you write your report, you should include as much information as you can from our notes and book about each phase. The research is to better demonstrate your ability to use the Internet to find an example of each phase. Please make sure you tie in your research to the phase so I can see that you've made a connection between the two.

In order to write two pages, you'll need to have the following:

- Each phase and definition/explanation of how and why they occur.
- Each phase summary should be about a ½ page long.
- Each phase summary needs to include a specific example you found from the Internet.

**Engaging Experience 2**

**Title:** Supply and Demand Activity

**Suggested Length of Time:** 1 Days

- Define the law of supply and demand

**Detailed Description/Instructions:**

The teacher needs to explain how a product's cost is affected by supply and demand. Students will review the laws of supply and demand. They will demonstrate how the two are inversely related, and understand market equilibrium.

### **Engaging Experience 3**

**Title:** Currency Exchange

**Suggested Length of Time:** 1 Days

- Identify the impact of the global economy on consumers
- Explain economic interdependence (e.g., importing, exporting)

### **Detailed Description/Instructions:**

Teachers need to explain how the value of our Dollar can change depending on the country we exchange currencies. Students will use the Google Currency Converter and compare foreign currencies to the Dollar. They will also analyze how a country's favorable exchange rate affects relations with the United States. See an example below. After students perform this task, they will work in groups through the below scenarios.

### **Solve these scenarios:**

1. I fly to Japan with \$800 US dollars. When I get there I convert all my money to Yen. Of that, I spend 920 Yen on Lunch and 10,000 Yen on a hotel. Next day I fly to Russia and convert all remaining Yen to Rubles. When I get to Russia I spend 5,000 Rubles on hotels and food. After I leave Russia I fly back to the USA where I convert all my Rubles into dollars. Then I spend \$25 dollars on a cab ride home. How much do I have left in US Dollars? (Show your work. A dollar amount only will get you no points)
2. I fly to England with \$1200 US dollars. When I get there I convert all my money to Pounds. Of that, I spend 370 Pounds hotels and food. Next day I fly to Spain and convert all remaining Pounds to Euros. When I get to Spain I spend 415 Euros on hotels and food. After I leave Spain I fly back to the USA where I convert all my Euros into Dollars. Then I spend \$25 dollars on a Cheese Burger!

How much do I have left in US Dollars? (Show your work. A dollar amount only will get you no points).

3. Write a few sentences explaining why a country's favorable exchange rate with the US can dictate vacation plans for many Americans.

### **Engaging Scenario**

Research a company's highs and lows and how they changed as a business depending on the economic phase our country was experiencing. Students will partner with a classmate and create a presentation showcasing the transitions made by the company throughout its history.

<p><i>Experiences</i></p> <p><i>D</i></p>	<p>Field Trips</p> <p>Guest Speakers</p> <p>Internships</p> <p>Job Shadowing</p>
<p>Resources</p>	
<ul style="list-style-type: none"> <li>• Introduction to Business, Glencoe</li> <li>• <a href="http://www.allbusiness.com">www.allbusiness.com</a></li> <li>• <a href="http://www.blackenterprise.com/">www.blackenterprise.com/</a></li> <li>• <a href="http://www.bplans.com">www.bplans.com</a></li> <li>• <a href="http://www.businessknow.com">www.businessknow.com</a></li> <li>• <a href="http://www.entrepreneur.com">www.entrepreneur.com</a></li> <li>• <a href="http://www.forbes.com">www.forbes.com</a></li> </ul>	
<p>Suggested Time Frame:</p>	<p>3 Weeks</p>

*D- Indicates differentiation at the Lesson Level.*

## Introduction to Business

**\*May also appear as “Introduction to Business Accounting” to identify students in the Accounting Pathway that are enrolled in Introduction to Business.**

<b>Content Area:</b>	Accounting: Introduction to Business	<b>Grade(s)</b>	10-12
<b>Unit Plan Title:</b>	Unit 4: Business Start Up		
<b>Career Ready Practices</b>			
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.			
<b>Overview/Rationale</b>			
This unit is a brief introduction into the criminal and civil court system that interprets the law here in the United States. Students will research different legal topics such as jurisdiction, court procedures, and the different levels of our dual court system (Federal/State). At the end of this unit, students should have a good grasp of how this country's court system is structured and organized, and a better understanding of how many laws will dictate business practices.			

## Standard(s) NJSLs

### **9.3 Career and Technical Education**

**This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.**

- 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-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.
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- 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-MGT.3 Apply economic concepts fundamental to global business operations.



**Technology Standard(s)**

- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. Select and use applications effectively and productively.
- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in related areas for review
- 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community
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**Interdisciplinary Standard(s)****RST WHST**

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- RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of

discipline-specific tasks, purposes,  
and audiences.

### **Essential Question(s)**

- How do different types of businesses compare and contrast from each other?
- How do different types of business ownership compare and contrast from each other?
- How does one start a business?

### **Enduring Understandings**

- Students will understand the various types of businesses such as manufacturing, retailing, service, distribution, and processing. Students will determine the differences in their operations, purposes, and what makes them sustainable.
- Students will understand the characteristics of being an entrepreneur and the risks and rewards in different types of businesses.
- Students will understand the components that go into starting a business.

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>		
	X	Global Awareness		E, A	Creativity and Innovation
	X	Environmental Literacy		E, T, A	Critical Thinking and Problem Solving
		Health Literacy		E, A	Communication
		Civic Literacy		E, T, A	Collaboration
	X	Financial, Economic, Business, and Entrepreneurial Literacy			

### Student Learning Targets/Objectives

Students...

- Compare and contrast the different types of business ownership
- Compare and contrast various types of businesses (e.g., manufacturing, retailing, service, distribution, processing)
- Compare and contrast the rewards and risks of owning a business
- Identify the characteristics of a successful entrepreneur
- Identify the process of starting a new business
- Identify the components of a business plan (e.g., description of company, description of service/product)
- Identify the decision-making process
- Apply the decision-making process

## Assessments

- **Pre and Formative:** Daily —do now/warm-up responses. Ability to demonstrate proficiency in key unit concepts in class discussions. Student Portfolio of key work products. Shared responses to Essential Questions. Student Portfolio of key work products. Interim quizzes. Written and reading-based homework.
- **Summative:** End of unit written exam
- **Authentic:**
  - Mock: Financial Trial

## *Teaching and Learning Actions*

### *Instructional Strategies*

Academic vocabulary and language; Accountable talk; Adapting to learning styles/multiple intelligences; Analysis of student work; Cues, questions, activating prior knowledge; Current events; Direct instruction; Discovery/Inquiry-based learning; Document-based questions; Effective questioning; Field experience, field trip, or field study; Flexible/strategic grouping; Formative assessment process; Guest speakers; Hands-on learning; Identifying similarities and differences; Integration of content areas; Lecture; Learning centers; Mastery learning; Modeling; Music and songs; Nonlinguistic representations; Note booking/journaling; Peer teaching/collaboration; Project-based learning; Realia; Reinforcing effort and providing recognition; Role play/simulations/drama; Student goal setting; Student self-assessment; Summarizing and note taking; Targeted feedback; Word wall

**Special education students:**

- Adhere to all modifications and health concerns stated in each IEP.
- Give students a MENU options, allowing students to pick assignments from different levels based on difficulty.
- Use the NEWSLA software, which can revise the reading Lexile level to meet students at current reading level.
- Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer

**English Language Learners (ELL) students:**

- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Snap and Read Google extension addition. Will read to the student in the language selected.
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

**At risk of failure students:**

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit.

-Modified Instructional Strategies, Reading aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction

-Constant parental contact along with mandatory tutoring appointments.

- Academic Contracts

**Gifted and talented students:**

-Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies.

-Student led classroom instruction also Project Based Learning.

**Students with a 504:**

Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document





## **TOPIC 1: Types of Businesses**

### **Engaging Experience 1**

**Title:** Define and Understand Various Types of Businesses

**Suggested Length of Time:** 2 Days

- Compare and contrast various types of businesses (e.g., manufacturing, retailing, service, distribution, processing)

#### **Detailed Description/Instructions:**

The teacher will facilitate a discussion about the characteristics of different types of businesses including manufacturing, retailing, service, distribution, and processing. Students in groups of 4 will create a Venn diagram of their different characteristics.

### **Engaging Experience 2**

**Title:** Different Types of Business Ownership

**Suggested Length of Time:** 4-5 Days

- Compare and contrast the different types of business ownership
- Identify the components of a business plan (e.g., description of company, description of service/product)
- Identify the characteristics of a successful entrepreneur
- Compare and contrast the rewards and risks of owning a business

#### **Detailed Description/Instructions:**

The teacher will introduce and define the different types of business ownership, such as a sole proprietorship, partnership, private and public corporations, and franchise. Students will interview two individuals within two different sectors of businesses. They should investigate structure of the organization, impact of ecommerce, influence of trade (national or international), risks, rewards, and successes and failures. The teacher will lead a class discussion regarding their

findings. As students share, a student will help fill in a visual for the class that helps separate characteristics of the different types of businesses. The teacher will then conclude the activity by facilitating a conversation about comparisons and contrasts within these different organizations. An example of the visual could be:

Type	Proprietorship	Partnerships	Corporations	Franchise
Key Successes				
Key Failures				
Risks				
Rewards				

## **TOPIC 2: Business Components**

### **Engaging Experience 1**

**Title:** Entrepreneurship (Characteristics)

**Suggested Length of Time:** 3 Days

- Identify the characteristics of a successful entrepreneur
- Compare and contrast the rewards and risks of owning a business

### **Detailed Description/Instructions:**

Chose an Entrepreneur: Students will research and identify a successful entrepreneur of their choice and write a one page Word document then report out to the class. Report should include: where, what, when and how they began, their schooling, their profit, length of business, and failures and successes, risk and rewards. Students should explore how the entrepreneur managed their risk. Also, students should see if their individual aptitudes and interests match their entrepreneur.

### **Engaging Experience 2**

**Title:** Risks and Rewards

**Suggested Length of Time: 1-2 Days**

- Compare and contrast the rewards and risks of owning a business

**Detailed Description/Instructions**

Students with a partner will read the following articles to create infinity diagram with sticky notes to find similarities and differences.

- Risk - <http://www.entrepreneur.com/article/238319>
- Rewards <http://www.inc.com/guides/201101/top-10-reasons-to-run-your-ownbusiness.html>

**Engaging Experience 3**

**Title:** Decision Making

**Suggested Length of Time:** 3 Days

- Identify the decision-making process and apply the decision-making process

**Detailed Description/Instructions**

The instructor will identify and define to students steps in decision making process:

1. Identify Problem
2. Seek information
3. Brainstorm Solutions
4. Choose an Alternative
5. Implement the Plan
6. Evaluate Outcomes

(<http://smallbusiness.chron.com/steps-decisionmaking-process-manager-10601.html>.) Students in groups will then apply those steps to create an idea for a business. Students using a Word table with steps in decision process on left side. On right side, have them apply . Students should consider how Internet, e-commerce, and international trade will affect their plan. The business they create here can be used in Unit 4 and 5.

**Engaging Experience 4**

**Title:** Starting a Business

**Suggested Length of Time:** 1 Day

- Identify the process of starting a new business

**Detailed Description/Instructions**

Students will read site: <https://www.sba.gov/category/navigation-structure/starting-managing-business/startingbusiness>

After reading the site students may work in partners to identify the below components of starting a business. In their pairs, students can create a visual project using pictures/drawings showing the 10 steps and report out to the class.

- Step 1: Write a Business Plan
- Step 2: Get Business Assistance and Training
- Step 3: Choose a Business Location
- Step 4: Finance Your Business
- Step 5: Determine the Legal Structure of Your Business
- Step 6: Register a Business Name ("Doing Business As")
- Step 7: Get a Tax Identification Number
- Step 8: Register for State and Local Taxes
- Step 9: Obtain Business Licenses and Permits
- Step 10: Understand Employer Responsibilities

### **Topic 3: Creating a Business**

#### **Engaging Experience 1**

**Title:** Components and Purpose of a Business Plan

**Suggested Length of Time:** 2 Days

- Identify the components of a business plan (e.g., description of company, description of service/product)

#### **Detailed Description/Instructions:**

The class will research, compile and organize a list of components in a business plan. <http://www.forbes.com/sites/patrickhull/2013/02/21/10-essential-business-plan-components/> <http://www.growthink.com/products/vsl-business-plan-starting> When students finish they should have an outline similar to:

- Mission statement and/or vision statement so you articulate what you're trying to create;
- Description of your company and product or service;
- Description of how your product or service is different;
- Market analysis that discusses the market you're trying to enter, competitors, where you fit, and what type of market share you believe you can secure;

- Description of your management team
- How you plan to market the product or service; •
- Analysis of your company's strengths, weaknesses, opportunities, and threats, which will show that you're realistic and have considered opportunities and challenges;
- Develop a cash flow statement so you understand what your needs are now and will be in the future (a cash flow statement also can help you consider how cash flow could impact growth);
- Revenue projections; and
- Summary/conclusion that wraps everything together (this also could be an executive summary at the beginning of the plan).

Students should recognize components of a business plan and explain the purpose behind a business plan and why they are still important (this is a different approach and mindset than entrepreneurship). Also, students will discuss what types of businesses not use a business may plan.

### **Engaging Scenario**

Students will group according to what business ownership and type of business for their decided company. These groups will research what a press release looks like and create a press release for their business including the following:

- Description of your company and product or service
- Description of how your product or service is different
- Who are your competitors and where you fit and location Resource:  
<http://fitsmallbusiness.com/press-release-examples/>

These components are the beginning components of a business plan and will be used as they progress through Unit 5.

<i>Experiences</i>  <i>D</i>	Field Trips Guest Speakers Internships Job Shadowing
Resources	
<ul style="list-style-type: none"> <li>● Introduction to Business, Glencoe</li> <li>● <a href="http://www.allbusiness.com">www.allbusiness.com</a></li> <li>● <a href="http://www.blackenterprise.com/">www.blackenterprise.com/</a></li> <li>● <a href="http://www.bplans.com">www.bplans.com</a></li> <li>● <a href="http://www.businessknow.com">www.businessknow.com</a></li> <li>● <a href="http://www.entrepreneur.com">www.entrepreneur.com</a></li> <li>● <a href="http://www.forbes.com">www.forbes.com</a></li> </ul>	
Suggested Time Frame:	3 Weeks

*D- Indicates differentiation at the Lesson Level.*

## Introduction to Business

**\*May also appear as “Introduction to Business Accounting” to identify students in the Accounting Pathway that are enrolled in Introduction to Business.**

<b>Content Area:</b>	Accounting: Introduction to Business	<b>Grade(s)</b>	10-12
<b>Unit Plan Title:</b>	Unit 5: Business Operations		
<b>Career Ready Practices</b>			
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.			
<b>Overview/Rationale</b>			
This unit is a brief introduction into the criminal and civil court system that interprets the law here in the United States. Students will research different legal topics such as jurisdiction, court procedures, and the different levels of our dual court system (Federal/State). At the end of this unit, students should have a good grasp of how this country's court system is structured and organized, and a better understanding of how many laws will dictate business practices.			

## **Standard(s) NJSLs**

### **9.3 Career and Technical Education**

**This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.**

- 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.
- 9.3.12.FN-ACT.1 Describe and follow laws and regulations to manage accounting operations and transactions.
- 9.3.12.FN-ACT.2 Utilize accounting tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.
- 9.3.12.FN-ACT.3 Process, evaluate and disseminate financial information to assist business decision making.



**Technology Standard(s)**

- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. Select and use applications effectively and productively.
- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in related areas for review
- 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community
- 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

**Interdisciplinary Standard(s)****RST WHST**

- RST.11-12.1. 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.
- 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.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-

specific tasks, purposes, and audiences.

### **Essential Question(s)**

- Why do management styles differ between companies?
- Why are job descriptions essential to companies that is expanding?
- What are the 4 P's of marketing?
- Why are financial documents important to a business's success?

### **Enduring Understandings**

- Students need to learn why different businesses use different management styles based on employee expectations.
- Students learn the importance of job descriptions and how employees need defined roles in a business.
- Students will learn how the 4 P's of marketing affect a business's decisions to roll out a new product or idea.
- Students will learn how a business must keep accurate financial documents in order to account for expenses and revenues.

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

Check all that apply. <b>21<sup>st</sup> Century Themes</b>			<i>Indicate whether these skills are <b>E</b>-Encouraged, <b>T</b>-Taught, or <b>A</b>-Assessed in this unit by marking <b>E, T, A</b> on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>		
	X	Global Awareness		E, A	Creativity and Innovation
	X	Environmental Literacy		E, T, A	Critical Thinking and Problem Solving
		Health Literacy		E, A	Communication
		Civic Literacy		E, T, A	Collaboration
	X	Financial, Economic, Business, and Entrepreneurial Literacy			
<b>Student Learning Targets/Objectives</b>					
Students... <ul style="list-style-type: none"> <li>● Define the functions of human resource management</li> <li>● Describe marketing strategies (e.g., product, promotion, place, price)</li> <li>● Identify essential business functions (e.g., management, marketing, finance, accounting, human resources)</li> <li>● Identify basic accounting terms</li> <li>● Describe the functions of a manager in a business environment (e.g., organize, plan, direct)</li> <li>● Describe different management styles (e.g., coaching, directive)</li> </ul>					

## Assessments

- **Pre and Formative:** Daily —do now/warm-up responses. Ability to demonstrate proficiency in key unit concepts in class discussions. Student Portfolio of key work products. Shared responses to Essential Questions. Student Portfolio of key work products. Interim quizzes. Written and reading-based homework.
- **Summative:** End of unit written exam
- **Authentic:**
  - Mock: Financial Trial

## Teaching and Learning Actions

### *Instructional Strategies*

Academic vocabulary and language; Accountable talk; Adapting to learning styles/multiple intelligences; Analysis of student work; Cues, questions, activating prior knowledge; Current events; Direct instruction; Discovery/Inquiry-based learning; Document-based questions; Effective questioning; Field experience, field trip, or field study; Flexible/strategic grouping; Formative assessment process; Guest speakers; Hands-on learning; Identifying similarities and differences; Integration of content areas; Lecture; Learning centers; Mastery learning; Modeling; Music and songs; Nonlinguistic representations; Note booking/journaling; Peer teaching/collaboration; Project-based learning; Realia; Reinforcing effort and providing recognition; Role play/simulations/drama; Student goal setting; Student self-assessment; Summarizing and note taking; Targeted feedback; Word wall

## *MTSS*

### **Special education students:**

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*Activities*

*D*

## **TOPIC 1: Management**

### **Engaging Experience 1**

**Title:** Management Functions

**Suggested Length of Time:** 1 Day

- Describe the functions of a manager in a business environment (e.g., organize, plan, direct)
- Describe different management styles (e.g., coaching, directive)
- Identify essential business functions (e.g., management, marketing, finance, accounting, human resources)

### **Detailed Description/Instructions:**

The teacher will need to review the differences between the four different management functions (planning, organizing, leading, and controlling). The teacher will explain how each function is used by managers in everyday operations of a business. Read each of the following situations and determine which management function applies to each situation. The teacher may consider putting this worksheet online for students to type their answers in RED in the space provided.

- The home office of a drugstore chain sends directions on how merchandise should be displayed on the shelves.
- The owner of Norma's Hardware surveys her customers regarding the hours she should be open and decides to open shop one hour earlier.
- Aries Starvos holds a staff meeting every week to make sure that the staff understands their job assignments and to hear any complaints and questions they may have.
- The owners of a dog grooming service decide to offer training classes to their employees in customer service.
- Su Lee Han finds it necessary to review the budget allocations for her department once a week.
- Jack Erbinsky attends a training session to learn about a new line of refrigeration products his company will carry.
- Julio Chavez fires all of his employees except one assistant after deciding that he can move into a smaller office and do the work better and more efficiently without them.

- A multinational corporation restructures its marketing operations by product lines rather than by countries or regions.
- The sales manager at Bruno's Auto Sales holds a weekly meeting with his sales staff to keep them focused on their sales targets.
- Marketing executive Carol Hoerst combs five newspapers every morning for news that might affect the competitive environment for her company's products.
- Melvin B. Goods hires an executive assistant in order to free up more of his own time for strategic planning.
- The 65-year-old CEO of an international conglomerate, anticipating retirement in two years, launches a search for the replacement.
- The general manager of a restaurant reviews menu prices every three months to determine if changes are needed to keep prices in line with fluctuating food costs

### **Engaging Experience 2**

**Title:** Styles of Leadership

**Suggested Length of Time:** 2 Days

- Describe the functions of a manager in a business environment (e.g., organize, plan, direct)
- Describe different management styles (e.g., coaching, directive)
- Identify essential business functions (e.g., management, marketing, finance, accounting, human resources)

### **Detailed Description/Instructions:**

The teacher will explain how most businesses utilize one of the three styles of leadership (democratic, autocratic, and Free-Rein). The teacher can ask the students who have jobs explain what style of leadership their employers use, and which style they think would work best for them. The teacher can provide the following assignment to students. The teacher may consider students working in partners or groups. In chapter 8 we talked about the different styles of leadership. The three we covered are Autocratic, Democratic, and Free-Rein. Demonstrate your understanding of these different styles of leadership by

explaining what they are and finding businesses that represent each style. Type your findings in a 1 page, double spaced paper.

## **TOPIC 2: Human Resources**

### **Engaging Experience 1**

**Title:** Job Description & Interview Questions

**Suggested Length of Time:** 1-2 Days

- Define the functions of human resource management
- Identify essential business functions (e.g., management, marketing, finance, accounting, human resources)

### **Detailed Description/Instructions:**

Students will develop a job description for the position of need based on the business they started in Unit 4. They will also create interview questions to be asked of someone interested in the job. The teacher should reinforce the idea of business growth, and the necessity of adding more staff. Below is an example of the prompt the teacher can present to students. As a small business owner of your new company, you have decided it's time to hire a new employee. You'll need to create a list of questions specific to your company you'll be asking in the job interview (6 question minimum required). You'll also have to develop a job description for the position you are hiring.

## **Topic 3: Marketing**

### **Engaging Experience 1**

**Title:** Product, Price, Promotion, Place

**Suggested Length of Time:** 2 Days

- Describe marketing strategies (e.g., product, promotion, place, price)
- Identify essential business functions (e.g., management, marketing, finance, accounting, human resources)

### **Detailed Description/Instructions:**

The teacher needs to review the importance of the 4 P's of marketing (Place, Price, Product, and Promotion), and the marketing functions. The teacher should have students think about how the 4 P's will apply to the business they created in Unit 4. Students will apply the 4 P's of marketing, and the different marketing functions to different marketing scenarios. The teacher can use the following activity with students.

1. What are the 4 P's of the Marketing Mix? Your plan is to open a boutique in your town.
  - a. Read the following list of marketing mix decisions and identify which of the 4 P's would be represented by the statement. 1. Should we use radio advertising?
2. Should we sell home furnishings in addition to clothing?
3. Should we use keystone markup?
4. Should we give employees a discount?
5. Should we have an ad in the local newspaper?
6. Should the store be located on Main Street or in a shopping center?
7. Should we sell men's clothing in addition to women's apparel?
8. Should we designate Wednesday as "Senior Citizen Discount Day"?
9. Should we purchase bags with the store name printed on them? 1
10. Should we purchase a delivery van for delivery of home furnishings?

The Marketing Functions: Indicate which marketing function is represented by the following situations.

## **Engaging Experience 2**

**Title:** Alternative Resolution

**Suggested Length of Time:** 1 Days

- Explain the nature, form, and the importance of a contract.
- Explain how contract come to an end (e.g. various types of discharge and transfers).
- Define legality and identify situations that would compromise the legality of the contract.
- List the six elements of a valid contract.

**Detailed Description/Instructions:**

The students will research different cases of business conflict (i.e. union negotiations) to investigate how they were resolved. The students will research one case of mediation and one case of arbitration describing the conflict and resolution in a multimedia presentation. Students will present their case in a 3 - 5 minute presentation and pose a question for the class to respond.

<i>Experiences</i>  <i>D</i>	Field Trips Guest Speakers Internships Job Shadowing
Resources	
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Suggested Time Frame:	3 Weeks

*D- Indicates differentiation at the Lesson Level.*

### Resource Page:

Orange Public School's Introduction to Business curriculum was developed utilizing Park Hill School District's Introduction to Business Curriculum.