Business Ethics and Business Applications

Revised UBD Curriculum
Egg Harbor Township High School
Business and Computer Science Department

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Coordinated By: Dr. Carmelita Graham

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DISTRICT MISSION STATEMENT

Our mission in the Egg Harbor Township School District is to partner with the student, family, school, and community to provide a safe learning environment that addresses rigorous and relevant 21st Century standards and best practices which will develop academic scholarship, integrity, leadership, citizenship, and the unique learning style of students, while encouraging them to develop a strong work ethic and to act responsibly in their school community and everyday society.

CAREER AND TECHNICAL EDUCATION

Mission:

New Jersey's Office of Career and Technical Education seeks to prepare students for career opportunities of the 21st century, succeed as global citizens and support healthy economic growth for New Jersey. Career and Technical Education prepares students to succeed as global citizens for career opportunities for the 21st Century and to support healthy economic growth within the state.

INTRODUCTION

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

EGG HARBOR TOWNSHIP SCHOOL DISTRICT CURRICULUM TEMPLATE

The Egg Harbor Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Egg Harbor Township curriculum template, aspects of the backward-design model will be found in the stated enduring *understandings/essential questions, unit assessments,* and *instructional activities*. Familiarization with backward-design is critical to working effectively with Egg Harbor Township's curriculum guides.

GUIDING PRINCIPLES: WHAT IS BACKWARD DESIGN?

WHAT IS UNDERSTANDING BY DESIGN?

"Backward design" is an increasingly common approach to planning curriculum and instruction. As its name implies, "backward design" is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working 'backward' to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Program based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program

planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

Stage I: Identifying Desired Results: Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the "big ideas" that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to answer more deeply and fully these questions as they proceed through the unit. Knowledge and skills are the *"stuff"* upon which the understandings are built.

Stage II: Determining Acceptable Evidence: Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc…) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do.   To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

Stage III: Designing Learning Activities: Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and

organizational direction.

INTENT OF THE GUIDE

This guide is intended to provide teachers with course objective and possible activities, as well as assist the teacher in planning and delivering instruction in accordance with the New Jersey Core Curriculum Content Standards. The guide is not intended to restrict or limit the teacher's resources or individual instruction techniques. It is expected that the teacher will reflectively adjust and modify instruction and units during the course of normal lessons depending on the varying needs of the class, provided such modified instruction attends to the objectives and essential questions outlined below.

Unit Name: Ethics Today   **Time Frame: 2-3 weeks**
               Semester Course

Author: CTE Department

Subject: **Ethics Today**   Country: **USA**

Course/Grade: **Business Ethics (Semester)**   State/Group: **NJ**

School: **Egg Harbor Township High School**

CHAPTER SUMMARY Chapter 1

Students will be able to identify: Ethical principles are general guidelines for how people should live. They often lie behind a person's actions, thoughts, and beliefs. Some of these principles are widely shared. Two arguments critical of the existence of moral right and wrong are relativism and legalism. While people's ethical beliefs come from a variety of sources, they tend to be based on one or more of the following sources: authority, culture, intuition, and reason. The standard of law is based on authority. In contrast, the standard of ethics is based on reason and logical thinking.

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UNIT RESOURCES

South-Western, Cengage Learning "Ethics in the Workplace" 3rd Edition (2012,2007)

Internet Resource Links:

Bureau of Labor Statistics.org
Students will use internet as a resource to assist with assignments

GOALS AND STANDARDS

Chapter 1: *Welcome to Ethics*

Students will be able to identify: Ethical principles are general guidelines for how people should live. They often lie behind a person's actions, thoughts, and beliefs. Some of these principles are widely shared. Two arguments critical of the existence of moral right and wrong are relativism and legalism. While people's ethical beliefs come from a variety of sources, they tend to be based on one or more of the following sources: authority, culture, intuition, and reason. The standard of law is based on authority. In contrast, the standard of ethics is based on reason and logical thinking.

Available Curriculum Standards to be individualized to fit Chapter needs:

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

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.

9.3 – Career & Technical Education (CTE)
Content Area: 21st Century Life and Careers
BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER

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.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.
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PATHWAY: GENERAL MANAGEMENT (BM-MGT)
9.3.21.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.
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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.
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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.

ENDURING UNDERSTANDING

Students will understand:
The fundamental question is ethics is, How people should behave: In many situations, people act (or choose not be to act) to avoid negative consequences. But what about decisions in which no choice is illegal, and no choice will lead to any particular problems for the decision maker? If a person has a genuine free choice, what principles should guide his or her actions?

ESSENTIAL QUESTIONS

Chapter 1:
What are the common ethical principles and sources of ethical beliefs?
What distinguishes among etiquette, law, and ethics?

KNOWLEDGE AND SKILLS

Chapter 1: Students will be able to identify the ethical principle and sources of ethical beliefs as well as distinguish what is etiquette, law and ethics

STAGE TWO

PERFORMANCE TASKS

Outline each chapter
Complete vocabulary for each chapter
Teacher guided note taking
Each Chapter will have mini research projects related to content
End of Chapter Assessments: What Do You Think?, Key Terms and Concepts, Review, Critical Thinking, Applications, Digging Deaper, The Bottom Line, Case Studies

OTHER EVIDENCE

Quizzes and Tests
Classroom discussion and participation
Teacher observation of classroom assignment and activities

STAGE THREE

LEARNING PLAN

Chapter 1:
Assessment and Review
Critical Thinking
Assessing Math Skills
Case Analysis
Women and Minorities in Management: Identify CEO's that fit this profile in modern day companies

Case Analysis
Create a personal student portfolio

Unit Name: Ethics Today　　　　　　　**Time Frame: 2-3 weeks**
Semester Course

Author: CTE Department

Subject: **Ethics Today**　　　　　　　Country: **USA**

Course/Grade: **Business Ethics (Semester)**　　State/Group: **NJ**

School: **Egg Harbor Township High School**

CHAPTER SUMMARY Chapter 2

Students will be able to identify: five ethical principles agreed on by most people. Two of them define ethical actions in terms of consequences, the effects or results of what a person does. The egoism principle maintains that the most ethical action is the one that has the best consequences for a person. The utility principle argues that the right thing to do in a situation is the action that produces the most good or happiness for the most people.

Three other widely shared ethical principles are the principles of rights, duties, and virtues. The principle of rights maintains that an action is moral when it respects the rights of others and immoral when it violates another's rights. The principle of duties maintains that people should do what is ethically right purely because they have a moral obligations to do so. The principle of virtues states that ethics is based on being a good person, that is, on incorporating ideal character traits into one's life.

UNIT RESOURCES

South-Western, Cengage Learning "Ethics in the Workplace" 3rd Edition (2012,2007)

Internet Resource Links:

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GOALS AND STANDARDS

Chapter 2: Ethical Principles

Students will be able to identify: five ethical principles agreed on by most people. Two of them define ethical actions in terms of consequences, the effects or results of what a person does. The egoism principle maintains that the most ethical action is the one that has the best consequences for a person. The utility principle argues that the right thing to do in a situation is the action that produces the most good or happiness for the most people.

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Available Curriculum Standards to be individualized to fit Chapter needs:

Career Ready Practices
Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

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.

9.3 – Career & Technical Education (CTE)
Content Area: 21st Century Life and Careers
BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER

9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
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PATHWAY: BUSINESS INFORMATION MANAGEMENT (BM-BIM)
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PATHWAY: HUMAN RESOURCES MANAGEMENT (BM-HR)
9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.
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ENDURING UNDERSTANDING

Students will understand:
The fundamental question is ethics is, How people should behave: In many situations, people act (or choose not be to act) to avoid negative consequences. But what about decisions in which no choice is illegal, and no choice will lead to any particular problems for the decision maker? If a person has a genuine free choice, what principles should guide his or her actions?

ESSENTIAL QUESTIONS
Chapter 2:
What helps one evaluate the role of consequences in ethical decision making?
What are concepts of human rights, moral duties, and moral virtues?

KNOWLEDGE AND SKILLS

Chapter 2: Students will be able to evaluate consequences for ethical decisions, as well as identify human rights, moral duties and moral virutes.

STAGE TWO

PERFORMANCE TASKS

Outline each chapter
Complete vocabulary for each chapter
Teacher guided note taking
Each Chapter will have mini research projects related to content
End of Chapter Assessments: What Do You Think?, Key Terms and Concepts, Review, Critical Thinking, Applications, Digging Deaper, The Bottom Line, Case Studies

OTHER EVIDENCE

Quizzes and Tests
Classroom discussion and participation
Teacher observation of classroom assignment and activities

STAGE THREE

LEARNING PLAN

Chapter 2:
Assessment and Review
Critical Thinking
Assessing Math Skills
Case Analysis
Women and Minorities in Management: Identify CEO's that fit this profile in modern day companies

Case Analysis
Create a personal student portfolio

Unit Name: Ethics Today   **Time Frame: 2-3 weeks**
Semester Course

Author: CTE Department

Subject: **Ethics Today**   Country: **USA**

Course/Grade: **Business Ethics (Semester)**   State/Group: **NJ**

School: **Egg Harbor Township High School**

CHAPTER SUMMARY Chapter 3

Three common questions about personal ethics are how people develop perceptions of right and wrong, how moral maturity can be measured, and what determines whether a person will act ethically. This chapter presents two important theories of human moral development and ethical behavior.

UNIT RESOURCES

South-Western, Cengage Learning "Ethics in the Workplace" 3rd Edition (2012,2007)

Internet Resource Links:

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GOALS AND STANDARDS

Chapter 3: Personal Ethical Development
Three common questions about personal ethics are how people develop perceptions of right and wrong, how moral maturity can be measured, and what determines whether a person will act ethically. This chapter presents two important theories of human moral development and ethical behavior

Available Curriculum Standards to be individualized to fit Chapter needs:

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Content Area: 21st Century Life and Careers
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ENDURING UNDERSTANDING

Students will understand:
The fundamental question is ethics is, How people should behave: In many situations, people act (or choose not be to act) to avoid negative consequences. But what about decisions in which no choice is illegal, and no choice will lead to any particular problems for the decision maker? If a person has a genuine free choice, what principles should guide his or her actions?

ESSENTIAL QUESTIONS
Chapter 3:
What is Lawrence Kohlberg's justice model of personal ethical development?
What is James Rest's Four Component Model of moral behavior?

KNOWLEDGE AND SKILLS

Chapter 3: Students will be able to identify two models of behavior: Lawrence Kohlberg and James Rest.

STAGE TWO

PERFORMANCE TASKS

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Complete vocabulary for each chapter
Teacher guided note taking
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End of Chapter Assessments: What Do You Think?, Key Terms and Concepts, Review,
Critical Thinking, Applications, Digging Deaper, The Bottom Line, Case Studies

OTHER EVIDENCE

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STAGE THREE

LEARNING PLAN

Chapter 3:
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companies

Case Analysis
Create a personal student portfolio

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　　　　　　　Semester Course

Author: CTE Department

Subject: **Ethics Today**　　　　　　　Country: **USA**

Course/Grade: **Business Ethics (Semester)**　　　State/Group: **NJ**

School: **Egg Harbor Township High School**

CHAPTER SUMMARY Chapter 5

Companies go to great lengths to sell their products and services. Because the free speech rights in the First Amendment of the U.S. Constitution apply to businesses, they have a great deal of freedom in deciding how to communicate with customers. Do companies ever go too far?   Should more be done to protect children and other vulnerable customers?

UNIT RESOURCES

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Internet Resource Links:

Bureau of Labor Statistics.org
Students will use internet as a resource to assist with assignments

GOALS AND STANDARDS

Chapter 5: Ethical Selling, Marketing and Advertising
Companies go to great lengths to sell their products and services. Because the free speech rights in the First Amendment of the U.S. Constitution apply to businesses, they have a great deal of freedom in deciding how to communicate with customers. Do companies ever go too far?   Should more be done to protect children and other vulnerable customers?

Available Curriculum Standards to be individualized to fit Chapter needs:

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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.

9.3 – Career & Technical Education (CTE)
Content Area: 21st Century Life and Careers
BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER

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.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)
9.3.21.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.

ENDURING UNDERSTANDING

Students will understand:
The fundamental question is ethics is, How people should behave: In many situations, people act (or choose not be to act) to avoid negative consequences. But what about decisions in which no choice is illegal, and no choice will lead to any particular problems for the decision maker? If a person has a genuine free choice, what principles should guide his or her actions?

ESSENTIAL QUESTIONS
Chapter 5:
What are the common ethical problems and ethical standards in advertising?
Identify and explain key ethical problems and principles of honest and ethical selling?

KNOWLEDGE AND SKILLS

Chapter 5: Students will be able to identify common ethical problems in advertising and be able to explain the key ethical problems and principles of honest and ethical selling.

STAGE TWO

PERFORMANCE TASKS

Outline each chapter
Complete vocabulary for each chapter
Teacher guided note taking
Each Chapter will have mini research projects related to content
End of Chapter Assessments: What Do You Think?, Key Terms and Concepts, Review,
Critical Thinking, Applications, Digging Deaper, The Bottom Line, Case Studies

OTHER EVIDENCE

Quizzes and Tests
Classroom discussion and participation
Teacher observation of classroom assignment and activities

STAGE THREE

LEARNING PLAN

Chapter 5:
Assessment and Review
Critical Thinking
Assessing Math Skills
Case Analysis
Women and Minorities in Management: Identify CEO's that fit this profile in modern day
companies

Case Analysis
Create a personal student portfolio

Unit Name: Ethics Today   **Time Frame: 2-3 weeks**
Semester Course

Author: CTE Department

Subject: **Ethics Today**   Country: **USA**

Course/Grade: **Business Ethics (Semester)**   State/Group: **NJ**

School: **Egg Harbor Township High School**

CHAPTER SUMMARY Chapter 7

Discrimination is more than morally wrong, it is illegal. To protect themselves from lawsuits, and to reap the benefits of a diverse workforce, many organizations go beyond minimum legal requirements by creating affirmative action programs and anti-harassment policies. If a company is considering adopting or modifying such policies, what are the most important considerations?

UNIT RESOURCES

South-Western, Cengage Learning "Ethics in the Workplace" 3ʳᵈ Edition (2012,2007)

Internet Resource Links:

Bureau of Labor Statistics.org
Students will use internet as a resource to assist with assignments

GOALS AND STANDARDS

Chapter 7: Ethics and Discrimination
Discrimination is more than morally wrong, it is illegal. To protect themselves from lawsuits, and to reap the benefits of a diverse workforce, many organizations go beyond minimum legal requirements by creating affirmative action programs and anti-harassment policies. If a company is considering adopting or modifying such policies, what are the most important considerations?

Available Curriculum Standards to be individualized to fit Chapter needs:

Career Ready Practices
Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

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.

9.3 – Career & Technical Education (CTE)
Content Area: 21st Century Life and Careers
BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER

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.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)
9.3.21.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.

ENDURING UNDERSTANDING

Students will understand:
The fundamental question is ethics is, How people should behave: In many situations, people act (or choose not be to act) to avoid negative consequences. But what about decisions in which no choice is illegal, and no choice will lead to any particular problems for the decision maker? If a person has a genuine free choice, what principles should guide his or her actions?

ESSENTIAL QUESTIONS
Chapter 7:
What are the key principles of discrimination law and motivations for creating diverse programs?
What are the different types of sexual harassment?

KNOWLEDGE AND SKILLS

Chapter 7: Students will be able to identify the principles of discrimination law and motivators for creating diverse programs. In addition they will be able to identify the different types of sexual harassment.

STAGE TWO

PERFORMANCE TASKS

Outline each chapter
Complete vocabulary for each chapter
Teacher guided note taking
Each Chapter will have mini research projects related to content
End of Chapter Assessments: What Do You Think?, Key Terms and Concepts, Review, Critical Thinking, Applications, Digging Deaper, The Bottom Line, Case Studies

OTHER EVIDENCE

Quizzes and Tests
Classroom discussion and participation
Teacher observation of classroom assignment and activities

STAGE THREE

LEARNING PLAN

Chapter 7
Assessment and Review
Critical Thinking
Assessing Math Skills
Case Analysis
Women and Minorities in Management: Identify CEO's that fit this profile in modern day companies

Case Analysis
Create a personal student portfolio

Unit Name: Ethics Today	**Time Frame: 2-3 weeks**
Semester Course	

Author: CTE Department

Subject: **Ethics Today**	Country: **USA**
Course/Grade: **Business Ethics (Semester)**	State/Group: **NJ**
School: **Egg Harbor Township High School**	

CHAPTER SUMMARY Chapter 8

This chapter looks at the ethical obligations that workers owe their employers?

UNIT RESOURCES

South-Western, Cengage Learning "Ethics in the Workplace" 3rd Edition (2012,2007)

Internet Resource Links:

Bureau of Labor Statistics.org
Students will use internet as a resource to assist with assignments

GOALS AND STANDARDS

Chapter 8: Ethics for Employees
This chapter looks at the ethical obligations that workers owe their employers.

Available Curriculum Standards to be individualized to fit Chapter needs:

Career Ready Practices
Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

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.

9.3 – Career & Technical Education (CTE)
Content Area: 21st Century Life and Careers
BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER

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.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)
9.3.21.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.

ENDURING UNDERSTANDING

Students will understand:
The fundamental question is ethics is, How people should behave: In many situations, people act (or choose not be to act) to avoid negative consequences. But what about decisions in which no choice is illegal, and no choice will lead to any particular problems for the decision maker? If a person has a genuine free choice, what principles should guide his or her actions?

ESSENTIAL QUESTIONS
Chapter87:
What are the common ethical misdeeds by employees?
What are the character traits of top employees?

KNOWLEDGE AND SKILLS

Chapter 8: Students will be able to identify the difference between ethically responsible employees and non-ethically responsible employees.

STAGE TWO

PERFORMANCE TASKS

Outline each chapter

Complete vocabulary for each chapter
Teacher guided note taking
Each Chapter will have mini research projects related to content
End of Chapter Assessments: What Do You Think?, Key Terms and Concepts, Review,
Critical Thinking, Applications, Digging Deaper, The Bottom Line, Case Studies

OTHER EVIDENCE

Quizzes and Tests
Classroom discussion and participation
Teacher observation of classroom assignment and activities

STAGE THREE

LEARNING PLAN

Chapter 8
Assessment and Review
Critical Thinking
Assessing Math Skills
Case Analysis
Women and Minorities in Management: Identify CEO's that fit this profile in modern day
companies

Case Analysis
Create a personal student portfolio

Unit Name: Management Today   **Time Frame: 2-3 weeks**
**   Unit 1**

Author: CTE Department

Subject: **Management Today**   Country: **USA**

Course/Grade: **Introduction to Business Applications (Semester)** State/Group: **NJ**

School: **Egg Harbor Township High School**

UNIT SUMMARY

This unit introduces students to the foundations of management. Chapter 1 discusses what management is, the three levels of management, the management process, and the principles of management. It also discusses entrepreneurship. Chapter 2 describes how the practices of management came about and how it is still changing. Chapter 3 is all about careers in management.

UNIT RESOURCES

Glencoe, Business Management, Real-World Applications & Connections (2006)
Glencoe, Business Management, Real-World Applications & Connections (work book pages)

Internet Resource Links:

Bureau of Labor Statistics.org
Glencoe Business Management Web site
Students will use internet as a resource to assist with assignments

GOALS AND STANDARDS

Chapter 1: *Introduction to Management*
Students will be able to identify: the three levels of management, the management process, the three types of management skills, the principles of management, and the role of women and minorities in management. The students will also be able to identify: what entrepreneurs do, know the difference between managers and entrepreneurs, know the need for entrepreneurship and innovation in large and medium size companies, and know the importance of small businesses.

Chapter 2: The Management Movement
Students will be able to identify: how the Industrial Revolution created a new need for management, how the captains of industry of the last century created huge empires, The Principles of Scientific management, the results of the Hawthorne studies on worker productivity, Maslow's hierarchy of needs

Chapter 3: Careers in Management

Students will be able to identify: why personal characteristics and strengths are important in deciding on a career, how to assess abilities, personality, learning style, values, and lifestyle goals, how to match personal strengths and characteristics with career options, how to research career fields and develop a plan to achieve career goals.

Available Curriculum Standards to be individualized to fit Chapter needs:

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

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.

9.3 – Career & Technical Education (CTE)
Content Area: 21st Century Life and Careers
BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER

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.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)
9.3.21.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.

ENDURING UNDERSTANDING

Students will understand:

- The business world today, What management is, the levels of management the principles of management, the management process, the principles of management, the growth of women and minorities in management
- Entrepreneurship, medium and large businesses, the importance of small business
- The role of the industrial revolution is the new management challenges, the empowerment of employees, the emphasis on quality work and team work
- How to choose a career, achieve career goals, applying for jobs

ESSENTIAL QUESTIONS

Chapter 1: How does management work? What are the tasks, roles and skills needed for management?

Chapter 2: How did the U.S. Economy change during the 19th and 20th Century, and what are the theories of management?

Chapter 3: How can a young high school student start to plan for a career in management?

KNOWLEDGE AND SKILLS

Chapter 1: Students will be able to identify the tasks, roles, and skills needed by managers

Chapter 2: Students will be able to identify various theories of management

Chapter 3: Students will learn the difference between a job and a career, learn how to set career goals, create a portfolio, and plan for a career in management

STAGE TWO

PERFORMANCE TASKS

Outline each chapter
Complete vocabulary for each chapter
Teacher guided note taking
Each Chapter will have mini research projects related to content
End of Chapter Assessments: Fact and Review, Critical Thinking, Assessing Math Skills, Case Analysis
Worksheet pages

OTHER EVIDENCE

Quizzes and Tests
Classroom discussion and participation
Teacher observation of classroom assignment and activities

STAGE THREE

LEARNING PLAN

Chapter 1:
Assessment and Review
Critical Thinking
Assessing Math Skills

Case Analysis

Women and Minorities in Management: Identify CEO's that fit this profile in modern day companies

Chapter 2:
Critical Thinking
Assessing Math Skills
Case Analysis
Captains of Management: create a presentation of each
Identify modern day captains of management

Chapter 3:
Assessment and Review
Critical Thinking
Assessing Math Skills
Case Analysis
Create a personal student portfolio

Unit Name: The Management Environment   Time Frame: 2-3 weeks
**   Unit 2**

Author: CTE Department

Subject: **The Management Enviroment**   Country: **USA**

Course/Grade: **Introduction to Business Applications (Semester)** State/Group: **NJ**

School: **Egg Harbor Township High School**

UNIT SUMMARY

This unit introduces students to the different environments in which business manager's work. Chapter 5 describes different laws and their effects on businesses. Chapter 6 covers basic economic concepts and their relationship to business decisions. Chapter 7 talks about how business is conducted internationally.

UNIT RESOURCES

Glencoe, Business Management, Real-World Applications & Connections (2006)
Glencoe, Business Management, Real-World Applications & Connections (work book pages)

Internet Resource Links:

Bureau of Labor Statistics.org
Glencoe Business Management Web site
Students will use internet as a resource to assist with assignments

GOALS AND STANDARDS

Chapter 5: *Businesses, Workers, and the Law*
Students will be able to identify: 6 different kinds of laws that affect business operations, advantages and disadvantages of setting up sole proprietorships, partnerships, and corporations, how income and property taxes affect businesses, the definitions of patents, trademarks, and copyrights, how the FTC protects consumers from unfair business practices, the essential elements of contracts in business. Students will also have learned: five major kind of employment laws, three major federal equal employment opportunity laws, the importance of occupational safety and health laws, Fai labor Standards Act, five laws with which companies must comply, labor relations laws.

Chapter 6: Economics
Students will be able to identify: how businesses in market economy make decisions about what to produce, how a market economy differs from a command economy, how the law of supply and demand determines the equilibrium price of a good or service, how businesses determine how much profit they earn. Students will also learn: what the business cycle is, what happens during economic expansions and contractions, what business cycles have occurred in past years, how economic indicators forecast business cycles.

Chapter 7: International Business
Students will be able to identify: how the concepts of absolute and comparative advantage determine what countries produce, why businesses export and import, how foreign rates affect imports and exports, how protectionist measures reduce the volume of imports and raise prices. Students will also learn: NAFTA, how managers decide to get involved in the global economy, how managers deal with challenges they face when working in a different culture.

Available Curriculum Standards to be individualized to fit Chapter needs:

Career Ready Practices
Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

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.

9.3 – Career & Technical Education (CTE)
Content Area: 21st Century Life and Careers
BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER

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.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)
9.3.21.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.

ENDURING UNDERSTANDING

Students will understand:
- The impact and relationship of government regulations and community involvement to business management decisions
- Financial data influenced by internal and external factors in order to make long-term and short-term management decisions
- Financial data influenced by internal and external factors in order to make long-term and short-term management decisions

ESSENTIAL QUESTIONS

Chapter 5: What are the many different laws and their effects upon business?

Chapter 6: What are the basic concepts of economics, opportunity cost, command market, supply and demand? How is the business cycle impacted by all of this?

Chapter 7: How is business conducted internationally, tariffs, quotas, restrictions? How does this the growing economic interdependence among countries?

KNOWLEDGE AND SKILLS

Chapter 5: Students will be able to identify different laws that affect business, explain tax laws, understand copyrights, patents, trademarks, describe laws that protect workers, and know the importance of the NLB Act

Chapter 6: Students will be able to explain the concepts of scarcity and opportunity costs. Recognize how supply and demand work to determine price. Understand shy businesses contract and expand during different phases of the business cycle.

Chapter 7: Students will be able to identify why countries trade, why companies export and import. Explain how and why countries restrict international trade. Describe the strategies organizations use to compete I the global economy.

STAGE TWO

PERFORMANCE TASKS

Outline each chapter
Complete vocabulary for each chapter
Teacher guided note taking
Each Chapter will have mini research projects related to content
End of Chapter Assessments: Fact and Review, Critical Thinking, Assessing Math Skills, Case Analysis
Worksheet pages

OTHER EVIDENCE

Quizzes and Tests
Classroom discussion and participation
Teacher observation of classroom assignment and activities

STAGE THREE

LEARNING PLAN

Chapter 5:
Assessment and Review
Critical Thinking
Assessing Math Skills
Case Analysis
Women and Minorities in Management: Identify CEO's that fit this profile in modern day companies

Chapter 6:
Critical Thinking
Assessing Math Skills
Case Analysis
Captains of Management: create a presentation of each
Identify modern day captains of management

Chapter 7:
Assessment and Review
Critical Thinking
Assessing Math Skills
Case Analysis
Create a personal student portfolio

Unit Name: Planning Skills   **Time Frame: 2-3 weeks**
                 Unit 4

Author: CTE Department

<mark>UNIT</mark>

Subject: **Planning Skills**   Country: **USA**

Course/Grade: **Introduction to Business Applications (Semester)** State/Group: **NJ**

School: **Egg Harbor Township High School**

UNIT SUMMARY

This Unit introduces students to two types of managerial planning: strategy and operations. Chapter 10 describes the strategic; long-range planning of upper level managers to ensure the success of a business. Chapter 11 discusses how businesses plan their operations, or the way they will produce their gods and / or services.

UNIT RESOURCES

Glencoe, Business Management, Real-World Applications & Connections (2006)
Glencoe, Business Management, Real-World Applications & Connections (work book pages)

Internet Resource Links:

Bureau of Labor Statistics.org
Glencoe Business Management Web site
Students will use internet as a resource to assist with assignments

<mark>STAGE ONE</mark>

GOALS AND STANDARDS

Chapter 10: *Planning and Strategic Management*
Students will be able to identify: why businesses use strategic planning, the differences between formal and functional planning. How to define short, intermediate and long-range plans. How to differentiate between operational and strategic plans and how grand, business, and functional strategies work in a company. Students will also know what steps are taken in the strategic management process, objectives of a company's mission statement, the differences between mission and goals. Policies and procedures, SWOT analysis, and organizational factors that need to be evaluated in implementing a strategic plan.

Chapter 11: Operations Management and Planning
Students will be able to identify: what operations managers do, how the two types of operating systems differ, how managers use computers to design, engineer, and produce products. Factors to consider when selecting equipment, factors to consider when choosing a site. The advantages of the three different types of facilities layouts.

Available Curriculum Standards to be individualized to fit Chapter needs:

Career Ready Practices
Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

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9.3.12.BM-OP.4 Plan, monitor and manage day-to-day business activities to maintain and improve operational functions.

ENDURING UNDERSTANDING

Students will understand:

- The need to gain and maintain competitive advantage through the use of internal comparisons and external research services

ESSENTIAL QUESTIONS
Chapter 10: What is the planning process, why is it important to plan and strategize?
Chapter 11: What is involved in Operations Management Planning and its daily job design?

KNOWLEDGE AND SKILLS

Chapter 10: Students will be able to identify the difference between formal and functional plans, strategic and operational planning. Discuss a companies, mission statement, goals, policies and procedures. Understand SWOT, and discuss the organizational factors the need evaluation in implementing strategic plans.
Chapter 11: Students will be able to explain what operations managers do, explain the difference between a continuous flow, and an intermittent-flow operating system. Name four ways businesses use computers to help them design, engineer and manufacture products. Describe the factors managers must consider in choosing a site for their facilities and describe three facilities layouts.

STAGE TWO

PERFORMANCE TASKS

Outline each chapter
Complete vocabulary for each chapter
Teacher guided note taking
Each Chapter will have mini research projects related to content
End of Chapter Assessments: Fact and Review, Critical Thinking, Assessing Math Skills, Case Analysis
Worksheet pages

OTHER EVIDENCE

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Classroom discussion and participation
Teacher observation of classroom assignment and activities

STAGE THREE

LEARNING PLAN

Chapter 10:
Assessment and Review
Critical Thinking
Assessing Math Skills
Case Analysis
Women and Minorities in Management: Identify CEO's that fit this profile in modern day companies

Chapter 11:

Critical Thinking
Assessing Math Skills
Case Analysis
Captains of Management: create a presentation of each
Identify modern day captains of management

Curriculum Resources - Differentiated Instruction

Special Education Interventions in General Education

Visual Supports
Extended time to complete tests and assignments
Graphic Organizers
Mnemonic tricks to improve memory
Study guides
Use agenda book for assignments
Provide a posted daily schedule
Use of classroom behavior management system
Use prompts and model directions
Use task analysis to break down activities and lessons into each individual step needed to complete the task
Use concrete examples to teach concepts
Have student repeat/rephrase written directions
Heterogeneous grouping

Resources:

Do to Learn:
http://www.do2learn.com/

Sen Teacher:
http://www.senteacher.org/

Intervention Central:
http://www.interventioncentral.org/

Learning Ally:
https://www.learningally.org/

English Language Learners Interventions in Regular Education
Resources:

FABRIC - Learning Paradigm for ELLs (NJDOE)
www.nj.gov/education/bilingual/pd/**fabric/fabric**.pdf

Guide to Teaching ELL Students
http://www.colorincolorado.org/new-teaching-ells

Edutopia - Supporting English Language Learners
https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley

Reading Rockets
http://www.readingrockets.org/reading-topics/english-language-learners

Gifted and Talented Interventions in Regular Education
Resources:

Who are Gifted and Talented Students
http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need

Hoagies Gifted Education Page
http://www.hoagiesgifted.org/programs.htm

21st Century Learning
Resources:

Partnership for 21st Century Learning
http://www.p21.org/

Career Ready Practices (NJDOE)
http://www.nj.gov/education/cte/hl/CRP.pdf