

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

CTE



Career and Technical Education

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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.

Introduction to Business - Power Standards

Standard Number	Standard
CRP1. Act as a responsible and contributing citizen and employee.	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP4. Communicate clearly and effectively and with reason.	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP5. Consider the environmental, social and economic impacts of decisions	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP9. Model integrity, ethical leadership and effective management	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

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Unit Name: Part One / Business in a Changing World (3 Chapters)**Time Frame: 4 weeks****Author: E. Duff****UNIT**

Subject: HN Introduction to Business

Country: USA

Course/Grade: 10-12 State/Group: **NJ**

School: Egg Harbor Twp High School

UNIT SUMMARY

Business in a changing world. What are the dynamics of business and economics. What is the ethical and social responsibility of business? What is the concept of business in a borderless world?

Chapter 1: The Dynamics of Business and Economics

This chapter will examine the fundamentals of business and economics. An introduction to the nature of business, including its goals, activities, and participants. A description of the basics of economics and how it applies to the U.S. economy and learn how to establish a framework for studying business from this text.

Chapter 2: Business Ethics and Social Responsibility

This chapter will introduce the students to the concepts that: any organization, including nonprofits, has to manage the ethical behavior of employees and participants in the overall operations of the organization. What is the role of ethics and social responsibility in business decision making? First, define business ethics and examine why it is important to understand ethics' role in business. Next, explore a number of business ethics issues to help learn and recognize such issue when they arise. Finally, consider what steps businesses

Chapter 3: Business in a Borderless World

This chapter will explore business in this exciting global marketplace. First, we look at the nature of international business, including barriers and promoters of trade across international boundaries. Next, we consider the levels of organizational involvement in international business. Finally, we briefly discuss strategies for trading across national borders.

UNIT RESOURCES

Business/ author: Ferrell/Hirt/Ferrell/ McGraw Hill

Internet Resource Links:

bls.gov

<http://data.bls.gov/timeseries>

irs.gov

Treasurydirect.gov

The Wall Street Journal

<http://transparency.org>
<http://lworldsmostethicalcompanies.com>
www.everythingesl.net
www.franchisedirect.com

STAGE ONE

GOALS AND STANDARDS

Chapter 1: Learning Objectives:

- Define basic concepts such as business, product and profit
- Identify the main participants and activities of business and explain why studying business is important
- Define economics and compare the four types of economic systems
- describe the role of supply, demand, and competition in a free enterprise system
- Specify why and how the health of the economy is measured
- Trace the evolution of the American economy and discuss the role of the entrepreneur in the economy

Chapter 2: Learning Objectives:

- Define business ethics and social responsibility and examine their importance
- Detect some of the ethical issues that may arise in business
- Specify how businesses can promote ethical behavior
- Explain the four dimensions of social responsibility
- Debate an organization's social responsibilities to owners, employees, consumers, the environment, and the community

Chapter 3: Business in a Borderless World

- Explore some of the factors within the international trade environment that influence business
- Investigate some of the economic, legal, political, social, cultural, and technological barriers to international business
- Specify some of the agreements of the agreements, alliances, and organizations that may encourage trade across international boundaries
- Summarize the different levels of organizational involvement in international trade
- contrast two basic strategies use in international business

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION:

- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.3 CAREER AND TECHNICAL EDUCATION:

- 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.
- 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.
- 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.

- 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.
- 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.

CAREER READY PRACTICES:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- 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.

New Jersey State Learning Standards Language Arts

- LA.11-12.W.11-12.4 - [*Progress Indicator*] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

New Jersey State Learning Standards Technology

- TECH.8.1.12.A.CS2 - [*Content Statement*] - Select and use applications effectively and productively.
- TECH.8.1.12.C.CS2 - [*Content Statement*] - Communicate information and ideas to multiple audiences using a variety of media and formats.

- TECH.8.1.12.C.CS1 - [*Content Statement*] - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- TECH.8.1.12.C - [*Strand*] - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- TECH.8.1.12.B.2 - [*Cumulative Progress Indicator*] - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- TECH.8.1.12.B.CS2 - [*Content Statement*] - Create original works as a means of personal or group expression.
- TECH.8.1.12.B.CS1 - [*Content Statement*] - Apply existing knowledge to generate new ideas, products, or processes.
- TECH.8.1.12.B - [*Strand*] - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

ENDURING UNDERSTANDING

Chapter 1:

Understanding business in globally changing world

Chapter 2:

Business Ethics and Social Responsibility

Chapter 3:

Business in a Borderless World

ESSENTIAL QUESTIONS

Chapter 1:

- What are the basic concepts of business?
- What is a business' ethical and social responsibility?
- What are the factors within the international trade environment that influence business?

Chapter 2

- What is business ethics?
- How can business promote ethical behavior?
- What are the four dimensions of social responsibility?

Chapter 3

- What are the factors that influence international trade?
- What are some of the agreements and alliances that encourage trade across international borders?
- What are the different levels of organizational involvement in international trade?

KNOWLEDGE AND SKILLS

Chapter 1:

Students will be introduced to the concept that business is about making money. However, within the realm of making money, a business has ethical and moral responsibilities and must keep up with a globally changing world.

Chapter 2:

Students will learn that there is a business ethic standard that must be followed by all businesses. Students will also understand that business must promote ethical standards within their employees, that employees have social responsibility that they must follow.

Chapter 3:

Students will explore the global marketplace, identify the nature of international business and learn about trade agreements, alliance and global organizations to protect and promote international trade.

STAGE TWO

PERFORMANCE TASKS

- note taking
- quizzes, test
- projects
- class discussion
- writing essays, papers
- presentations
- group work
- current events

OTHER EVIDENCE

Chapter 1:

- Identify the basic concepts of business
- Identify the main participants and activities of business
- Identify the four types of economies
- Describe supply and demand
- Specify why and how the health of the economy is measured
- Trace the evolution of the American economy and discuss the role of the entrepreneur in the economy

Chapter 2:

- Define business ethics and social responsibility
- Identify ethical issues that may arise in business
- Identify how businesses can promote ethical behavior
- Identify the four dimensions of social responsibility

Chapter 3:

- Identify factors within international trade environments that influence business
- Identify some of the economic, legal, political, social, cultural and technological barriers to international business
- Specify some of the agreements, alliances, and organizations that may encourage trade across international boundaries

OTHER EVIDENCE

- Quizzes
- Classroom discussion participation
- Teacher observation of classroom assignments/activities
- Presentations and interactive student teaching
- student attendance and class participation
- Student interest and engagement in the course is important

STAGE THREE

LEARNING PLAN

Formative Assessments

Classwork, homework, observation of group cooperation and interaction, participation in classroom discussion

Summative Assessments

Quizzes, tests, essays, presentations, mini projects

Differentiated learners will be addressed through various teaching styles with:

- 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 on web page
 - Use of classroom behavior management system, if needed
 - 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

Unit Name: Part Two / Starting and Growing a Business (2 Chapters)**Time Frame: 2 weeks****Author: E. Duff****UNIT**

Subject: HN Introduction to Business

Country: USA

Course/Grade: 10-12 State/Group: **NJ**

School: Egg Harbor Twp High School

UNIT SUMMARY

Starting and Growing a business. What are the options for organizing a business. What are the differences between a small business, being an entrepreneur and franchising?

Chapter 4: Options for Organizing Business

This chapter will examine three primary forms of business ownership - sole proprietorship, partnership, and corporation-- and weighs the advantages and disadvantages of each. These forms are the most often used whether the business is a traditional brick-and-mortar company, an online-only one, or a combination of both.

Chapter 5: Small Business, entrepreneurship and Franchising

This chapter surveys the world of entrepreneurship and small business. First, we define entrepreneurship and small business and examine the role of small business in the American economy. Then, explore the advantages and disadvantages of small business ownership and analyze why small businesses succeed or fail. Next, discuss how an entrepreneur goes about starting a business and the challenges facing small business today. Finally, we will look at entrepreneurship in larger organizations.

UNIT RESOURCES

Business/ author: Ferrell/Hirt/Ferrell/ McGraw Hill

Internet Resource Links:

bls.gov

<http://data.bls.gov/timeseries>

irs.gov

The Wall Street Journal

<http://taxfoundation.org>www.sba.gov**STAGE ONE****GOALS AND STANDARDS**

Chapter 4: Learning Objectives:

- Define and examine the advantages and disadvantages of the sole proprietorship form of organization
- Identify two types of partnership and evaluate the advantages and disadvantages of the partnership form of organization
- Describe the corporate form of organization and cite the advantages and disadvantages of corporations
- Define and debate the advantages and disadvantages of mergers, acquisitions, and leveraged buyouts

Chapter 5: Learning Objectives:

- Define entrepreneurship and small business
- Identify the importance of small business in the U.S. economy and why certain fields attract small business
- Identify disadvantages of small business ownership and analyze why many small business fail
- Identify how to start a small business and what resources are needed
- Evaluate the demographic, technological, and economic trends that are affecting the future of small business

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION:

- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.3 CAREER AND TECHNICAL EDUCATION:

- 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.
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- 9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.
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- 9.3.12.BM-HR.7 Plan, organize and implement compensation, benefits, health and safety programs.
- 9.3.12.BM-OP.1 Describe and follow laws and regulations affecting business operations and transactions.
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- 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.

CAREER READY PRACTICES:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- 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.

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- TECH.8.1.12.C.CS1 - [*Content Statement*] - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- TECH.8.1.12.C - [*Strand*] - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- TECH.8.1.12.B.2 - [*Cumulative Progress Indicator*] - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- TECH.8.1.12.B.CS2 - [*Content Statement*] - Create original works as a means of personal or group expression.
- TECH.8.1.12.B.CS1 - [*Content Statement*] - Apply existing knowledge to generate new ideas, products, or processes.
- TECH.8.1.12.B - [*Strand*] - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

ENDURING UNDERSTANDING

Chapter 4:

Options for Organizing business

Chapter 5:

ESSENTIAL QUESTIONS

Chapter 4:

- What are the various types of business ownership and the advantages and disadvantages of each?
- What are other types of business ownerships?

Chapter 5

- What is an entrepreneur vs a small business owner?
- Why do small businesses fail?

KNOWLEDGE AND SKILLS

Chapter 4:

Students will identify the different forms of business ownership as well identify the advantages and disadvantages of each. Students will also be able to identify why a business succeeds or fails.

Chapter 5:

Students will be able to identify the difference between an entrepreneur and a small business owner. Students will also identify what is needed to start a small business.

STAGE TWO

PERFORMANCE TASKS

- note taking
- quizzes, test
- projects
- class discussion
- writing essays, papers
- presentations
- group work
- current events

OTHER EVIDENCE

Chapter 4:

- Define and examine the advantages and disadvantage of sole proprietorship
- Identify two types of partnership and evaluate the advantages and disadvantages of partnership form of organization
- Describe the corporate form of organizations
- Define and debate the advantages and disadvantages of mergers, acquisitions, and leveraged buyouts

Chapter 5:

- Define entrepreneurship and small business
- Define the importance of small business in the U.S. economy
- Specify the advantages of small business
- Analyse why small businesses fail
- Identify steps to start a small business
- Identify the demographic, technological, and economic trends that are affecting the future of small business
- Identify why large businesses are thinking small

OTHER EVIDENCE

- Quizzes
- Classroom discussion participation
- Teacher observation of classroom assignments/activities
- Presentations and interactive student teaching
- student attendance and class participation
- Student interest and engagement in the course is important

STAGE THREE

LEARNING PLAN

Formative Assessments

Classwork, homework, observation of group cooperation and interaction, participation in classroom discussion

Summative Assessments

Quizzes, tests, essays, presentations, mini projects

Differentiated learners will be addressed through various teaching styles with:

- 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 on web page
- Use of classroom behavior management system, if needed
- 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, as needed
- Heterogeneous grouping

Unit Name: Part Three / Starting and Growing a Business (3 Chapters)

Time Frame: 3 weeks

Author: E. Duff

UNIT

Subject: HN Introduction to Business

Country: USA

Course/Grade: 10-12 State/Group: **NJ**

School: Egg Harbor Twp High School

UNIT SUMMARY

What is the nature of management? How can business be efficiently organized, develop teamwork and communication? Identify how to manage service and operation of a business.

Chapter 6: The Nature of Management

This chapter introduces the field of management. It examines and surveys the various functions, levels and areas of management in business. The skills that managers need for success and the steps that lead to effective decision making areas will be discussed.

Chapter 7: Organization, Teamwork and Communication

This chapter will examine organizational structure in detail. It will discuss how an organization's culture affects its operations. Then it will consider the development of structure, including how tasks and responsibilities are organized through specialization and departmentalization. Lastly, it will explore some of the forms organizational structures may take. In addition, it will address communications with business.

Chapter 8: Managing Service and Manufacturing Operations

This chapter will discuss the role of production or operations management in acquiring and managing the resources necessary to create goods and services. Production and operations management involve planning and designing the processes that will transform those resources into finished products, managing the movement of those resources through the transformation process, and ensuring that the products are of the quality expected by customers.

UNIT RESOURCES

Business/ author: Ferrell/Hirt/Ferrell/ McGraw Hill

Internet Resource Links:

bls.gov

Diversityjobs.com

Fortune 500

"The Global Outsourcing 100", <https://www.iaop.org>

"The Best and Worst Airlines of 2016" <https://www.wsj.com>

"U.S. New-Vehicle Quality Makes Largest Improvement in 7 Years"

<https://www.jdpower.com>

STAGE ONE

GOALS AND STANDARDS

Chapter 6: Learning Objectives:

- Define management and explain its role in the achievement of organizational objectives
- Describe the major functions of management
- Distinguish among three levels of management and the concerns of managers at each level
- Specify the skills managers need in order to be successful
- Summarize the systematic approach to decision making used by many business managers

Chapter 7: Learning Objectives:

- Identify the importance of organizational culture
- Define organizational structure and relate how organizational structures develop
- Describe how specialized and departmentalization help an organization achieve its goals
- Determine how organizations assign responsibility for tasks and delegate authority
- Compare and contrast some common forms of organizational structure
- Distinguish between groups and teams and identify the types of groups that exist in organizations
- Describe how communication occurs in organizations

Chapter 8: Learning Objectives:

- Define operations management and differentiate between operations and manufacturing
- Explain how operations management differs in manufacturing and service firms
- Describe the elements involved in planning and designing an operations system
- Specify some techniques managers may use to manage the logistics of transforming inputs into finished products
- Assess the importance of quality in operations management

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION:

- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

- 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.3 CAREER AND TECHNICAL EDUCATION:

- 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.

- 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.

- 9.3.12.BM-MGT.1 Describe and follow laws and regulations affecting business operations and transactions.
- 9.3.12.BM-MGT.2 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-MGT.3 Apply economic concepts fundamental to global business operations.
- 9.3.12.BM-MGT.4 Employ and manage techniques, strategies and systems to enhance business relationships.
- 9.3.12.BM-MGT.5 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
- 9.3.12.BM-MGT.6 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
- 9.3.12.BM-MGT.7 Plan, organize and manage an organization/department to achieve business goals.
- 9.3.12.BM-MGT.8 Create strategic plans used to manage business growth, profit and goals.

- 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.
- 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.

CAREER READY PRACTICES:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- 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.

New Jersey State Learning Standards Language Arts

- LA.11-12.W.11-12.4 - [*Progress Indicator*] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

New Jersey State Learning Standards Technology

- TECH.8.1.12.A.CS2 - [*Content Statement*] - Select and use applications effectively and productively.
- TECH.8.1.12.C.CS2 - [*Content Statement*] - Communicate information and ideas to multiple audiences using a variety of media and formats.
- TECH.8.1.12.C.CS1 - [*Content Statement*] - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

- TECH.8.1.12.C - [Strand] - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- TECH.8.1.12.B.2 - [Cumulative Progress Indicator] - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- TECH.8.1.12.B.CS2 - [Content Statement] - Create original works as a means of personal or group expression.
- TECH.8.1.12.B.CS1 - [Content Statement] - Apply existing knowledge to generate new ideas, products, or processes.
- TECH.8.1.12.B - [Strand] - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

ENDURING UNDERSTANDING

Chapter 6:

The nature of management

Chapter 7:

Organization, teamwork, and communication

Chapter 8:

Managing service and manufacturing operations

ESSENTIAL QUESTIONS

Chapter 6:

- What is management and its role in the achievement of organizational objectives?
- What are the three levels of management and the concerns of managers at each level?

Chapter 7:

- Why is there such an importance for “organizational structure” in a business, and what is the structure?
- How important is communications within these structures?

Chapter 8:

- What is “operations management”? How does it differ between operations and manufacturing?
- What are the elements involved in planning and designing an operating system and what are techniques managers may use to manage the logistics of transforming inputs into finished products?

KNOWLEDGE AND SKILLS

Chapter 6:

Students will identify the roles of management, describe the functions of management, as well as understand the three levels of management. Students will also be able to specify

the skills managers need in order to be successful, and summarize the systematic approach to decision making used by many business managers.

Chapter 7:

Students will be able to identify the organizational cultures, define how the structures relate and develop. Describe how the structures achieve set and achieve goals, as well as assign tasks and delegate authority. Students will also be able to compare and contrast different organizational structures, and describe how communication occurs within these organizations.

Chapter 8:

Students will be able to define Operations and Management and know the roles between operations and manufacturing. Students will also be able to explain how operations management differ from manufacturing to service firms. Describe the elements involved in planning and designing operations systems.

STAGE TWO

PERFORMANCE TASKS

- note taking
- quizzes, test
- projects
- class discussion
- writing essays, papers
- presentations
- group work
- current events

OTHER EVIDENCE

Chapter 6:

- Define management and explain its role in the achievement of organizational objectives
- Describe the major functions of management
- Distinguish among three levels of management and the concerns of managers at each level
- Specify the skills managers need in order to be successful
- Summarize the systematic approach to decision making used by many business managers

Chapter 7:

- Explain organizational structure
- Define organizational structure and relate how the structures develop
- Describe how specialization and departmentalization help to reach goals
- Determine how organizations assign responsibility for tasks and delegate authority
- Compare and contrast some common forms of organizational structure
- Distinguish between groups and teams and identify the types of groups that exist in organizations
- Describe how communication occurs in organizations

Chapter 8:

- Define operations management and differentiate between operations and manufacturing
- Explain how operations management differs in manufacturing and service firms

- Describe the elements involved in planning and designing an operations system
- Specify some techniques managers may use to manage the logistics of transforming inputs into finished products
- Assess the importance of quality in operations

OTHER EVIDENCE

- Quizzes
- Classroom discussion participation
- Teacher observation of classroom assignments/activities
- Presentations and interactive student teaching
- student attendance and class participation
- Student interest and engagement in the course is important

STAGE THREE

LEARNING PLAN

Formative Assessments

Classwork, homework, observation of group cooperation and interaction, participation in classroom discussion

Summative Assessments

Quizzes, tests, essays, presentations, mini projects

Differentiated learners will be addressed through various teaching styles with:

- 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 on web page
- Use of classroom behavior management system, if needed
- 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, as needed
- Heterogeneous grouping

Unit Name: Part Two / Starting and Growing a Business (2 Chapters)

Time Frame: 2 weeks

Author: E. Duff

UNIT

Subject: HN Introduction to Business

Country: USA

Course/Grade: 10-12 State/Group: **NJ**

School: Egg Harbor Twp High School

UNIT SUMMARY

This Unit focuses on creating the human resource advantage. Managers who understand the needs of their employees and focus on the quality of human resources can help them reach higher levels of productivity.

Chapter 9: Motivating the Workforce

This chapter covers topics on how to motivate employees. It will examine employees' needs and motivation, managers' views of workers, and several strategies for motivating employees. Managers who understand the needs of their employees can help them reach higher levels of productivity and thus better contribute to the achievement of organizational goals.

Chapter 10: Small Business, entrepreneurship and Franchising

This chapter focuses on the quality and quantity of human resources. First it will look at how human resource managers plan for, recruit, and select qualified employees. Next, it will look at training, appraising, and compensating employees, aspects of human resource management designed to retain valued employees. It will also consider the challenges of managing unionized employees and workplace diversity.

UNIT RESOURCES

Business/ author: Ferrell/Hirt/Ferrell/ McGraw Hill

Internet Resource Links:

bls.gov

"The #1 Resume Lie That Could Cost You a New Job"

<http://clark.com.com/employment-military/worst-resume-lies/>

"The DiversityInc Top 10 Companies for Global Diversity"

<http://www.diversityinc.com/top-10-companies-global-diversity/>

STAGE ONE

GOALS AND STANDARDS

Chapter 9: Learning Objectives:

- Define human relations and determine why its study is important
- Summarize early studies that laid the groundwork for understanding employee motivation
- Compare and contrast the human relations theories of Abraham Maslow and Frederick Herzberg
- Investigate various theories of motivation, including Theories X, Y, and Z; equity theory; expectancy theory, and goal-setting theory
- Describe some of the strategies that managers use to motivate employees

Chapter 10: Learning Objectives:

- Define human resource management and explain its significance
- Summarize the processes of recruiting and selecting human resources for a company
- Discuss how workers are trained and their performance appraised
- Identify the types of turnover companies may experience and explain why turnover is an important issue
- Specify the various ways a worker may be compensated
- Discuss some of the issues associated with unionized employees, including collective bargaining and dispute resolution
- Describe the importance of diversity in the workforce

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION:

- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.3 CAREER AND TECHNICAL EDUCATION:

- 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.
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- 9.3.12.BM-ADM.3 Plan, monitor and manage day-to-day business activities.
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- 9.3.12.BM-BIM.5 Plan, organize and manage an organization/department to achieve business goals.
- 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.
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CAREER READY PRACTICES:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- 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.

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- LA.11-12.W.11-12.4 - [*Progress Indicator*] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

New Jersey State Learning Standards Technology

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- TECH.8.1.12.C.CS1 - [*Content Statement*] - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- TECH.8.1.12.C - [*Strand*] - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- TECH.8.1.12.B.2 - [*Cumulative Progress Indicator*] - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- TECH.8.1.12.B.CS2 - [*Content Statement*] - Create original works as a means of personal or group expression.
- TECH.8.1.12.B.CS1 - [*Content Statement*] - Apply existing knowledge to generate new ideas, products, or processes.
- TECH.8.1.12.B - [*Strand*] - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

ENDURING UNDERSTANDING

Chapter 9:

Motivating the Workforce

Chapter 10:

ESSENTIAL QUESTIONS

Chapter 9:

- What is the value to having motivated employees?
- What are strategies managers can use to motivate employees?

Chapter 10

- What is an entrepreneur vs a small business owner?
- Why do small businesses fail?

KNOWLEDGE AND SKILLS

Chapter 9:

Students will identify why motivated employees are better workers and reach set goals. Students will also be able to identify what strategies managers can use to get employees motivated and be better employees who are satisfied with work and reach goals.

Chapter 10:

Students will have an understanding of what is 'human resource management'. Students will know what is involved in recruiting and hiring, what is meant by turnover with staff and get a brief on working with unionized employees.

STAGE TWO

PERFORMANCE TASKS

- note taking
- quizzes, test
- projects
- class discussion
- writing essays, papers
- presentations
- group work
- current events

OTHER EVIDENCE

Chapter 9:

- Define human relations and determine why its study is important
- Summarize early studies that laid the groundwork for understanding employee motivation
- Compare and contrast the human relations theories of Abraham Maslow and Frederick Herzberg
- Investigate various theories of motivation, research different theories
- Describe some of the strategies that managers use to motivate employees

Chapter 10:

- Define human resource management and explain its significance
- Summarize the processes of recruiting and selecting human resources for a company
- Discuss how workers are trained and their performance appraised
- Identify the types of turnover companies may experience and explain why turnover is an important issue
- Specify the various ways a worker may be compensated
- Discuss some of the issues associated with unionized employees, including collective bargaining and dispute resolutions
- Describe the importance of diversity in the workforce

OTHER EVIDENCE

- Quizzes
- Classroom discussion participation
- Teacher observation of classroom assignments/activities
- Presentations and interactive student teaching
- student attendance and class participation
- Student interest and engagement in the course is important

STAGE THREE

LEARNING PLAN

Formative Assessments

Classwork, homework, observation of group cooperation and interaction, participation in classroom discussion

Summative Assessments

Quizzes, tests, essays, presentations, mini projects

Differentiated learners will be addressed through various teaching styles with:

- 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 on web page
- Use of classroom behavior management system, if needed
- 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, as needed
- Heterogeneous grouping

Unit Name: Part Three / Starting and Growing a Business (3 Chapters)

Time Frame: 3 weeks

Author: E. Duff

UNIT

Subject: HN Introduction to Business

Country: USA

Course/Grade: 10-12 State/Group: **NJ**

School: Egg Harbor Twp High School

UNIT SUMMARY

Marketing involves planning and executing the development, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational goals. The key to developing a marketing strategy is selecting a target market and maintaining a marketing mix that creates long-term relationships with customers. Grasp an understanding of digital marketing and social networking.

Chapter 11: Customer Driven Marketing

This chapter will focus on the basic principles of marketing. It will define and examine the nature of marketing. Then it will look at how marketers develop marketing strategies to satisfy the needs of their customers. It will discuss buying behavior and how marketers use research to determine what consumers want to buy and why. Lastly it will explore the impact of the environment on marketing activities.

Chapter 12: Organization, Teamwork and Communication

This chapter will investigate the four dimensions of the marketing mix (product, price, distribution, and promotion) used to develop the marketing strategy. The focus of the marketing mix is a strategy that builds customer relationships and satisfaction.

Chapter 13: Digital Marketing and Social Media

This chapter will provide some key definitions related to digital marketing and social media. Then it will discuss using digital media in business and marketing. It will look at the marketing mix considerations when using digital media and pay special attention to social networking. It will also focus on digital marketing strategies - particularly new communication channels like social networks.

UNIT RESOURCES

Business/ author: Ferrell/Hirt/Ferrell/ McGraw Hill

Internet Resource Links:

bls.gov

Federal Trade Commission - www.ftc.gov

STAGE ONE

GOALS AND STANDARDS

Chapter 11: Learning Objectives:

- Define marketing and describe the exchange process
- Specify the functions of marketing
- Explain the marketing concept and its implications for developing marketing strategies
- Examine the development of a marketing strategy, including market segmentation and marketing mix
- Investigate how marketers conduct marketing research and study buying behavior
- Summarize the environment forces that influence marketing decisions
-

Chapter 12: Learning Objectives:

- Describe the role of product in the marketing mix, including how products are developed, classified, and identified
- Define price and discuss its importance in the marketing mix, including various pricing strategies a firm might employ
- Identify factors affecting distribution decisions, such as marketing channels and intensity of market coverage
- Specify the activities involved in promotion, as well as promotional strategies and promotional positioning.

Chapter 13: Learning Objectives:

- Define digital media and digital marketing and recognize their increasing value in strategic planning
- Demonstrate the role of digital marketing and define social networking in today's business environment
- Show how digital media affect the marketing mix
- Illustrate how businesses can use different types of social networking media
- Understand online monitoring and analytics for social media
- Identify legal and ethical considerations in digital media

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION:

- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.3 CAREER AND TECHNICAL EDUCATION:

- 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.

- 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.

- 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.

- 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.
- 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.

CAREER READY PRACTICES:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- 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.

New Jersey State Learning Standards Language Arts

- LA.11-12.W.11-12.4 - [*Progress Indicator*] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

New Jersey State Learning Standards Technology

- TECH.8.1.12.A.CS2 - [*Content Statement*] - Select and use applications effectively and productively.
- TECH.8.1.12.C.CS2 - [*Content Statement*] - Communicate information and ideas to multiple audiences using a variety of media and formats.
- TECH.8.1.12.C.CS1 - [*Content Statement*] - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- TECH.8.1.12.C - [*Strand*] - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- TECH.8.1.12.B.2 - [*Cumulative Progress Indicator*] - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- TECH.8.1.12.B.CS2 - [*Content Statement*] - Create original works as a means of personal or group expression.
- TECH.8.1.12.B.CS1 - [*Content Statement*] - Apply existing knowledge to generate new ideas, products, or processes.
- TECH.8.1.12.B - [*Strand*] - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

ENDURING UNDERSTANDING

Chapter 11:

Customer-driven Marketing

Chapter 12:

Dimensions of Marketing Strategy

Chapter 13:

Digital Marketing and Social Media

ESSENTIAL QUESTIONS

Chapter 11:

- What is the nature of marketing and how marketing strategies are developed?
- What is the value to marketing research and information systems?
- What is the Market Environment and the importance of marketing to business and society?

Chapter 12:

- What is the marketing mix, how are products developed, classified and identified?
- What are the activities involved in promotion, as well as promotional strategies and promotional positioning?

Chapter 13:

- What are the benefits of digital communication?
- What is digital media, and the digital marketing mix? How does consumer-generated digital media drive marketing?

KNOWLEDGE AND SKILLS

Chapter 11:

Students will learn what is the nature of marketing and how marketing strategies are developed? They will learn what is the value to marketing research and information systems, and they will understand what is the Market Environment and the importance of marketing to business and society?

Chapter 12:

Students will learn what the marketing mix consists of, including how products are developed, classified, and identified. Various pricing strategies will be researched, as well as promotional strategies and promotional positioning.

Chapter 13:

Students will be able to identify what is digital communication the benefits of digital communication and how it drives the marketing mix.

STAGE TWO

PERFORMANCE TASKS

- note taking
- quizzes, test
- projects
- class discussion
- writing essays, papers
- presentations
- group work
- current events

OTHER EVIDENCE

Chapter 11:

- Define marketing and describe the exchange process
- Specify the functions of marketing
- Explain the marketing concept and its implications for developing marketing strategies
- Examine the development of a marketing strategy, including market segmentation and marketing mix
- Investigate how marketers conduct marketing research and study buying behavior
- Summarize the environmental forces that influence marketing decisions

Chapter 12:

- Describe the role of product in the marketing mix, including how products are developed, classified, and identified
- Define price and discuss its importance in the marketing mix, including various pricing strategies a firm might employ
- Identify factors affecting distribution decisions, such as marketing channels and intensity of market coverage
- Specify the activities involved in promotion, as well as promotional strategies and promotional positioning

Chapter 13:

- Define digital media and digital marketing and recognize their increasing value in strategic planning
- Demonstrate the role of digital marketing and define social networking in today's business environment
- Show how digital media affect the marketing mix
- Illustrate how businesses can use different types of social networking media
- Understand online monitoring and analytics for social media
- Identify legal and ethical considerations in digital media

OTHER EVIDENCE

- Quizzes
- Classroom discussion participation
- Teacher observation of classroom assignments/activities
- Presentations and interactive student teaching
- student attendance and class participation
- Student interest and engagement in the course is important

STAGE THREE

LEARNING PLAN

Formative Assessments

Classwork, homework, observation of group cooperation and interaction, participation in classroom discussion

Summative Assessments

Quizzes, tests, essays, presentations, mini projects

Differentiated learners will be addressed through various teaching styles with:

- 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 on web page
- Use of classroom behavior management system, if needed
- 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, as needed
- Heterogeneous grouping

Unit Name: Part Three / Starting and Growing a Business (3 Chapters)

Time Frame: 3 weeks

Author: E. Duff

UNIT

Subject: HN Introduction to Business

Country: USA

Course/Grade: 10-12 State/Group: **NJ**

School: Egg Harbor Twp High School

UNIT SUMMARY

This unit will explore the role of accounting in business and its importance in making business decisions. It will also review the definition of money and then explore some of the many forms money may take. The Federal Reserve Board and other institutions in the financial system will be examined. This unit will also address short and long-term financial management.

Chapter 14: Accounting and Financial Statements

This chapter explores the role of accounting in business and its importance in making business decisions. First, it will discuss the uses of accounting information and the accounting process. Then, it will briefly look at some simple financial statements and accounting tools that are useful in analyzing organizations worldwide.

Chapter 15: Money and the Financial System

This chapter will discuss the definition of money and then explore some of the many forms money may take. Then it will examine the roles of the Federal Reserve Board and other major institutions in the financial system. Lastly it will explore the future of the finance industry and some of the changes likely to occur over the course of the next several years.

Chapter 16: Financial Management and Securities Market

This chapter will look at both short and long term financial management. Short term business will discuss daily business, liabilities, and funds used to finance the business. Long term business will discuss assets, common stocks and bonds, and corporate assets.

UNIT RESOURCES

Business/ author: Ferrell/Hirt/Ferrell/ McGraw Hill

Internet Resource Links:

bls.gov

www.federalreserve.gov/

www.statisticbrain.com/atm-machine-statistics/

<http://finance.yahoo.com/>

STAGE ONE

GOALS AND STANDARDS

Chapter 14: Learning Objectives:

- Define accounting and describe the different uses of accounting information
- Demonstrate the accounting process
- Examine the various components of an income statement in order to evaluate a firm's "bottom line"
- Interpret a company's balance sheet to determine its current financial position
- Analyze financial statements, using ratio analysis, to evaluate a company's performance
-

Chapter 15: Learning Objectives:

- Define money, its functions, and its characteristics
- Describe various types of money
- Specify how the Federal Reserve Board manages the money supply and regulates the American banking system
- Compare and contrast commercial banks, savings and loan associations, credit unions and mutual savings banks
- Distinguish among nonbanking institutions such as insurance companies, pension funds, mutual funds, and finance companies

Chapter 16: Learning Objectives:

- Describe some common methods of managing current assets
- Identify some sources of short-term financing
- Summarize the importance of long-term assets and capital budgeting
- Specify how companies finance their operations and manage fixed assets with long-term liabilities, particularly bonds
- Discuss how corporations can use equity financing by issuing stock through an investment banker
- Describe the various securities markets in the United States

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION:

- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.3 CAREER AND TECHNICAL EDUCATION:

- 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.
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- 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.
-
- 9.3.12.BM-MGT.1 Describe and follow laws and regulations affecting business operations and transactions.
 - 9.3.12.BM-MGT.2 Access, evaluate and disseminate information for business decision making.
 - 9.3.12.BM-MGT.3 Apply economic concepts fundamental to global business operations.
 - 9.3.12.BM-MGT.4 Employ and manage techniques, strategies and systems to enhance business relationships.
 - 9.3.12.BM-MGT.5 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
 - 9.3.12.BM-MGT.6 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
 - 9.3.12.BM-MGT.7 Plan, organize and manage an organization/department to achieve business goals.
 - 9.3.12.BM-MGT.8 Create strategic plans used to manage business growth, profit and goals.
-
- 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.
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ENDURING UNDERSTANDING

Chapter 14:

Accounting and Financial Statements

Chapter 15:

Money and the Financial System

Chapter 13:

Digital Marketing and Social Media

ESSENTIAL QUESTIONS

Chapter 14:

- What is the nature of accounting?
- What is the accounting process?
- What is the purpose to analyzing financial statements?

Chapter 15:

- What is the money?
- How does the American Financial System work?

Chapter 16:

- How are assets and liabilities managed?
- What is the difference between short and long term investments?

KNOWLEDGE AND SKILLS

Chapter 14:

Students will learn the purpose of accounting, the accounting process and the importance to analyzing financial statements?

Chapter 15:

Students will learn the definition of money and then explore some of the many forms money may take. Students will examine the roles of the Federal Reserve Board and other financial institutions. It will also explore changes that could occur over the course of a few years.

Chapter 16:

Students will be able to the difference between short and long term investments as well as understand what it is to manage assets and liabilities.

STAGE TWO

PERFORMANCE TASKS

- note taking
- quizzes, test
- projects
- class discussion
- writing essays, papers
- presentations
- group work
- current events

OTHER EVIDENCE

Chapter 14:

- Define accounting and describe the different uses of accounting information
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- Distinguish among nonbanking institutions such as insurance companies, pension funds, mutual funds, and finance companies
- Investigate the challenge ahead for the banking industry
-

Chapter 16:

- Describe some common methods of managing current assets
- Identify some sources of short-term financing
- Summarize the importance of long-term assets and capital budgeting
- Specify how companies finance their operations and manage fixed assets with long-term liabilities, particularly bonds
- Discuss how corporations can use equity financing by issuing stock through an investment banker
- Describe the various securities markets in the United States

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STAGE THREE

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- Visual Supports
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- Graphic Organizers
- Mnemonic tricks to improve memory
- Study guides
- Use agenda book for assignments
- Provide a posted daily schedule on web page
- Use of classroom behavior management system, if needed
- 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, as needed
- Heterogeneous grouping

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>