



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	Introduction to Business				
Grade Level(s):	9-11				
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>
Course Description:	This course familiarizes students with the world of business and the many business career fields available in today's workplace. Students will explore a range of career options, including Entrepreneurship, and relate them to their individual interests, aptitudes, skills and values. Topics covered include basic economic concepts, fundamentals of business, marketing, banking, using credit, accounting, human resources, and managerial skills. Throughout the year, students will take various assessment tests, research various careers, and conduct college searches.				
Grading Procedures:	Class grade will consist of a combination of the following areas: <ul style="list-style-type: none"> • Homework, quizzes, tests, class participation, class work, and projects. 				
Primary Resources:	<ul style="list-style-type: none"> • Cengage Principles of Business 9th Edition • Case studies & current events • Supplemental text materials and files 				

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by: Alexandria Ackley

Under the Direction of: Jeffrey Snyder

Written: July 2021

Revised: _____

BOE Approval: _____

Units of Study

1. What is Business? Course fundamentals
2. Business in the Global Economic Environment
 3. Business Organization and Ownership
 4. Business Management and Leadership
5. Business Marketing, Operations, and Production
6. Career Exploration and Business Simulations

Unit 1 Title: What is Business? Course fundamentals

Unit Description: Students will be acquainted with the course layout and expectations. Students will become oriented with the basics of business and how it's used in the world. Students will gain an understand the various definitions of business and the topics that fall under the "business umbrella" Students will become familiar with all of the benefits and responsibilities associated membership in the Washington Township DECA student organization.

Unit Duration: 3 Weeks

Desired Results

Standard(s) and Indicators:

- **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.

Understandings:

Students will understand that...

- There are various ways to categorize business.

Essential Questions:

1. What are the grading procedures?
2. What are the benefits of joining DECA?
3. What are the different aspects of business?

Assessment Evidence

Performance Tasks:

- Complete first day surveys.
- Create working definition of business.
- Analyze businesses effect on daily lives
- View examples of DECA case studies and discuss benefits of membership.

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Benchmarks:

- What is a Business Research Project

Learning Plan

Learning Activities: (15 days)

- First day of school learning stations.
 - DECA WebQuest
 - Ice breaker activities
 - Type of Learner activities
 - Technology set up
- What is Business discussion activities?

- What is a business application presentation?

Resources:

- More Resources can be found in Business Schoology Group
- DECA Competitive Events Manual and Practice Materials

Web Resources

www.deca.org

www.youtube.org (various videos examples)

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.

4.0	Students will be able to: <ul style="list-style-type: none"> • Recognize the various aspects of business and how they relate to different career clusters.
3.0	Students will be able to: <ul style="list-style-type: none"> • Identify different types of businesses.
2.0	Students will be able to: <ul style="list-style-type: none"> • Define the term business.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Assign a leadership role in classroom learning • Expose students to a selection and use of specialized resources
Struggling Learners	<ul style="list-style-type: none"> • Be flexible with time frames and deadlines • Create planned opportunities for interaction between individuals in the classroom: cooperative and collaborative learning, student generated stories based on personal experience • Group students • Intentional scheduling/grouping with student/teacher of alternative background • Provide support as at-risk students move through all levels of knowledge acquisition • Tap prior knowledge
English Language Learners	<ul style="list-style-type: none"> • Accommodate with completed study guides to assist with preparation on tests • Allow students to give responses in a form (oral or written) that's easier for him/her • Use language specific vocab and keywords.
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that

	<p>student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

- **LA.11-12.WHST.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **LA.11-12.WHST.11-12.6** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today’s world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:
http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:
Civic Literacy
Information, Media, and Technology
Business Ideology

Skills:
Think Creatively
Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills

Unit 2 Title: Business in the Global Economic Environment

Unit Description: Students are introduced to our Economic System. Learning the needs and wants of a business, the four factor of production, the economic measurement, and the social responsibility of a business will give the students an understanding of how the economy affect everyday life. Focuses on textbook chapters 1-4

Unit Duration: 8 weeks

Desired Results

Standard(s) and Indicators:

- **9.3.12.BM-MGT.3** Apply economic concepts fundamental to global business operations.
- **9.3.12.BM.2** Describe laws, rules and regulations as they apply to effective business operations.
- **9.3.12.FN.8** Describe and follow laws, regulations and ethical standards that affect finance operations and transactions.

Understandings:

Students will understand that...

- All businesses affect some part of our daily routines.
- Resources will impact our wants and needs.
- The basic business activities that all businesses must do.
- Both profit and competition motivate businesses to meet wants and needs.
- Different economic systems make up businesses.
- All economic systems face similar problems.
- Scarcity is the shortage of economic resources.
- Different types of Economic Measurements measure our economy's health.
- Inflation is the overall increase in the prices of goods.
- Businesses have a social responsibility to customers, employees and society.
- Businesses have a legal responsibility to do what is right.
- Social responsibility is the duty to do what is best for the good of society.
- Ethical behavior and communication are essential in the business work environment; in addition, unethical behavior has consequences.

Essential Questions:

1. How does the relationship between consumers and businesses affect the economy?
2. How does a nation decide which resources to use to sustain the economy?
3. Describe how absolute advantage and comparative advantage can affect trading amongst nations.
4. How should businesses be socially responsible?
5. How does importing and exporting affect the global economy?
6. What is the relationship between resources, needs and wants?
7. What does it mean to be socially responsible?
8. Do ethical and unethical behaviors have rewards and consequences in the work environment?

Assessment Evidence

Performance Tasks:

Chapter 1 – Economic Decisions and Systems

- Compare and contrast needs and wants.
- Distinguish between goods and services.
- Describe the types of economic systems.
- Describe the basic economic problem.
- Explain the steps in the decision-making process.
- Identify the three economic questions.
- Differentiate among the main types of economic systems.
- Describe the economic system of the United States.
- Describe supply and demand orally and with graphs.
- Discuss how supply and demand affect prices of products and services.

Chapter 2 – Economic Conditions Change

- Define gross domestic product.
- Describe economic measures of labor.
- Identify economic indicators for consumer spending.
- Describe the four phases of the business cycle.
- Explain causes of inflation and deflation.
- Identify the importance of interest rates.
- Discuss investment activities that promote economic growth.
- Explain borrowing activities by government, business, and consumers.

Chapter 3 – Business in the Global Economy

- Describe importing and exporting activities.
- Compare balance of trade and balance of payments.
- List factors that affect the value of global currencies.
- Describe the components of the international business environment.
- Identify examples of formal trade barriers.
- Explain actions to encourage international trade.
- Discuss activities of multinational organizations.

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

- Explain common international business entry modes.
- Describe activities of international trade organizational agencies.

Chapter 4 – Social Responsibility of Business and Government

- Describe social responsibility issues.
- Identify benefits and costs of social responsibility.
- Explain the purpose of a code of ethics.
- Identify the roles and levels of government.
- Explain the role of government protection and the legal system in business.
- Describe types of intellectual property.
- Explain actions by government to regulate business.
- Discuss efforts of government to raise money.
- Identify methods used by government to raise money.

Benchmarks:

- Unit 1 assessment.
- Portfolio project

Learning Plan

Learning Activities:

Chapter 1 (10 days)

- Identify key terms and concepts via vocab and note taking guides.
- Comparing needs and wants
- Identify various goods and services in the business world.
- Identify decision making steps.
- Practice decision making process for personal and business decisions.
- Identify factors of production.
- Research examples of economic systems.
- Participate in economic system simulations.
- Graph examples of supply and demand.
- Principles of Business DECA case studies relating to economics

Chapter 2 (10 days)

- Identify key terms and concepts via vocab and note taking guides.
- Research and identify global GDP.
- Graph the business cycle.
- Relate business cycle to celebrity career.
- Compare countries economic indicators.
- Practice calculating the effect of inflation.
- Research changes in unemployment rates and their effect on the economy.

- Principles of Business DECA case studies relating to economics

Chapter 3 (10 days)

- Identify key terms and concepts via vocab and note taking guides.
- Research various barriers to trade and indicate real life scenarios.
- Explore cultural holiday and travel differences.
- Practice calculating exchange rate.
- Discuss present and past trade barriers and their effect.
- Adapt products from the United States to other countries.
- Principles of Business DECA case studies relating to economics

Chapter 4 (10 days)

- Identify key terms and concepts via vocab and note taking guides.
- Research socially responsible companies and the reasons behind their decisions.
- Identify key aspects of a code of conduct.
- View examples of socially responsible and unethical scenarios.
- Discuss unethical student decisions.
- Compare and contrast intellectual property rights.
- Identify types of intellectual property protections.
- Identify types of government protections and regulations.
- Principles of Business DECA case studies relating to ethics.

Resources:

- More Resources can be found in Business Schoology Group
- DECA Competitive Events Manual and Practice Materials
- Cengage case studies
- How it is Made DVD / videos
- Videos and podcasts

Web Resources

- www.deca.org
- www.youtube.org (various videos examples)
- www.netflix.com – Bitter Chocolate, Broken

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): •9.3.12.BM-MGT.3 Apply economic concepts fundamental to global business operations.

4.0	Students will be able to: <ul style="list-style-type: none"> • Critique and analyze the three types of economic systems and how they answer the three economic questions
3.0	Students will be able to: <ul style="list-style-type: none"> • Identify the three types of economic systems
2.0	Students will be able to: <ul style="list-style-type: none"> • List the three basic economic questions.

1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): 9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.	
4.0	Students will be able to: <ul style="list-style-type: none"> Investigate chosen company to identify social responsibility and ethical procedures
3.0	Students will be able to: <ul style="list-style-type: none"> Compare companies social responsibility initiatives.
2.0	Students will be able to: <ul style="list-style-type: none"> Define ethics
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	<ul style="list-style-type: none"> Assign a leadership role in classroom learning Expose students to a selection and use of specialized resources
Struggling Learners	<ul style="list-style-type: none"> Be flexible with time frames and deadlines Create planned opportunities for interaction between individuals in the classroom: cooperative and collaborative learning, student generated stories based on personal experience Group students Intentional scheduling/grouping with student/teacher of alternative background Provide support as at-risk students move through all levels of knowledge acquisition Tap prior knowledge
English Language Learners	<ul style="list-style-type: none"> Accommodate with completed study guides to assist with preparation on tests Allow students to give responses in a form (oral or written) that's easier for him/her Use language specific vocab and keywords.
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> Variation of time: adapting the time allotted for learning, task completion, or testing Variation of input: adapting the way instruction is delivered Variation of output: adapting how a student can respond to instruction Variation of size: adapting the number of items the student is expected to complete

	<ul style="list-style-type: none"> • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

<p>Indicators:</p> <ul style="list-style-type: none"> • LA.11-12.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • LA.11-12.WHST.11-12.6 Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Integration of 21st Century Skills

<p>Indicators:</p> <p>Within the context of key knowledge instruction, students must also learn the essential skills for success in today’s world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from: http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf</p> <p>The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:</p> <p><u>Themes:</u> Global business Economics</p> <p><u>Skills:</u> Think Creatively Work Creatively with Others Implement Innovations Critical Thinking and Problem Solving Communication and Collaboration Information, Media and Technology Skills</p>

Unit 3 Title: Business Organization and Ownership

Unit Description: The unit discusses the fundamental knowledge of owning a business. Students will have insight of owning a small business and an understanding of what entrepreneurship involves. Unit covers chapter five and six.

Unit Duration: 5 weeks

Desired Results

Standard(s) and Indicators:

- **9.3.12.BM-ADM.3** Plan, monitor and manage day-to-day business activities.
- **9.2.12.CAP.21:** Explain low-cost and low-risk ways to start a business.
- **9.2.12.CAP.22:** Compare risk and reward potential and use the comparison to decide whether starting a business is feasible

Understandings:

Students will understand that...

- The major forms of business ownership in the United States and the role each plays in the economy
- The steps in starting a new business and the characteristics of entrepreneurs
- Entrepreneurship and small business have advantages and disadvantages.
- An entrepreneur recognizes a business opportunity and organizes. Manages, and assumes risks off a business venture.
- Small businesses often fail because the owners start with little money, freely extend credit, & have little business experience.
- There are different forms of business ownerships and types of business.
- The types of business ownership used in society today are sole proprietorship, partnership, and corporation.
- Each component of a business plan is important.
- A franchise, nonprofit, and cooperative are alternative ways of doing business.

Essential Questions:

1. Of the three forms of business ownership, which is the most effective and why?
2. What are some of the advantages and disadvantages of entrepreneurship?
3. What are examples of producers, intermediaries, and service businesses?
4. How do businesses play a role in the U.S. Economy?
5. Explain how businesses organize.

Assessment Evidence

Performance Tasks:

Chapter 5 – Business Organization

- Describe the changing status of US employment.
- Discuss the role of business in the US economy.

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions

- Describe three types of major types of businesses.
- Understand the three major forms of business ownership.
- Determine when each form of business ownership is most appropriate.
- Recognize other specialized business ownership forms.
- Understand important principles in designing an effective organization.
- Compare alternative organizational structures for businesses.

- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Chapter 6

- Identify characteristics of successful entrepreneurs.
- Recognize the importance of entrepreneurship in the economy.
- Describe opportunities and risks of entrepreneurship.
- Identify important characteristics of small businesses.
- Recognize the competitive advantages of small businesses.
- Identify problems faced by many small businesses.
- Recognize important factors to be considered when starting a business.
- Describe the elements of a business plan.
- Identify types of sources of financing for small businesses.

Benchmarks:

- Unit assessment
- Portfolio project

Learning Plan

Learning Activities:

Chapter 5 (12 days)

- Research company mission statements.
- Create personal mission statement.
- Review business activities.
- Identify business activities in given businesses
- Categorize types of businesses.
- Match advantages and disadvantages for ownership forms.
- Research franchises and corporations.
- Create business organizational chart
- DECA roles plays referencing management and entrepreneurship

Chapter 6 (13 days)

- Personal assessment and reflection.
- Research and present on given entrepreneurs.
- Small business creation for community.
- Research small business' success and failures.
- SBA WebQuest.
- Create a business plan.
- Shark Tank viewing guide
- DECA Entrepreneurship Series role plays.
- Small business presentation

Resources:

- More Resources can be found in Business Schoology Group
- DECA Competitive Events Manual and Practice Materials
- Cengage case studies
- Videos and Podcasts
- Episodes of Shark Tank

Web Resources

www.deca.org

www.youtube.org (various videos examples)

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 9.3.12.BM-ADM.3 Plan, monitor and manage day-to-day business activities.

4.0 **Students will be able to:**

- Develop a franchise plan for a business in our community.

3.0 **Students will be able to:**

- Research how to start a franchise.

2.0 **Students will be able to:**

- Define franchise.

1.0 **With help, partial success at level 2.0 content and level 3.0 content:**

0.0 **Even with help, no success**

Standard(s): 9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.

4.0 **Students will be able to:**

- Create a business plan to establish a new business in the community.

3.0 **Students will be able to:**

- .Analyze the types of business ownership.

2.0 **Students will be able to:**

- List the types of business ownerships.

1.0 **With help, partial success at level 2.0 content and level 3.0 content:**

0.0	Even with help, no success
-----	----------------------------

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Assign a leadership role in classroom learning • Expose students to a selection and use of specialized resources
Struggling Learners	<ul style="list-style-type: none"> • Be flexible with time frames and deadlines • Create planned opportunities for interaction between individuals in the classroom: cooperative and collaborative learning, student generated stories based on personal experience • Group students • Intentional scheduling/grouping with student/teacher of alternative background • Provide support as at-risk students move through all levels of knowledge acquisition • Tap prior knowledge
English Language Learners	<ul style="list-style-type: none"> • Accommodate with completed study guides to assist with preparation on tests • Allow students to give responses in a form (oral or written) that's easier for him/her • Use language specific vocab and keywords.
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

- **LA.11-12.WHST.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **LA.11-12.WHST.11-12.6** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Integration of 21st Century Skills**Indicators:**

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Small Business Ownership

Business Ownership

Entrepreneurship

Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills

Unit 4 Title: Business Management and Leadership

Unit Description: This unit describes the role and work of management and various styles of leadership seen in management. This unit covers chapter seven and eight.

Unit Duration: 5 weeks

Desired Results

Standard(s) and Indicators:

- **9.4.12.IML.7:** Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change
- **9.3.12.BM-ADM.1** Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.

Understandings:

Students will understand that...

- The major activities common to all managers and how to be an effective leader
- The important role of human resources in businesses and ways to build a positive and diverse work environment
- The variety of career opportunities in business and learn how to prepare a career plan and apply for and secure a job
- There are 3 levels of management, and they all have different tasks and responsibilities.
- Styles and qualities of leaders affect a business organization
- All companies have levels of management.
- It is important to recognize a person's leadership style.
- Business culture and diversity's importance in the workplace.
- As a result of changes in the population, the workplace and marketplace is becoming more diverse.

Essential Questions:

1. What are the five management functions?
2. What are the differences among the three levels of management?
3. Why do managers and leaders need effective human relation skills?
4. What are the two parts of ethical behavior?
5. What are several strong influences on changes in the workforce?
6. Identify several organizational benefits of diversity.
7. Define the characteristics of corporate cultures.

Assessment Evidence

Performance Tasks:

Chapter 7

- Define the five functions of management

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences

- Describe the levels of management in businesses and organizations.
- Discuss how and when to use the two management styles.
- Describe the need for leadership skills and the characteristics
- Identify the human relations skills needed by managers and leaders.
- Recognize four types of leadership influence.
- Justify the need for ethical management.
- Identify the role of leaders in increasing ethical behavior.

- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Chapter 8

- Describe the nature of today's workforce.
- Identify important goals and activities of human resources.
- Identify important planning and staffing activities.
- Describe compensation and benefits plans.
- Recognize the goals of performance management.
- Recognize factors that contribute to an effective organizational culture.
- Describe the benefits of diversity to an organization, individuals, and society.

Benchmarks:

- Unit assessment
- Portfolio project

Learning Plan

Learning Activities:

Chapter 7(13 days)

- Identify functions of management in episodes of The Profit.
- Explain the functional areas of management.
- Identify personal leadership qualities.
- Identify functions of management in given scenarios.
- Communication games and team building challenges.
- DECA case studies focused on Human Resource Management.

Chapter 8 (12 days)

- Zappos case study regarding self-managed teams.
- Winning Edge DECA: International Business Plan Event
- Research culture in various companies.
- Develop ideal corporate setting for future career.

- Interview full time employees of various companies / industries.
- Guest speakers from various workplaces.

Resources:

- More Resources can be found in Business Schoology Group
- DECA Competitive Events Manual and Practice Materials
- Cengage case studies
- Videos and Podcasts
- The Profit (various episodes)

Web Resources

- www.deca.org
- www.youtube.org (various videos examples)
- www.Zappos.com

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change

4.0	Students will be able to: <ul style="list-style-type: none"> • Create the ideal corporate workplace for the changing workforce.
3.0	Students will be able to: <ul style="list-style-type: none"> • Research companies who have a strong corporate culture.
2.0	Students will be able to: <ul style="list-style-type: none"> • Define culture.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): 9.3.12.BM-ADM.1 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.

4.0	Students will be able to: <ul style="list-style-type: none"> • Create a plan to improve management and employee relations for a given company.
3.0	Students will be able to: <ul style="list-style-type: none"> • Identify the functions of management in given real life scenarios.
2.0	Students will be able to: <ul style="list-style-type: none"> • List the functions of marketing.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Assign a leadership role in classroom learning • Expose students to a selection and use of specialized resources
--------------------------	---

Struggling Learners	<ul style="list-style-type: none"> • Be flexible with time frames and deadlines • Create planned opportunities for interaction between individuals in the classroom: cooperative and collaborative learning, student generated stories based on personal experience • Group students • Intentional scheduling/grouping with student/teacher of alternative background • Provide support as at-risk students move through all levels of knowledge acquisition • Tap prior knowledge
English Language Learners	<ul style="list-style-type: none"> • Accommodate with completed study guides to assist with preparation on tests • Allow students to give responses in a form (oral or written) that's easier for him/her • Use language specific vocab and keywords.
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

- **LA.11-12.WHST.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **LA.11-12.WHST.11-12.6** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Leadership styles
Management Functions
Diverse workplaces

Skills:

Think Creatively
Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving
Communication and Collaboration
Information, Media and Technology Skills

Unit 5 Title: Business Operations

Unit Description: This unit describes the importance of marketing for goods and services. It will also break down the production and manufacturing process while detailing consumer protections. .

Unit Duration: 10 weeks

Desired Results

Standard(s) and Indicators:

- **9.3.12.BM-OP.4** Plan, monitor and manage day-to-day business activities to maintain and improve operational functions.
- **9.3.MN.1** Evaluate the nature and scope of the Manufacturing Career Cluster and the role of manufacturing in society and in the economy.
- **9.3.MK.3** Plan, monitor, manage and maintain the use of financial resources for marketing activities.

Understandings:

Students will understand that...

- There are seven functions of marketing.
- The 4 “P’s” of marketing operate together to have a product or service success.
- The different types of advertising mediums work together in promotion.
- Advantages and disadvantages of different types of advertising.
- Federal and state government agencies protect consumers by regulating business, enforcing laws, & inspecting and test food and drugs.
- Consumers who have problems with a product have multiple avenues to assist them.

Essential Questions:

1. How can marketing benefit businesses?
2. Define marketing and the seven functions.
3. What are the two steps in developing a marketing strategy?
4. What are the steps in the consumer decision making process?
5. Explain the types of channel management.
6. How does identifying a target market improve promotion communications?
7. Identify groups and individuals that act as consumer advocates.
8. Explain how governments protects consumers.

Assessment Evidence

Performance Tasks:

Chapter 10 (25 days)

- Define important marketing concepts.
- Identify the steps in a marketing strategy.
- Describe the consumer decision-making process.
- Justify the importance of marketing research.
- Identify the components of a product.
- Describe how services differ from products.
- Discuss how the selling price of a product is calculated.

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

- Differentiate between a direct and an indirect channel of distribution.
- Justify the importance of communication in marketing.
- Identify and describe the common types of promotion.

Chapter 13 (15 days)

- Describe the role of producers in the economy and the forms of production.
- Differentiate among the various types of manufacturing.
- Identify the activities involved in production planning.
- Describe how manufacturing is organized.
- Discuss the importance of effective business operations.
- Describe tools used to manage business operations.

Chapter 15 (15 days)

- Identify major sources of consumer information.
- Explain wise buying actions.
- Describe the main types of shopping locations.
- Explain the consumer movement.
- Explain the eight consumer rights.
- Describe consumer responsibilities.
- List common consumer concerns.
- Describe the steps of the consumer complaint process.
- Explain legal actions available to assist consumers.

Benchmarks:

- Unit assessment
- Portfolio project

Learning Plan

Learning Activities:

Chapter 10 (3 weeks)

- DECA case studies relating to marketing and market management.
- Integrated marketing campaigns from DECA.
- Toy Marketing Mix project.
- Create a marketing research survey.
- Identify the seven functions for various products.

- Create a timeline of a products distribution.
- Analyze the various types of promotion.

Chapter 13 (3 weeks)

- DECA case studies relating to buying and merchandising.
- Diagram the production process of common products.
- Identify manufacturing procedures for various products.
- Discuss custom made products.
- DECA innovation projects.
- Research manufacturing changes due to technology.

Chapter 15 (4 weeks)

- Research the Better Business Bureau
- Complete consumer case studies
- Research and identify different warranties.
- Research government agencies that protect consumers.
- DECA case studies in Business Law.
- Discuss where reliable information about products come from.
- Create product reviews.
- Comparison shop for popular items.
- Discuss and compare buying locations for various products.

Resources:

- More Resources can be found in Business Schoology Group
- DECA Competitive Events Manual and Practice Materials
- Cengage case studies
- Videos and Podcasts

Web Resources

www.deca.org

www.youtube.org (various videos examples)

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 9.3.MK.3 Plan, monitor, manage and maintain the use of financial resources for marketing activities.

4.0 Students will be able to:

- Create the marketing process for a given product.

3.0 Students will be able to:

- Identify marketing strategies in the real world.

2.0 Students will be able to:

- Define marketing.

1.0 With help, partial success at level 2.0 content and level 3.0 content:

0.0 Even with help, no success

Standard(s): 9.3.12.BM-OP.4 Plan, monitor and manage day-to-day business activities to maintain and improve operational functions.	
4.0	Students will be able to: <ul style="list-style-type: none"> • Create a distribution plan for a new product.
3.0	Students will be able to: <ul style="list-style-type: none"> • Diagram the manufacturing process for given products.
2.0	Students will be able to: <ul style="list-style-type: none"> • Identify the types of distribution.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	<ul style="list-style-type: none"> • Assign a leadership role in classroom learning • Expose students to a selection and use of specialized resources
Struggling Learners	<ul style="list-style-type: none"> • Be flexible with time frames and deadlines • Create planned opportunities for interaction between individuals in the classroom: cooperative and collaborative learning, student generated stories based on personal experience • Group students • Intentional scheduling/grouping with student/teacher of alternative background • Provide support as at-risk students move through all levels of knowledge acquisition • Tap prior knowledge
English Language Learners	<ul style="list-style-type: none"> • Accommodate with completed study guides to assist with preparation on tests • Allow students to give responses in a form (oral or written) that's easier for him/her • Use language specific vocab and keywords.
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product

	<p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

- **LA.11-12.WHST.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **LA.11-12.WHST.11-12.6** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Marketing
 Branding
 Operations
 Production
 Consumer rights
 Consumer protections.

Skills:

Think Creatively
 Work Creatively with Others
 Implement Innovations
 Critical Thinking and Problem Solving
 Communication and Collaboration
 Information, Media and Technology Skills

Unit 6 Title: Career Exploration and Business Simulations

Unit Description: Students will explore careers in businesses as they relate to their personal interests. Students will also complete business simulations to experience real life and real time business decision making strategies.

Unit Duration: 3 weeks

Desired Results

Standard(s) and Indicators:

- **9.2.12.CAP.4:** Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
- **9.3.HT.3** Demonstrate hospitality and tourism customer service skills that meet customers' needs

Understandings:

Students will understand that...

- There is a difference between a career and a job
- Taking their personal inventory will help them prepare for a career.
- They must be able to identify their own employability skills when seeking employment.
- The various methods of obtaining employment experience.
- The importance of marketing research in starting a business.
- Information is relevant when locating a business.
- difference between the information in balance sheets and income statements.
- layout can impact both revenue and costs.

Essential Questions:

1. What are the steps in the career planning process?
2. What are the main sources of career information?
3. What factors affect the career areas that will be demand in the future?
4. What factors should a person consider when accepting a job?
5. What are the factors to create a successful business?

Assessment Evidence

Performance Tasks:

Chapter 9

- Describe the steps in the career planning process.
- Identify the main sources of career information.
- Discuss career fields with the most growth potential.
- Describe factors of a personal assessment for career planning.

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes

- Discuss methods for obtaining career experience.
- Identify information sources for available jobs.
- Prepare an application form and a résumé.
- Identify the parts of an application cover letter.
- Discuss the online application process.

Business Simulation – Restaurant

- Construct market surveys relevant to starting a business.
- Analyze survey results to help inform business decision-making.
- Analyze data to make an informed business location choice.
- Analyze financial reports to make informed business decisions.
- Craft a product mix based on their marketing research.
- Use customer comments to guide pricing decisions.
- Use management reports to analyze the product mix of a specific menu.
- Use management information to improve purchasing and control over inventory.
- Use comments from customers and employees to adjust the layout of the dining room and kitchen, respectively.
- Use comments from customers and employees to adjust the layout of the dining room and kitchen, respectively.
- Use marketing research data to select an appropriate segment and medium through which to advertise.
- Choose items to promote.
- Examine management reports to understand the impact of their advertising and promotion decisions.

- Teacher-created multimedia projects

Benchmarks:

- Unit 1 assessment.
- Portfolio project

Learning Activities:

Chapter 9 (10 days)

- Personal interest surveys and personality assessments.
- Research careers in various industries.
- Discuss how to gain employment experience in high school.
- Research and create a personal career plan.

Business Simulation -Restaurant (5 days)

- Complete the individual lessons on the simulation
 - Lesson: Market Research
 - Lesson: Location Selection
 - Lesson: Financial Statements
 - Lesson: Menu Design
 - Lesson: Pricing
 - Lesson: Purchasing
 - Lesson: Layout
 - Lesson: Staffing
 - Lesson: Marketing
 - Lesson: Social Media
 - Lesson: Turnaround
 - Lesson: Restaurant Management

Resources:

- More Resources can be found in Business Schoology Group
- DECA Competitive Events Manual and Practice Materials
- Cengage case studies
- How it is Made DVD / videos
- Videos and podcasts
- Knowledge Matters Virtual Business – Restaurant

Web Resources

www.deca.org

www.youtube.org (various videos examples)

www.netflix.com – Bitter Chocolate, Broken

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): **9.2.12.CAP.4:** Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

4.0 Students will be able to:

- Create a personalized career plan.

3.0 Students will be able to:

- Identify parts of a career plan.

2.0 Students will be able to:

- Define a career plan.

1.0 With help, partial success at level 2.0 content and level 3.0 content:

0.0	Even with help, no success
------------	-----------------------------------

Standard(s): 9.3.HT.3 Demonstrate hospitality and tourism customer service skills that meet customers' needs	
4.0	Students will be able to: <ul style="list-style-type: none"> Design a human resource plan that features standards for hospitality and customer service
3.0	Students will be able to: <ul style="list-style-type: none"> Progress through business simulation on customer service skills and hospitality.
2.0	Students will be able to: <ul style="list-style-type: none"> Identify customer service skills and hospitality
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	<ul style="list-style-type: none"> Assign a leadership role in classroom learning Expose students to a selection and use of specialized resources
Struggling Learners	<ul style="list-style-type: none"> Be flexible with time frames and deadlines Create planned opportunities for interaction between individuals in the classroom: cooperative and collaborative learning, student generated stories based on personal experience Group students Intentional scheduling/grouping with student/teacher of alternative background Provide support as at-risk students move through all levels of knowledge acquisition Tap prior knowledge
English Language Learners	<ul style="list-style-type: none"> Accommodate with completed study guides to assist with preparation on tests Allow students to give responses in a form (oral or written) that's easier for him/her Use language specific vocab and keywords.
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> Variation of time: adapting the time allotted for learning, task completion, or testing Variation of input: adapting the way instruction is delivered Variation of output: adapting how a student can respond to instruction Variation of size: adapting the number of items the student is expected to complete

	<ul style="list-style-type: none"> • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

- **LA.11-12.WHST.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **LA.11-12.WHST.11-12.6** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today’s world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

- Career Planning
- Business Operations

Skills:

- Think Creatively
- Work Creatively with Others
- Implement Innovations
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information, Media and Technology Skills