

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

INTRODUCTION TO BUSINESS

Credits: 2.5 Semester Course

2018-2019 Syllabus

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Curriculum Writers: Lisa Steele and Carolyn Smart

Introduction to Business surveys the internal and functional complexity of business organizations. Emphasis is placed upon examining the ethical issues and demographic diversity faced by organizations, the understanding of business terminology, and the impact of technology on business institutions.

Unit 1 - The Environment of Business

This unit covers basic concepts which provide the context for business. This unit will explore how competition and profit motivate businesses to continually innovate to satisfy consumer needs. This unit introduces business ethics, social responsibility, the global marketplace, and free trade.

Unit 2 - Trends in Business Today

This unit explores the rewards, challenges, and importance of entrepreneurs, how to set up a small business, and the components of a business plan. Students will explore the advantages and disadvantages of various forms of business ownership, such as sole proprietorships, partnerships, and corporations, as well as business organizations such as cooperatives, non-profit organizations, and franchises. Students will discuss the types and functions of businesses and how they relate to each other. This unit will also introduce the impact of technology on business and how e-commerce has changed the way business is conducted in the global community.

Unit 3 - Management and Organizations

Management in organizations serve to set goals for the organization and help employees to meet those goals as efficiently as possible. In this unit students will learn about the skills necessary to be a successful manager through various topics. Topics covered are the management functions, creating a flexible organization, qualities of effective leadership and production of quality goods and services.

Unit 4 - Human Resources

Employees are critical to success of any organization, and serve as a foundation for management. This unit will introduce students to the important issues of human resource management and employee motivation. Students will explore how companies attract, develop and retain employees. Students will also develop an understanding of increasing employee satisfaction, organizational effectiveness, and labor relations.

Unit 5 - Marketing

Marketing is the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large. It is a process that involves activities and communication designed to persuade buyers to buy, and through research, give customers what they want. Marketing encompasses the areas of product, price, distribution as well as promotion in the form of advertisement, publicity, public relations, and sales promotion. Through the marketing process, businesses are able to tailor a product or service to their target market.

Unit 6 - Information for Business Strategy and Decision Making

In this unit students will explore how businesses manage information as a resource to make business decisions. There will be an emphasis on how technology is used to do so. Students will learn about the basics of information technology and its role in organizations during the decision making process. Students will also be introduced to basic accounting information businesses use.

Unit 7 - Finance and Investment

In this unit students will research ways to build a financial future and financial plan that is helpful in making decisions about the future for an organization. The unit will begin with a broad discussion on creating a financial plan for a new business venture. It will then explore mastering financial management through personal finances, building credit, and investing options.

Resources

- Contemporary Business 14th Edition; Boone & Kurtz. John Wiley & Sons, Inc. 2011
- Brown & Clow. Introduction to Business, McGraw Hill, 2016
- Kasser & Brooks. Sports & Entertainment Management, Thomson South-Western 3E, 2005.
- Current Event Resources - Newspapers, Journals, Digital Media

Grading Policy

- 40% Classwork/Homework
- 40% Major Assessments
- 10% Minor Assessments
- 10% Class Participation

Late Work Submission Policy

Daily Work: A pupil who has been absent from school will be given an opportunity to make up assignments, provided the assignments are completed **during a period equal to the length of his/her absence**. *That period may be extended for the completion of long term/Minor/Major assignments at the discretion of the teacher (on an individual basis and specific to the reason for absence when clearly communicated with the teacher).*

When Due Dates are Posted for Assignments:

There will be a 10% reduction for every day late after the posted due date in Genesis **Revised 12-2018**

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Introduction to Business

Course Number: 065500

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Introduction to Business</p> <p>Unit 1 - The Environment of Business</p> <p>Grade Level(s): 10-12</p>	<p>Unit Summary:</p> <p>This unit covers basic concepts which provide the context for business. This unit will explore how competition and profit motivate businesses to continually innovate to satisfy consumer needs. This unit introduces business ethics, social responsibility, the global marketplace, and free trade.</p>
<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● What motivates businesses? ● How do businesses develop products and services? ● How do businesses and consumers impact each other? ● Why is ethical behavior good for business? ● Why has the world become a global economy? 	<p>Enduring Understanding(s):</p> <p>SWBAT understand the concepts of business profits and competition.</p> <p>SWBAT list the activities businesses undertake: identifying opportunities, evaluating demand, obtaining money, managing production, marketing to consumers and businesses, and keeping records.</p> <p>SWBAT explain how consumers affect businesses by deciding what kind of goods and services to buy and how businesses affect consumers by making decisions about what products and services to offer and by providing jobs.</p> <p>SWBAT define ethics, business ethics, and social responsibility.</p> <p>SWBAT apply ethical guidelines to various scenarios.</p> <p>SWBAT understand why businesses must be ethical and fair to consumers, workers, creditors, and society in general.</p> <p>SWBAT understand the impact of trade, specialization, and foreign currency on the global economy.</p> <p>SWBAT explain how tariffs, quotas, and embargoes are used to impact global competition.</p> <p>SWBAT describe major trade alliances including NAFTA, EU, and ASEAN.</p>

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES**DESCRIBE THE LEARNING TARGETS.**

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>New Jersey Student Learning Standards</u> (see attached):
1. Explain how profit and competition motivate businesses	1. 9.3.12.BM.2
2. List the activities businesses undertake when developing products and services	2. 9.3.21.BM-MGT.1
3. Explain how business impacts you and how you impact business	3. 9.3.21.BM-MGT.1
4. Define ethics and business ethics	4. 9.3.HU-CSM.7
5. Describe why ethical behavior is good for business	5. 9.3.HU-CSM.7
6. List the steps for dealing with an ethical dilemma	6. 9.3.HU-CSM.7
7. Define what is meant by social responsibility of business	7. 9.3.HU-CSM.7
8. Explain why the world has become a global economy	8. 9.3.12.BM-MGT.3
9. Explain why people and countries specialize in producing goods and services	9. 9.3.12.BM-MGT.3
10. Describe free trade	10. 9.3.12.BM-MGT.3
11. Indicate who benefits and who does not benefit from free trade	11. 9.3.12.BM-MGT.3

Inter-Disciplinary Connections:

English - Reading and Writing

Mathematics - Foreign Currency Transactions, graphical data analysis

Students will engage with the following text:

Brown & Clow. Introduction to Business, McGraw Hill, 2016

Business Activities Chapter 1.2; Building Ethics and Social Responsibility Chapter 4; Business in a Global Economy Chapter 10

Current Event Resources - Newspapers, Journals, Digital Media

Students will write:

- Students will use writing in the “Warm Up” activities.
- Students will use writing to define vocabulary, answer questions, list steps of processes, complete reviews from previous lesson
- Students will use writing in completing end of unit activities
- Students will use writing when analyzing case studies.
- Students will use writing to analyze current events related to business and management
- Students will use writing in individual projects
- Students will use writing in reflection prompts related to videos, previous lessons, or other assignments
- Students will use writing in their note taking

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

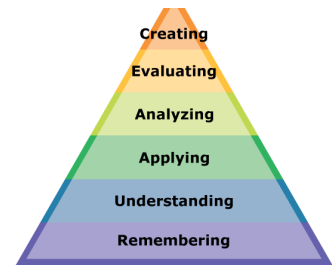
DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- **Students will be presented information in the form of multimedia presentations including PowerPoint, SmartBoard, and video**
- **Students will engage the textbook to learn vocabulary and additional related content**
- **Students will utilize computers to research various financial plans and company budgets**
- **Students will complete teacher generated assignments**
- **Students will engage in small group and class discussions**
- **Students will engage in role play activities related to making purchases using credit**
- **Students will complete class warm up and closure activities**
- **Students will review and analyze case studies related to the environment of business topics**
 - **Reduce, Reuse, Repurpose**
 - **Switzerland, Innovation Capital of the World**

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Warm Ups
- Textbook Assignments for classwork or homework
- Teacher Created Assignments for classwork or homework
- Chapter Quizzes
- Class Discussion
- Writing Prompts
- Exit Slip Questioning
- Classroom Observations
- Student/Teacher Interaction through Questioning

Accommodations/Modifications:

- Preferential seating near area of instruction.
- Extra time for tests and assignments.
- Provide an overview of the content at the beginning of the lesson.
- Use of visual aids, such as whiteboard, overhead, Smartboard
- Complete sample problems or tasks to show students what they are to do.
- Repeat and clarify directions.
- Modify assignments/tests when appropriate.
- Reinforce positive behaviors for following class rules.
- Print assignment directions from shared files if necessary.
- Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
- Read directions aloud/ Reread or explain the directions of the test if the student needs it.
- Underline or highlight important words in the directions or test items.
- Group questions so that similar kinds of items are together.
- Block matching questions into small groups of four or five items.
- Give test to students alone or in a small group.
- Let the student take the test in another room where there are no distractions.
- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.

Summative Assessments:

- Unit Assessment
- This assessment will mostly utilize: Applying, Analyzing, Evaluating, and Creating

Accommodations/Modifications:

- Preferential seating near area of instruction.
- Extra time on test
- Use of visual aids, such as Lumens(document reader), whiteboard, Smartboard and charts
- Repeat and clarify directions.
- Modify assignments & tests
- Reinforce positive behaviors for following class rules
- Print assignment directions when needed
- Re-testing if warranted by IEP

Performance Assessments:

- Chapter/Unit Projects
- Real World Applications

Accommodations/Modifications:

- Provide step-by-step instructions
- Provide a checklists of expectations for self-monitoring
- Alter requirements to make projects more manageable
- Allow students to work with partners
- Select cooperative learning groups to ensure effective work and socialization skills

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Introduction to Business

Course Number: 065500

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Introduction to Business</p> <p>Unit 2 - Trends in Business Today</p>	<p>Unit Summary:</p> <p>This unit explores the rewards, challenges, and importance of entrepreneurs, how to set up a small business, and the components of a business plan. Students will explore the advantages and disadvantages of various forms of business ownership, such as sole proprietorships, partnerships, and corporations, as well as business organizations such as cooperatives, non-profit organizations, and franchises. Students will discuss the types and functions of businesses and how they relate to each other. This unit will also introduce the impact of technology on business and how e-commerce has changed the way business is conducted in the global community.</p>
<p>Grade Level(s): 10-12</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● How do people interact with the various types of business as consumers, owners and employees? ● What must one do to prepare to own a business? ● What are the three types of business ownership? ● What are alternative ways to do business? ● What are the various types of businesses? ● What is the impact of technology on business? 	<p>Enduring Understanding(s):</p> <p>SWBAT describe rewards and challenges of an entrepreneurship.</p> <p>SWBAT recognize the advantages and disadvantages of a small business.</p> <p>SWBAT differentiate between the various types of business ownerships and alternative ways to do business.</p> <p>SWBAT list the five types of businesses in our economy: producers, processors, manufacturers, intermediaries and wholesalers, and retailers and service businesses.</p> <p>SWBAT create a business plan.</p> <p>SWBAT explain the impact of technology on business.</p>

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES**DESCRIBE THE LEARNING TARGETS.**

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>New Jersey Student Learning Standards</u>
1. Define entrepreneurs and entrepreneurship	(see attached): 1. 9.3.MK.1
2. Identify at least five rewards and five challenges of being an entrepreneur	2. 9.3.MK.1, 9.3.12.BM.3
3. Discuss why entrepreneurs are important to the American economy	3. 9.3.MK.1, 9.3.12.BM.3
4. Discuss the initial steps of setting up a business	4. 9.3.MK.1
5. Identify the parts of a business plan	5. 9.3.12.BM-MGT.7
6. Describe the advantages and disadvantages of the three major forms of business organizations: sole proprietorships, corporations, and partnerships	6. 9.3.12.BM.2, 9.3.12.BM-MGT.7
7. Describe how cooperatives and nonprofits compare to corporations and franchises	7. 9.3.12.BM.2, 9.3.12.BM-MGT.7
8. Differentiate the five types of businesses	8. 9.3.12.BM.2, 9.3.12.BM-MGT.7
9. Describe the five functions of business and how they relate to each other: production and procurement, marketing, management, finance, and accounting	9. 9.3.12.BM.2, 9.3.12.BM-MGT.7
10. Describe how technological inventions have an effect on business	10. 9.3.IT.6
11. Give examples of how technology has changed jobs in business	11. 9.3.IT.6
12. Explain why doing business on the internet has become a major factor in many industries	12. 9.3.IT.6

Inter-Disciplinary Connections:

English - reading and writing

Mathematics - calculate amounts in a business plan

Students will engage with the following text:

Brown & Clow. Introduction to Business, McGraw Hill, 2016

Entrepreneurship Chapter 5; Business Ownership and Operations Chapter 6; Technology and Business Chapter 9

Current Event Resources - Newspapers, Journals, Digital Media

Students will write:

- **Students will use writing in the “Warm Up” activities.**
- **Students will use writing to define vocabulary, answer questions, list steps of processes, complete reviews from previous lesson**
- **Students will use writing in completing end of unit activities**
- **Students will use writing when analyzing case studies.**
- **Students will use writing to analyze current events related to business and management**
- **Students will use writing in individual projects**
- **Students will use writing in reflection prompts related to videos, previous lessons, or other assignments**
- **Students will use writing in their note taking**

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

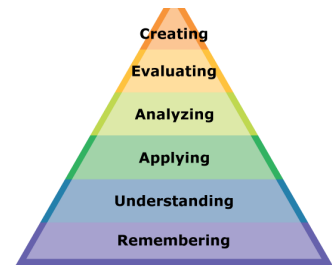
DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- **Students will be presented information in the form of multimedia presentations including PowerPoint, SmartBoard, and video**
- **Students will engage the textbook to learn vocabulary and additional related content**
- **Students will utilize computers to research various financial plans and company budgets**
- **Students will complete teacher generated assignments**
- **Students will engage in small group and class discussions**
- **Students will engage in role play activities related to making purchases using credit**
- **Students will complete class warm up and closure activities**
- **Students will review and analyze case studies related to trends in business today topics**
 - **Finding Revenue Outside the Box**
 - **Spotlight on Microfinancing: Tiny Loans, Change Lives**
 - **Changing the World through Technology**

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.

**Formative Assessments:**

- Warm Ups
- Textbook Assignments for classwork or homework
- Teacher Created Assignments for classwork or homework
- Chapter Quizzes
- Class Discussion
- Writing Prompts
- Exit Slip Questioning
- Classroom Observations
- Student/Teacher Interaction through Questioning

Accommodations/Modifications:

- Preferential seating near area of instruction.
- Extra time for tests and assignments.
- Provide an overview of the content at the beginning of the lesson.
- Use of visual aids, such as whiteboard, overhead, Smartboard
- Complete sample problems or tasks to show students what they are to do.
- Repeat and clarify directions.
- Modify assignments/tests when appropriate.
- Reinforce positive behaviors for following class rules.
- Print assignment directions from shared files if necessary.
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- Underline or highlight important words in the directions or test items.
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- Give test to students alone or in a small group.
- Let the student take the test in another room where there are no distractions.
- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.

Summative Assessments:

- Unit Assessment
- This assessment will mostly utilize: Applying, Analyzing, Evaluating, and Creating

Accommodations/Modifications:

- Preferential seating near area of instruction.
- Extra time on test
- Use of visual aids, such as Lumens(document reader), whiteboard, Smartboard and charts
- Repeat and clarify directions.
- Modify assignments & tests
- Reinforce positive behaviors for following class rules
- Print assignment directions when needed
- Re-testing if warranted by IEP

Performance Assessments:

- Chapter/Unit Projects
- Real World Applications

Accommodations/Modifications:

- Provide step-by-step instructions
- Provide a checklists of expectations for self-monitoring
- Alter requirements to make projects more manageable
- Allow students to work with partners
- Select cooperative learning groups to ensure effective work and socialization skills

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Introduction to Business

Course Number: 065500

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Introduction to Business</p> <p>Unit 3 - Management and Organization</p> <p>Grade Level(s): 10th-12th</p>	<p>Unit Summary: Management in organizations serve to set goals for the organization and help employees meet those goals as efficiently as possible. In this unit students will learn about the skills necessary to be a successful manager through various topics. Topics include management functions, creating a flexible organization, qualities of effective leadership, and production of quality goods and services.</p>
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. How does an effective manager employ the various combinations of functions, skills, and leadership styles of management? 2. What are the four basic management functions? 3. What are different ways to departmentalize an organization? 4. What are the various identifiable styles and traits of effective business leadership? 5. What are the factors of production? 6. How can today's businesses stay competitive with quality control in the production of goods and services in a global economy? 	<p>Enduring Understanding(s):</p> <p>SWBAT: Explain the various types of organizational structures.</p> <p>SWBAT: Explain the four basic management functions.</p> <p>SWBAT: Explain the factors that affect the structure of an organization.</p> <p>SWBAT: Explain the leadership qualities that inspire employee motivation.</p> <p>SWBAT: List the characteristics of effective leaders.</p> <p>SWBAT: Discuss the various types of leadership.</p> <p>SWBAT: Highlight approaches for monitoring, controlling, and improving quality in the production of goods and services.</p> <p>SWBAT: Describe the factors of production in a market economy.</p>

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES**DESCRIBE THE LEARNING TARGETS.**

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>New Jersey Student Learning Standards</u>
1. Describe the overall purpose of management	<u>(see attached):</u>
2. Discuss the four functions of management: planning, organizing, leading, and controlling	1. 9.3.12.BM-MGT.6; 9.3.12.BM-MGT.7; 9.4.12.D.(3).2;
3. Identify the differences between management structures	9.4.12.D.(3).3
4. Name skills necessary for effective management	2. 9.3.12.BM-MGT.6; 9.3.12.BM-MGT.7;
5. Describe the qualities of a good leader	9.4.12.D.(3).4
6. Devise a plan to develop effective leadership skills	3. 9.4.12.D.51, 9.4.12.D.52
7. Compare the autocratic, democratic, and free-rein leadership styles	4. 9.3.12.BM-MGT.4; 9.4.12.D.45
8. Explain the self-managed team approach and how it is organized	5. 9.4.12.D.53; 9.2.12.C.3
9. Explain the process of producing quality goods and services	6. 9.2.8.B.3; 9.4.12.D.44
10. Explain how scarcity requires individuals and nations to make decisions about resources	7. 9.4.12.D.(5).7
11. Describe the four factors of production: natural resources, labor, capital goods, and entrepreneurship	8. 9.4.12.D.34; 9.4.12.D.45; 9.4.12.D.46
	9. 9.4.12.D.(3).1; 9.4.12.D.33; 9.4.12.D.74
	10. 9.3.12.BM-MGT.3; 9.3.MN-PPD.2; 9.4.12.D.(3).1

	11. 9.3.MN-PPD.2; 9.4.12.D.(3).1; 9.4.12.D.5
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Interdisciplinary Connections:**Social Studies - Economics, scarcity****Science - Use of natural resources and studying methods of manufacturing goods and services****Language Arts - Reading and Writing****Math - Calculating the costs of various decisions made by managers****Students will engage with the following text:****Brown & Clow. Introduction to Business, McGraw Hill, 2016 -**

Management Functions, Skills and Structures - Chapter 7 ; Leadership - Chapter 8 ; Producing Quality Goods and Products - Chapter 2.1

Current Event Resources - Newspapers, Journals, Digital Media**Students will write:**

- Students will use writing in the “Warm Up” activities.
- Students will use writing to define vocabulary, answer questions, list steps of processes, complete reviews from previous lesson
- Students will use writing in completing end of unit activities
- Students will use writing when analyzing case studies.
- Students will use writing to analyze current events related to business and management
- Students will use writing in individual projects
- Students will use writing in reflection prompts related to videos, previous lessons, or other assignments
- Students will use writing in their note taking

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

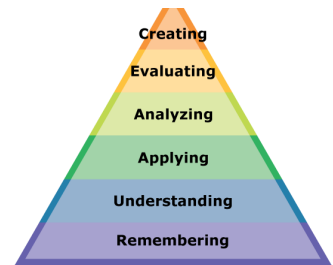
DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Students will be presented information in the form of multimedia presentations including PowerPoint, SmartBoard, and video
- Students will engage the textbook to learn vocabulary and additional related content
- Students will utilize computers to research companies' organizational structures, developing leadership skills, and other related topics
- Students will complete teacher generated assignments
- Students will engage in small group and class discussions
- Students will engage in role play activities related to choosing a management or leadership style
- Students will complete class warm up and closure activities
- Students will review and analyze case studies related to management and economics topics
 - Military Leaders in Business
 - Dan Formosa: At the Forefront of Smart Design

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Warm Ups
- Textbook Assignments for classwork or homework
- Teacher Created Assignments for classwork or homework
- Chapter Quizzes
- Class Discussion
- Writing Prompts
- Exit Slip Questioning
- Classroom Observations
- Student/Teacher Interaction through Questioning

Accommodations/Modifications:

- Preferential seating near area of instruction.
- Extra time for tests and assignments.
- Provide an overview of the content at the beginning of the lesson.
- Use of visual aids, such as whiteboard, overhead, Smartboard
- Complete sample problems or tasks to show students what they are to do.
- Repeat and clarify directions.
- Modify assignments/tests when appropriate.
- Reinforce positive behaviors for following class rules.
- Print assignment directions from shared files if necessary.
- Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
- Read directions aloud/ Reread or explain the directions of the test if the student needs it.
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- Group questions so that similar kinds of items are together.
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- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.

Summative Assessments:

- Unit Assessment
- This assessment will mostly utilize: Applying, Analyzing, Evaluating, and Creating

Accommodations/Modifications:

- Preferential seating near area of instruction.
- Extra time on test
- Use of visual aids, such as Lumens(document reader), whiteboard, Smartboard and charts
- Repeat and clarify directions.
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- Reinforce positive behaviors for following class rules
- Print assignment directions when needed
- Re-testing if warranted by IEP

Performance Assessments:

- Chapter/Unit Projects
- Real World Applications

Accommodations/Modifications:

- Provide step-by-step instructions
- Provide a checklists of expectations for self-monitoring
- Alter requirements to make projects more manageable
- Allow students to work with partners
- Select cooperative learning groups to ensure effective work and socialization skills

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Introduction to Business

Course Number: 065500

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Introduction to Business</p> <p>Unit 4 - Human Resources</p>	<p>Unit Summary:</p> <p>Employees are critical to success of any organization and serve as a foundation for management. This unit will introduce students to the important issues of human resource management and employee motivation. Students will explore how companies attract, develop and retain employees. Students will also develop an understanding of increasing employee satisfaction, organizational effectiveness, and labor relations.</p>
<p>Grade Level(s):</p> <p>10th - 12th</p>	
<p>Essential Question(s):</p> <p>What are the functions of human resource departments?</p> <p>How do human resource managers manage an organization's staffing requirements?</p> <p>How do organizations develop its employees for optimal performance?</p> <p>How do human resource managers maintain employee satisfaction?</p> <p>What role do labor unions play in relationship to human resource departments?</p> <p>What factors comprise an effective organizational culture?</p>	<p>Enduring Understanding(s):</p> <p>Students will understand the purpose of the human resource department within organizations.</p> <p>Students will understand that human resource managers work as recruiters with the purpose of finding the right person for a job.</p> <p>Students will understand how new employees are oriented, trained and evaluated.</p> <p>Students will recognize the hiring and training process as well as understand benefits.</p> <p>Students will recognize employee motivation begins with high employee morale, and the many theories dedicated to developing high morale within organizations.</p> <p>Students will understand how labor unions have historically affected working conditions and wages for employees as a whole.</p> <p>Students will understand how labor-management disputes are settled.</p>

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES**DESCRIBE THE LEARNING TARGETS.**

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>New Jersey Student Learning Standards</u> <u>(see attached):</u>
1. Define the functions of human resource management	
2. Describe how a company attracts and rewards good employees	1. 9.3.12.BM-ADM.1; 9.4.12.D.(1).2;
3. Discuss what a human resources manager should consider about job applicants	9.4.12.D.(5).4; 9.4.12.D.(5).5
4. Discuss how orientation, training programs and performance appraisals help companies develop their employees	2. 9.3.12.BM-ADM.1; 9.4.12.D.(5).1; 9.4.12.D.(5).2
5. Describe how the status of employees change	3. 9.2.12.C.3;
6. Explain the different methods and theories of motivation	9.2.12.C.7; 9.2.12.C.9
7. Discuss the role of labor unions, the collective bargaining process, and methods for setting labor-management disputes	4. 9.3.12.BM-HR.7; 9.4.12.D.44; 9.4.12.D.49
	5. 9.3.12.BM-ADM.1; 9.3.12.BM-HR.7; 9.4.12.D.44
	6. 9.3.12.BM-HR.3; 9.4.12.D.(5).4; 9.4.12.D.44; 9.4.12.D.49
	7. 9.3.12.BM-HR.7; 9.3.12.BM-MGT.4; 9.4.12.D.47

Interdisciplinary Connections:

Social Studies - Psychology of employee motivation.

Language Arts - Reading and Writing

Math - Calculating cost of benefits packages to companies and data analysis

Students will engage with the following text:

Contemporary Business 14th Edition; Boone & Kurtz. John Wiley & Sons, Inc. 2011

Labor Unions/Collective Bargaining Chapter 8

Brown & Clow. Introduction to Business, McGraw Hill, 2016

Attracting, Retaining, Training Employees - Chapter 15

Current Event Resources - Newspapers, Journals, Digital Media

Students will write:

- **Students will use writing in the “Warm Up” activities.**
- **Students will use writing to define vocabulary, answer questions, list steps of processes, complete reviews from previous lesson**
- **Students will use writing in completing end of unit activities**
- **Students will use writing when analyzing case studies.**
- **Students will use writing to analyze current events related to business and management**
- **Students will use writing in individual projects**
- **Students will use writing in reflection prompts related to videos, previous lessons, or other assignments**
- **Students will use writing in their note taking**

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

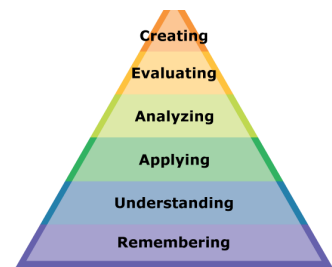
DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- **Students will be presented information in the form of multimedia presentations including PowerPoint, SmartBoard, and video**
- **Students will engage the textbook to learn vocabulary and additional related content**
- **Students will utilize computers to research job descriptions, employee training programs, and labor-management topics**
- **Students will complete teacher generated assignments**
- **Students will engage in small group and class discussions**
- **Students will engage in role play activities related to interviewing and labor-management conflict resolution**
- **Students will complete class warm up and closure activities**
- **Students will review and analyze case studies related to human resources topics**
 - **The Coca-Cola Company: Training for the Future Right Now**
 - **Strikes: Who Wins, Who Loses?**
 - **Seventh Generation Promotes Company Ownership**

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.

**Formative Assessments:**

- Warm Ups
- Textbook Assignments for classwork or homework
- Teacher Created Assignments for classwork or homework
- Chapter Quizzes
- Class Discussion
- Writing Prompts
- Exit Slip Questioning
- Classroom Observations
- Student/Teacher Interaction through Questioning

Accommodations/Modifications:

- Preferential seating near area of instruction.
- Extra time for tests and assignments.
- Provide an overview of the content at the beginning of the lesson.
- Use of visual aids, such as whiteboard, overhead, Smartboard
- Complete sample problems or tasks to show students what they are to do.
- Repeat and clarify directions.
- Modify assignments/tests when appropriate.
- Reinforce positive behaviors for following class rules.
- Print assignment directions from shared files if necessary.
- Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
- Read directions aloud/ Reread or explain the directions of the test if the student needs it.
- Underline or highlight important words in the directions or test items.
- Group questions so that similar kinds of items are together.
- Block matching questions into small groups of four or five items.
- Give test to students alone or in a small group.
- Let the student take the test in another room where there are no distractions.
- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.

Summative Assessments:

- Unit Assessment
- This assessment will mostly utilize: Applying, Analyzing, Evaluating, and Creating

Accommodations/Modifications:

- Preferential seating near area of instruction.
- Extra time on test
- Use of visual aids, such as Lumens(document reader), whiteboard, Smartboard and charts
- Repeat and clarify directions.
- Modify assignments & tests
- Reinforce positive behaviors for following class rules
- Print assignment directions when needed
- Re-testing if warranted by IEP

Performance Assessments:

- Chapter/Unit Projects
- Real World Applications

Accommodations/Modifications:

- Provide step-by-step instructions
- Provide a checklists of expectations for self-monitoring
- Alter requirements to make projects more manageable
- Allow students to work with partners
- Select cooperative learning groups to ensure effective work and socialization skills

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Introduction to Business

Course Number: 065500

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Introduction to Business</p> <p>Unit 5 - Marketing</p>	<p>Unit Summary:</p> <p>Marketing is the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large. It is a process that involves activities and communication designed to persuade buyers to buy, and through research, give customers what they want. Marketing encompasses the areas of product, price, distribution as well as promotion in the form of advertisement, publicity, public relations, and sales promotion. Through the marketing process, businesses are able to tailor a product or service to their target market.</p>
<p>Grade Level(s): 10-12</p>	
<p>Essential Question(s): (<6)</p> <ul style="list-style-type: none"> ● Why do businesses market their products and services? ● Why is marketing mix important? ● How is market research used? ● How is a new product developed ● Why do businesses advertise their products and services? ● What types of media do businesses use to reach potential customers? ● How are media rates determined? 	<p>Enduring Understanding(s):</p> <p>SWBAT define marketing and marketing mix.</p> <p>SWBAT understand the importance of market research and analyze market research results.</p> <p>SWBAT define the four P's of marketing: product, place, price, and promotion.</p> <p>SWBAT define the different types of advertising media and how they are planned, measured, and charged.</p>

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES**DESCRIBE THE LEARNING TARGETS.**

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>New Jersey Student Learning Standards (see attached):</u>
1. Define marketing	1. 9.3.MK.9
2. Identify the functions of marketing	2. 9.3.MK.10
3. List the elements of the marketing mix	3. 9.3.MK.2,
4. Describe the kinds of market research a company may use	9.3.MK.4,
5. Define advertising	9.3.MK.6,
6. List types of media that businesses use to reach potential customers	9.3.MK.7,
7. List the components of media measurement	9.3.MK.8
8. Identify how advertising costs are measured	4. 9.3.MK-RES.1,
9. Describe how media rates are determined	9.3.MK-RES.2,
	9.3.MK-RES.3
	5. 9.3.MK.9
	6. 9.3.12.BM.4
	7. 9.3.MK.3
	8. 9.3.MK.3
	9. 9.3.MK.3

Inter-Disciplinary Connections:

English - Reading and Writing

Mathematics - Calculate impact of market research on revenue, revenue from media

Students will engage with the following text:

Brown & Clow. Introduction to Business, McGraw Hill, 2016

Marketing in Today's World Chapter 13; Advertising Chapter 14

Current Event Resources - Newspapers, Journals, Digital Media

Students will write:

- Students will use writing in the "Warm Up" activities.
- Students will use writing to define vocabulary, answer questions, list steps of processes, complete reviews from previous lesson
- Students will use writing in completing end of unit activities
- Students will use writing when analyzing case studies.
- Students will use writing to analyze current events related to business and management
- Students will use writing in individual projects
- Students will use writing in reflection prompts related to videos, previous lessons, or other assignments
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PART III: TRANSFER OF KNOWLEDGE AND SKILLS

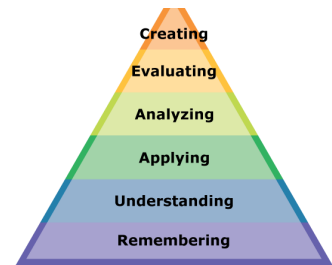
DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- **Students will be presented information in the form of multimedia presentations including PowerPoint, SmartBoard, and video**
- **Students will engage the textbook to learn vocabulary and additional related content**
- **Students will utilize computers to research various financial plans and company budgets**
- **Students will complete teacher generated assignments**
- **Students will engage in small group and class discussions**
- **Students will engage in role play activities related to making purchases using credit**
- **Students will complete class warm up and closure activities**
- **Students will review and analyze case studies related to marketing topics**
 - **Getting Social with Marketing**
 - **Ratings Aren't Just for TV**

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Warm Ups
- Textbook Assignments for classwork or homework
- Teacher Created Assignments for classwork or homework
- Chapter Quizzes
- Class Discussion
- Writing Prompts
- Exit Slip Questioning
- Classroom Observations
- Student/Teacher Interaction through Questioning

Accommodations/Modifications:

- Preferential seating near area of instruction.
- Extra time for tests and assignments.
- Provide an overview of the content at the beginning of the lesson.
- Use of visual aids, such as whiteboard, overhead, Smartboard
- Complete sample problems or tasks to show students what they are to do.
- Repeat and clarify directions.
- Modify assignments/tests when appropriate.
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Summative Assessments:

- Unit Assessment
- This assessment will mostly utilize: Applying, Analyzing, Evaluating, and Creating

Accommodations/Modifications:

- Preferential seating near area of instruction.
- Extra time on test
- Use of visual aids, such as Lumens(document reader), whiteboard, Smartboard and charts
- Repeat and clarify directions.
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- Reinforce positive behaviors for following class rules
- Print assignment directions when needed
- Re-testing if warranted by IEP

Performance Assessments:

- Chapter/Unit Projects
- Real World Applications

Accommodations/Modifications:

- Provide step-by-step instructions
- Provide a checklists of expectations for self-monitoring
- Alter requirements to make projects more manageable
- Allow students to work with partners
- Select cooperative learning groups to ensure effective work and socialization skills

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Introduction to Business

Course Number: 065500

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Introduction to Business</p> <p>Unit 6 - Information for Business Strategy and Decision Making</p>	<p>Unit Summary:</p> <p>In this unit students will explore how businesses manage information as a resource to make business decisions. There will be an emphasis on how technology is used to do so. Students will learn about the basics of information technology and its role in organizations during the decision making process. Students will also be introduced to basic accounting information businesses use.</p>
<p>Grade Level(s): 10th-12th</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What is the role of information technology in business? 2. What is an information system? 3. How does a business organize accounting information for decision making? 4. How do organizations devise, plan for, and optimize decision making? 5. Why is critical thinking important in decision making? 	<p>Enduring Understanding(s):</p> <p>SWBAT: Describe the role of information technology within a business organization</p> <p>SWBAT: Discuss how information systems are set up and used for business decision making</p> <p>SWBAT: Describe the overall role of an accounting system within a business organization</p> <p>SWBAT: Explain the accounting equation and its components</p> <p>SWBAT: Explain the importance of decision-making and the factors that influence decisions in a business environment.</p> <p>SWBAT: Discuss the steps and processes it takes to successfully manage a business or project</p> <p>SWBAT: List and describe the means for collecting knowledge and using it to aid in planning efforts and decision making.</p>

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES**DESCRIBE THE LEARNING TARGETS.**

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS:</u>
1. Distinguish between data and information	1. 9.4.12.D.9; 9.4.12.K.71
2. Explain the role of information systems in business	2. 9.3.IT.5
3. List the components and different types of information systems	3. 9.4.12.K.68; 9.4.12.K.70
4. Outline how computer hardware and software are used to manage information	4. 9.3.MK-RES.3; 9.3.12.BM.5
5. Explain the purpose of accounting	5. 9.4.12.D.(3).6; 9.4.12.F.36
6. Describe the three main financial statements used by businesses: Income Statement, Balance Sheet, and Statement of Cash Flows	6. 9.3.12.FN-ACT.2; 9.3.12.FN-ACT.3
7. Compare the types of decisions made by managers.	7. 9.4.12.D.5; 9.4.12.D.17
8. Assess conditions faced by managers when making a decision.	8. 9.4.12.D.65; 9.4.12.D.67; 9.4.12.D.51
9. Explain the advantages and disadvantages of group decision making.	9. 9.3.12.BM-BIM.5; 9.4.12.D.65
10. Describe the concept of knowledge management.	10. 9.4.12.D.16; 9.4.12.D.19

Interdisciplinary Connections:

Technology - Hardware and software associated with information systems
Science - Use of natural resources and studying methods of manufacturing goods and services
Language Arts - Reading and Writing
Math - Calculating the costs of various decisions made by managers; accounting calculations

Students will engage with the following text:

Contemporary Business 14th Edition; Boone & Kurtz. John Wiley & Sons, Inc. 2011
Information Systems Chapter 14
Brown & Clow. Introduction to Business, McGraw Hill, 2016
Accounting Information: Chapter 17.2; Information Technology: Chapter 18.1
Kasser & Brooks. Sports & Entertainment Management, Thomson South-Western 3E, 2005.
Decision Making
Current Event Resources - Newspapers, Journals, Digital Media

Students will write:

- **Students will use writing in the “Warm Up” activities.**
- **Students will use writing to define vocabulary, answer questions, list steps of processes, complete reviews from previous lesson**
- **Students will use writing in completing end of unit activities**
- **Students will use writing when analyzing case studies.**
- **Students will use writing to analyze current events related to business and management**
- **Students will use writing in individual projects**
- **Students will use writing in reflection prompts related to videos, previous lessons, or other assignments**
- **Students will use writing in their note taking**

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

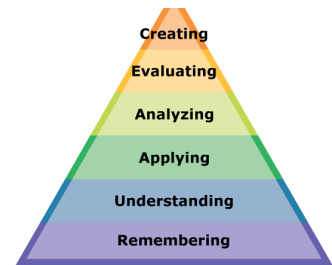
DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- **Students will be presented information in the form of multimedia presentations including PowerPoint, SmartBoard, and video**
- **Students will engage the textbook to learn vocabulary and additional related content**
- **Students will utilize computers to research various information systems, company financial information and types of business strategies**
- **Students will complete teacher generated assignments**
- **Students will engage in small group and class discussions**
- **Students will engage in role play activities related to the accounting department's function and using information technology safely**
- **Students will complete class warm up and closure activities**
- **Students will review and analyze case studies related to management and economics topics**
 - **Kaspersky Lab Busts Computer Bugs**
 - **Zipcar: Technology Fuels Its Business**

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.

**Formative Assessments:**

- Warm Ups
- Textbook Assignments for classwork or homework
- Teacher Created Assignments for classwork or homework
- Chapter Quizzes
- Class Discussion
- Writing Prompts
- Exit Slip Questioning
- Classroom Observations
- Student/Teacher Interaction through Questioning

Accommodations/Modifications:

- Preferential seating near area of instruction.
- Extra time for tests and assignments.
- Provide an overview of the content at the beginning of the lesson.
- Use of visual aids, such as whiteboard, overhead, Smartboard
- Complete sample problems or tasks to show students what they are to do.
- Repeat and clarify directions.
- Modify assignments/tests when appropriate.
- Reinforce positive behaviors for following class rules.
- Print assignment directions from shared files if necessary.
- Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
- Read directions aloud/ Reread or explain the directions of the test if the student needs it.
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- Give test to students alone or in a small group.
- Let the student take the test in another room where there are no distractions.
- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.

Summative Assessments:

- Unit Assessment
- This assessment will mostly utilize: Applying, Analyzing, Evaluating, and Creating

Accommodations/Modifications:

- Preferential seating near area of instruction.
- Extra time on test
- Use of visual aids, such as Lumens(document reader), whiteboard, Smartboard and charts
- Repeat and clarify directions.
- Modify assignments & tests
- Reinforce positive behaviors for following class rules
- Print assignment directions when needed
- Re-testing if warranted by IEP

Performance Assessments:

- Chapter/Unit Projects
- Real World Applications

Accommodations/Modifications:

- Provide step-by-step instructions
- Provide a checklists of expectations for self-monitoring
- Alter requirements to make projects more manageable
- Allow students to work with partners
- Select cooperative learning groups to ensure effective work and socialization skills

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Introduction to Business

Course Number: 065500

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Introduction to Business</p> <p>Unit 7 - Finance and Investment</p> <p>Grade Level(s): 10th - 12th</p>	<p>Unit Summary:</p> <p>In this unit students will research ways to build a financial future and financial plan that is helpful in making decisions about the future for an organization. The unit will begin with a broad discussion on creating a financial plan for a new business venture. It will then explore mastering financial management through personal finances, building credit, and investing options.</p>
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. How are business and personal finances connected? 2. Why is a financial plan important to entrepreneurs and business managers? 3. How do organizations effectively establish and use a budget? 4. How does a business establish and manage credit wisely? 5. How can I select the best investments to maximize the earning potential of an organization? 	<p>Enduring Understanding(s):</p> <p>SWBAT: Describe the purposes for and components of a financial plan</p> <p>SWBAT: Understand how financial plans are used to make business decisions about the future</p> <p>SWBAT: Discuss how consumers, businesses and the government use credit extensively</p> <p>SWBAT: Identify methods to manage debt for a business organization</p> <p>SWBAT: Determine the factors to consider before using credit</p> <p>SWBAT: Describe how effective budgeting leads to financial success</p> <p>SWBAT: Understand investments can provide financial growth for an organization</p> <p>SWBAT: Identify the factors that affect investment choices</p>

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES**DESCRIBE THE LEARNING TARGETS.**

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>New Jersey Student Learning Standards</u>
1. Recite the reasons for creating a financial plan	
2. Explain what a budget is and how it is used within a business	(see attached):
3. Discuss the importance of budgeting for a business organization	1. 9.3.12.BM-MGT.5; 9.4.12.D.(3).6
4. Define credit	2. 9.4.12.D.(3).6; 9.1.12.B.1; 9.1.12.B.10
5. Indicate three factors that affect the interest that is paid: interest rate, length of loan, and amount of loan	3. 9.4.12.D.(3).6; 9.1.12.B.4; 9.1.12.B.5
6. Name different groups in the economy who use credit	4. 9.1.4.C.1; 9.1.4.C.4
7. Identify the advantages and disadvantages of using credit	5. 9.1.12.C.5; 9.1.12.C.6
8. Compare and contrast different types of credit cards	6. 9.1.4.C.2
9. Discuss goals to set before making investments	7. 9.1.8.C.1
10. Differentiate between types of federal, municipal government, and corporate bonds	8. 9.1.12.C.1
11. Describe the advantages and disadvantages of investing in bonds	9. 9.4.12.F.(5).2; 9.1.12.D.1; 9.1.12.D.3
12. Summarize stocks and stock markets	10. 9.4.12.F.(5).2; 9.1.12.D.3
13. Identify the advantages and disadvantages of owning stocks	11. 9.1.12.D.4; 9.1.12.D.5
	12. 9.1.12.D.13
	13. 9.1.8.D.3; 9.1.12.D.13; 9.1.12.D.4; 9.1.12.D.5

Interdisciplinary Connections:

Technology - Digital applications used for money management

Science - Creating, reading and interpreting various graphs of data related to stocks

Language Arts - Reading and Writing

Math - Calculating potential return on investments; adding and subtracting to create a budget

Students will engage with the following text:

Brown & Clow. Introduction to Business, McGraw Hill, 2016

Financial Plan Chapter 17.1; Money Management Chapter 28.2; Credit Chapter 25; Investing Chapter 31

Current Event Resources - Newspapers, Journals, Digital Media

Students will write:

- Students will use writing in the “Warm Up” activities.
- Students will use writing to define vocabulary, answer questions, list steps of processes, complete reviews from previous lesson
- Students will use writing in completing end of unit activities
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PART III: TRANSFER OF KNOWLEDGE AND SKILLS

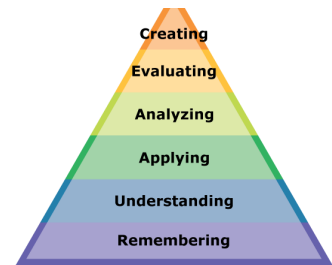
DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- **Students will be presented information in the form of multimedia presentations including PowerPoint, SmartBoard, and video**
- **Students will engage the textbook to learn vocabulary and additional related content**
- **Students will utilize computers to research various financial plans and company budgets**
- **Students will complete teacher generated assignments**
- **Students will engage in small group and class discussions**
- **Students will engage in role play activities related to making purchases using credit**
- **Students will complete class warm up and closure activities**
- **Students will review and analyze case studies related to management and economics topics**
 - **Emerging-Market Stocks: The New Leaders?**
 - **Credit Unions Find a Silver Lining in the Financial Crisis**

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Warm Ups
- Textbook Assignments for classwork or homework
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- Chapter Quizzes
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Accommodations/Modifications:

- Preferential seating near area of instruction.
- Extra time for tests and assignments.
- Provide an overview of the content at the beginning of the lesson.
- Use of visual aids, such as whiteboard, overhead, Smartboard
- Complete sample problems or tasks to show students what they are to do.
- Repeat and clarify directions.
- Modify assignments/tests when appropriate.
- Reinforce positive behaviors for following class rules.
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- Provide activities for students during free time.

Summative Assessments:

- Unit Assessment
- This assessment will mostly utilize: Applying, Analyzing, Evaluating, and Creating

Accommodations/Modifications:

- Preferential seating near area of instruction.
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Performance Assessments:

- Chapter/Unit Projects
- Real World Applications

Accommodations/Modifications:

- Provide step-by-step instructions
- Provide a checklists of expectations for self-monitoring
- Alter requirements to make projects more manageable
- Allow students to work with partners
- Select cooperative learning groups to ensure effective work and socialization skills