

# Unit #3: Business

Content Area: **English**  
Course(s): **Research Writing 8**  
Time Period: **October**  
Length: **approximately 2 weeks**  
Status: **Published**

## Unit Overview:

---

The students will learn how the media directly affects our perception of life. Students will learn terms related to media and persuasive techniques that people use. Students will use the school databases for most of their research. Students will research a business and present information on the history, net worth, products, slogan, advertising techniques, and future plans of the business.

## Essential Questions:

---

- What databases and/or resources would be the best source to find essential information on your business of choice?
- How did the business get started? Was the founder successful at first, or did he/she have struggles?
- What is going on with the business today? Future plans?

## Enduring Understandings:

---

- Good readers or researchers compare, infer, synthesize, and make connections to make text/media personally relevant & useful.
- Researchers gather & critique information from different sources for specific purposes-searching on a business history, net worth, advertising strategies, & future plans.
- All websites are biased. Good readers determine the websites subjectivity versus its objectivity when deciding whether or not to use as a source.

## Standards/Indicators/Student Learning Objectives (SLOs):

---

- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

LA.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.8.1.D	Establish and maintain a formal style.
LA.W.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.8.2.E	Establish and maintain a formal style/academic style, approach, and form.
LA.W.8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LA.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.8.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually,

quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

LA.SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

LA.SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

LA.SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LA.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LA.L.8.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LA.L.8.2.C

Spell correctly.

### **Lesson Titles:**

---

SWBAT determine which database is appropriate to use in research.

SWBAT research databases and complete information(notes) on a current event. (Current source for the future of the business)

SWBAT pull essential information to complete a bibliography.

SWBAT generate & narrow topics by considering purpose, audience, and form with a variety of strategies (e.g., graphic organizers, brainstorming, or technology assisted processes. (Sections: history, future, net worth, advertising)

SWBAT produce written work that demonstrates comprehension of informational text.

SWBAT edit writing for correct grammar, usage, capitalization, punctuation, and spelling.

### **Career Readiness, Life Literacies, and Key Skills:**

---

Use technology to enhance productivity.

Use creativity and innovation.

Apply appropriate academic and technical skills.

PFL.9.1.8.CP.5	Compare the financial products and services available to borrowers relative to their credit worthiness.  Taxes affect one's personal finances.
PFL.9.1.8.EG.1	Explain how taxes affect disposable income and the difference between net and gross income.  There are government agencies and policies that affect the financial industry and the broader economy.
PFL.9.1.8.EG.7	Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.
PFL.9.1.8.EG.8	Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.  A budget aligned with an individual's financial goals can help prepare for life events.
PFL.9.1.8.PB.4	Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g., teenager, young adult, family).
PFL.9.1.8.A.5	Relate how the demand for certain skills determines an individual's earning power.
PFL.9.1.8.A.6	Explain how income affects spending decisions.
PFL.9.1.8.C.2	Compare and contrast the financial products and services offered by different types of financial institutions.
PFL.9.1.8.E.3	Compare and contrast product facts versus advertising claims.
WRK.9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
WRK.9.2.8.CAP.11	Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
WRK.9.2.8.CAP.20	Identify the items to consider when estimating the cost of funding a business.  There are variety of resources available to help navigate the career planning process.  There are resources to help an individual create a business plan to start or expand a business.

### **Inter-Disciplinary Connections:**

---

- History
- Language Arts

LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
PFL.9.1.8.F.3	Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.
SOC.5-8.1.3.1	Compare and contrast differing interpretations of current and historical events.
SOC.5-8.1.3.2	Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.

### **Equity Considerations**

---

## **Asian American Pacific islander Mandate**

---

## **LGBTQ & Disabilities Mandate**

---

## **Climate Mandate**

---

## **Holocaust Mandate**

---

## **Amistad Mandate**

---

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

---

- Gathering relevant information: (Comprehension)
- Pairing using available databases: (Application)

## **Modifications**

---

## **ELL Modifications:**

---

- Provide ELL students with multiple literacy strategies
- Front load information
- Focus on domain specific vocabulary and keywords
- Group students
- Use manipulatives where possible
- Use visuals
- Use graphic organizer
- Use real objects when possible

- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
- Tap prior knowledge
- Establish a framework allowing ELL students to understand and assimilate new ideas and information
- Provide support as ELL students move through all levels of language acquisition: scaffold learning, processing time, as well as other modifications mentioned above
- Utilize explicit learning strategies that are well planned in advance (intentional planning)
- Assess ELL students continuously using formative assessment methods
- 1:1 testing
- Repeat, reword, clarify

### **IEP & 504 Modifications:**

---

- Teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching)
- providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides
- scaffolded notes
- allowing student to take notes in class for reinforcement but also providing a copy of completed/correct notes to study from
- modeling and showing lots of examples
- if not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson
- direct teaching and/or assistance for organization, social skills/peer interactions
- providing paraphrased or modified reading materials at the student's reading level
- speaking to students privately when redirecting behaviors
- allow student to edit with teacher comments the first attempt at a graded written assignment
- breaking larger assignments/projects into shorter tasks with clear deadlines for each section
- monitoring student moods/behavior fluctuation patterns to report to case manager

### **G&T Modifications:**

---

- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to make transformations- use a common task or item in a different way.
- Different test items.
- Effective questioning techniques (focus on what's important, provide processing time, require higher order thinking)
- ELA - Self-evaluation of writing with teacher or student-generated rubrics. Evaluation sheets or color coding can work well for this

- ELA - Creation of technology-based assessments to address the higher levels of Bloom's
- ELA - Cross-curricular connections, especially to historical events and people
- ELA - More rhetorical analysis (evaluate how author's writing style is persuasive)
- ELA: provide rationale for thinking
- 

## **At Risk Modifications**

---

Graphic organizers  
 Quiet corner or room to calm down and relax when anxious  
 Preferential seating  
 Alteration of the classroom arrangement  
 Reduction of distractions  
 Answers to be dictated  
 Hands-on activities  
 Use of manipulatives  
 No penalty for spelling errors or sloppy handwriting  
 Follow a routine/schedule

## **Formative Assessment:**

---

Warm-Ups:

- Vocabulary review of domain specific terms
- Answer questions related to media center
- Entrance ticket

Anticipatory Sets:

- Read a news article about future plans of Amazon-drones
- Identify databases available to students at Delsea
- Explain/validate database used as resource

Closure:

- Exit ticket
- Show of hands
- Performance task

## **Summative Assessment:**

---

Final group presentation

Brochure/pamphlet of information learned

## **Benchmarks**

---

Skill Based Assessments

Writing Prompt

Reading Response

Lab Practical

## **Alternate Assessment**

---

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Resources & Materials:**

---

- Chromebooks
- Media Center databases
- Youtube clips
- Bizjournals
- Collection of Articles
- CNN



- Delsea Media Center

## Technology:

---

- Current news: [cnn.com](http://cnn.com)
- Evaluating websites: [delseamslibrary.weebly.com/evaluating-websites.html](http://delseamslibrary.weebly.com/evaluating-websites.html)
- Business Information: [bizjournals.com](http://bizjournals.com)
- Collection of articles: [searchebscohost.com](http://searchebscohost.com)

TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.