

# Unit #3: Business Operations and Technology

Content Area: **English as a Second Language (ESL)**  
Course(s): **Introduction to Business- High School**  
Time Period: **Third Marking Period**  
Length: **10 weeks**  
Status: **Published**

## Unit Overview

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This unit will explore how specialized operations of business and technology affect operation such as Marketing, Technology, Financial Management and Risk Management.

## STAGE 1- DESIRED RESULTS

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## 2016 New Jersey Student Learning Standards- 21st Century Life and Careers

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### Career Ready Practices

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CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready

individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP5.1

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP7.1

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP.K-12.CRP8.1

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP.K-12.CRP9.1

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP.K-12.CRP10.1

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP.K-12.CRP11.1

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## 9.1 Personal Financial Literacy

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## 9.2 Career Awareness, Exploration, and Preparation

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CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

## 9.3 Career and Technical Education- Business Management and Administration

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9.3.12.BM.1	Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
9.3.12.BM.2	Describe laws, rules and regulations as they apply to effective business operations.
9.3.12.BM.3	Explore, develop and apply strategies for ensuring a successful business career.
9.3.12.BM.4	Identify, demonstrate and implement solutions in managing effective business customer relationships.
9.3.12.BM.5	Implement systems, strategies and techniques used to manage information in a business.
9.3.12.BM.6	Implement, monitor and evaluate business processes to ensure efficiency and quality results.

## Career Pathways

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9.3.12.BM-ADM	Administrative Support
9.3.12.BM-ADM.1	Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
9.3.12.BM-ADM.2	Access, evaluate and disseminate information for business decision making.
9.3.12.BM-ADM.3	Plan, monitor and manage day-to-day business activities.
9.3.12.BM-BIM	Business Information Management

9.3.12.BM-BIM.1	Describe and follow laws and regulations affecting business operations and transactions.
9.3.12.BM-BIM.2	Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
9.3.12.BM-BIM.3	Access, evaluate and disseminate information for business decision making.
9.3.12.BM-BIM.4	Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
9.3.12.BM-BIM.5	Plan, organize and manage an organization/department to achieve business goals.
9.3.12.BM-HR	Human Resources Management
9.3.12.BM-HR.1	Describe and follow laws and regulations affecting human resource operations.
9.3.12.BM-HR.2	Access, evaluate and disseminate information for human resources management decision making.
9.3.12.BM-HR.3	Motivate and supervise personnel to achieve completion of projects and business goals.
9.3.12.BM-HR.4	Plan, monitor and manage the use of financial and human resources to ensure a business's financial wellbeing.
9.3.12.BM-HR.5	Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
9.3.12.BM-HR.6	Plan, monitor and manage day-to-day business activities to foster a healthy and safe work environment.
9.3.12.BM-HR.7	Plan, organize and implement compensation, benefits, health and safety programs.
9.3.12.BM-MGT	General Management
9.3.12.BM-MGT.2	Access, evaluate and disseminate information for business decision making.
9.3.12.BM-MGT.3	Apply economic concepts fundamental to global business operations.
9.3.12.BM-MGT.4	Employ and manage techniques, strategies and systems to enhance business relationships.
9.3.12.BM-MGT.5	Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
9.3.12.BM-MGT.6	Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
9.3.12.BM-MGT.7	Plan, organize and manage an organization/department to achieve business goals.
9.3.12.BM-MGT.8	Create strategic plans used to manage business growth, profit and goals.
9.3.12.BM-OP	Operations Management
9.3.12.BM-OP.1	Describe and follow laws and regulations affecting business operations and transactions.
9.3.12.BM-OP.2	Develop and maintain positive customer relationships.
9.3.12.BM-OP.3	Apply inventory tracking systems to facilitate operational controls.
9.3.12.BM-OP.4	Plan, monitor and manage day-to-day business activities to maintain and improve operational functions.
9.3.21.BM-MGT.1	Describe and follow laws and regulations affecting business operations and transactions.

## Essential Questions

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- Identify the steps in a marketing strategy
- What are the important financial questions that must be answered in a business?

- What are the types of risks facing businesses and what ways do businesses deal with risk?

## **Enduring Understanding**

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- Marketing is the activity, set of institutions, and processes for creating, communications, delivering and exchanging offerings that have value for customers, clients, partners, and society.
- The seven functions of marketing are management, distribution, selling, marketing, information management, financial analysis, pricing and promotion.
- A marketing strategy is a two-step process used to plan and market a product.
- The components of product are the basic product, product features, options, brand name, packaging and guarantee or warranty.
- What is the formula for setting the price of product?
- How the direct channel of distribution moves products from the producer directly to the consumer with no other organizations participating.
- How to determine the target market for each product.
- How to differentiate the two major types of promotion.
- There are three types of business budgets
- The four main steps in budget preparation are prepared, gather, create, and explain the budgets to make financial decisions.
- Financial records are used to record and analyze the financial performance of a business.
- The two most common and important financial states for businesses are the income statement and balance sheet.
- A payroll is the financial record of employee compensation, deductions and net pay.
- The three most important elements of a company's financial strength are assets, liabilities and owner's equity.
- There are many types of risks and possible losses
- The main types of risks are economic and non-economic, pure and speculative, controllable and uncontrollable, and insurable and uninsurable.
- Most individuals and businesses cannot pay for large economic losses, so they must purchase insurance.
- To reduce risks companies should conduct business in many countries, offer a variety of

products, involve local business partners and employ local management.

## **Students will know...**

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### **I. Key Ideas and Concepts**

- The two steps in developing a marketing strategy.
- The steps in the consumer decision-making process.
- The steps in a market research study.
- The components of a product.
- The way services are different from products.
- The formula for calculating the selling price of a product.
- The way to identify a target market to improve promotion communications.
- The four steps in preparing a business budget
- The three types of budgets needed by all businesses.
- The purpose of the payroll system.
- The three steps in financial decision-making.
- The four ways that a business can deal with risk.
- The way the U.S. and International Businesses manage risk.

### **II. Students Might Think.... (predictable misunderstandings)**

### **III. Key Vocab and Terms**

- advertising, buying motives, channel of distribution, consumer decision making process, distribution, effective communication, marketing, marketing mix, marketing research, marketing strategy, merchandising, personal selling, price,
- promotion, retailer, services, target market, application software, e-commerce, expert system, hardware, management information systems, operating system, piracy, program, robotics, software, telecommuting, assets, balance sheet,
- budget, cash budget, direct deposit, discrepancies, expenses, liabilities, operational budget, payroll, owner's equity, revenue, start up budget, claim, controllable risk, counterfeiting, economic risk, insurance, insurance policy,
- insured, insurer, liability risks, personal risks, policyholder, premium, property rights, property risks, pure risk, risk

## **Students will be able to...**

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- Determine central ideas or themes of a text and analyze their development.
- Summarize the key supporting details and ideas.
- Read closely to determine what the text says to make inferences.
- Cite specific text evidence when writing or speaking to support conclusions drawn from the text.
- Integrate and evaluate content presented in diverse formats and media including visually and quantitatively.
- Interpret words and phrases as they are used in a text, including technical, connotative and figurative meanings and analyze how specific word choices shape meaning or tone.
- Critical thinking of management, financial planning, economic, marketing and the reasons why businesses are successful or a failure.

## **STAGE 2- EVIDENCE OF LEARNING**

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### **Formative Assessment During Lesson**

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- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check
- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers

- Quiz
- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

### **Authentic Assessments- Suggested**

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- Student will create a iTrailer on the seven functions of marketing and the 4 P's of marketing
- Students will create a commercial on a product.
- Students will create a PowerPoint on technology and present a lesson to the class. Students will have a bell ringer, lesson and assessment.
- Target Market: Students will view several commercials and determine the target market in a brochure or Podcast.
- Students will compare the balance sheet of several companies and determine: assess liabilities and owner equity.

### **Benchmark Assessments**

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### **STAGE 3- LEARNING PLAN**

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### **Instructional Map**

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- Students will break into groups and decide on a product. Students will work backward and determine how the product was created.
- Students will list the risk of walking to school. Creation of a storyboard.
- Student will research a product and determine the profitability of that product: (selling cost).
- Students will research car insurance and determine the risk of when purchasing several different types of vehicles.
- Assessment questions at the end of each section



- Chapter Test/Quizzes
- Presentations of iTrailers, student projects.

## **Modifications/Differentiation of Instruction**

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### **Modification Strategies**

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- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

### **Differentiation Strategies**

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### **High Preparation Differentiation**

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- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading

- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

## **Low Preparation Differentiation**

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- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options
- Jigsaw
- Mini Workshops to Re-teach or Extend Skills
- Open-ended Activities
- Think-Pair-Share by Readiness, Interest, or Learning Style
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

## **Horizontal Integration- Interdisciplinary Connections**

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## **Vertical Integration- Discipline Mapping**

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The Business department is offers students a variety of options to explore for career considerations. As a

prerequisite students take either Introduction to Business or Introduction to Marketing- in both of these classes the basic principles of Business are covered along. Students are then free to choose a path that interest them most. The three tracts to choose from are Finance, Business, and Marketing.

## **Additional Materials**

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