

Unit #2: The Environment of Business

Content Area: **English as a Second Language (ESL)**
Course(s): **Business Management**
Time Period: **First Marking Period**
Length: **5 weeks**
Status: **Published**

Unit Overview

This unit will develop understanding of types and characteristics of businesses and the various business environments: social, ethical, economic, and international that affect the work of managers.

STAGE 1- DESIRED RESULTS

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

Career Ready Practices

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

9.2 Career Awareness, Exploration, and Preparation

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

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

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

- How do I decide what I want to be and how do I prepare for my career?
- Why do I need a career plan? How do I communicate this information to post-secondary institutions and employers?

- How can we best prepare for the workforce when we will likely change jobs multiple times and perhaps even careers?

Enduring Understanding

- Each job, career and profession has a set of preparation requirements, career exploration experiences and different opportunities for personal and professional growth and satisfaction.
- An effective career plan is flexible, includes a variety of life experiences, skills and education, and can save time, energy and money.
- In the 21st century, people will most likely have multiple careers and jobs.
- Personal actions today and tomorrow may have an effect on future employment.

Students will know...

Important Ideas and Concepts

- Goods-producing businesses produce goods used by other businesses, organizations or consumers.
- Service businesses are a type of business that use mostly labor to offer mostly intangible products to satisfy consumer needs.
- Innovations such as computer technology and the Internet have changed the way businesses run.
- A country's economic growth is seen in a continuously expanding GDP and the variety of goods and services that people are able to afford.
- The U.S. population has been growing largely because of immigration and because Americans are living longer. It is also diverse.
- Changes in American society and its values affect how businesses function. Changes can be seen in the growing number of women in the workforce, changing nature of family, and rising job insecurity, stress, and violence.
- Ethical conduct in business requires doing more than the law prescribes.
- Businesses establish codes of ethics to identify right and wrong behaviors for employees.
- There are three basic economic systems.
- A market economy in a capitalistic society makes decisions through the forces of supply and demand.
- In a command economy, generally in a communist society, government makes these decisions.
- A mixed system has characteristics of both market and command economies.
- Capitalism is founded on basic principles: the right of individuals and businesses to own private property and produce goods and services; compete with other producers, set prices, and earn a profit; and buy whatever goods or services they like.

- Firms go into international business because of the potential for larger profits and limited opportunities in the home market.
- Removal of barriers to trade and investment, creation of trading blocs, and technological advances in communication and transportation have created a positive environment for conducting international business.
- International business occurs in various forms, such as exporting and importing, licensing, joint ventures, wholly owned subsidiaries, strategic alliances, and multinational firms.
- The current account balance between countries is evidence of a nation's financial strength or weakness.

Possible Misunderstandings

- Countries need to trade with other countries to keep their home market going
- Businesses must have a code of ethics
- Society changes bring about changes in businesses
- Technology has both helped and hurt businesses

Key Vocabulary

Vocabulary- business, production, marketing, finance, goods-producing businesses, service businesses, industry, innovation, global competition, effectiveness, efficiency, domestic goods, foreign goods, output, productivity, downsize, empowerment, GDP, underground economy, entrepreneur, franchise, franchisor, franchisee, baby boom, Gen X, Gen Z, Frost Belt, Sun Belt, Rust Belt, labor force, labor participation rate, glass ceiling, sticky floor syndrome, comparable worth, values, telecommute, sustainability, recycling, ethics, business ethics, code of ethics, social responsibility, stakeholders, nongovernmental organizations, economics, economic wants, noneconomic wants, utility, producer, factors of production, natural resources, labor, human capital, capital goods, capital formation, consumer goods and services, economic system, market economy, command economy, mixed economy, privatization, capitalism, socialism, communism, private property, profit, demand, supply, competition, economic growth, CPI, recession, inflation, business cycles, depression, international business, WTO, trading bloc, EU, euro, NAFTA, IMF, World Bank, importing, exporting, international licensing, joint ventures, wholly owned subsidiary, strategic alliances, multinational firm, home country, host country, parent firm, subsidiaries, tariffs, dumping, quota, nontariff barriers, embargo, sanctions, exchange rate, culture, low-context culture, high-context culture, comparative advantage theory, product life cycle theory, balance of payments, current account, capital account

Students will be able to...

- Determine central ideas or themes of a text and analyze their development
- Summarize the key supporting details and idea
- 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 the management field
- How to measure GDP
- How businesses have changed with society
- How businesses can be socially responsible
- What is the difference between a need and a want
- The difference between the three economic systems
- How prices are set in a capitalistic system
- Reasons for international trade growing
- Difference between the different forms of which international business is conducted
- Explain two theories of international trade

STAGE 2- EVIDENCE OF LEARNING

Formative Assessment During Lesson

- 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 Unit Assessments- Suggested

- Critical thinking activities
- Projects with rubric
- Complete analysis of work ethic in US and another country
- Analyze economy during recession and depression how prices, costs, and buying trends change
- Analysis of different economies as compared to US

Benchmark Unit Assessments

STAGE 3- LEARNING PLAN

Instructional Map

- Introduction to the Unit by completing vocabulary
- Using essential questions to see what students know already about economies

- Primary and secondary source readings
- Videos on topics
- Presentations on projects to see key understanding
- Section Reviews: test, quizzes, projects
- Current events/ads and discuss economic aspects

Modifications/Differentiation of Instruction

Modification Strategies

- 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

High Preparation Differentiation

- 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

- 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

Vertical Integration- Discipline Mapping

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
