

# Unit #3: Business Organization and Management

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 shows the aspects of business organization and management that affect the success of a business including ownership forms, technology and information management, organizational communications, and data analysis for decision making.

## 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

- Most small businesses begin with one or a few owners.
- Characteristics of successful entrepreneurs include a strong need to be a boss, and ability to make a decision, and willingness to take reasonable risks.
- A proprietorship is the easiest form of ownership to start.
- A partnership is a business owned by two or more people.
- A corporation is a form of ownership preferred by large and growing firms.
- Corporations are more difficult to form than sole proprietorships or partnerships.
- An LLC avoids double taxation and unlimited-liability disadvantage of partnerships.
- Non-profit corporations do not pay taxes and do not exist to make a profit.
- Federal, state, and local governments regulate business activities to protect citizens and businesses.
- The FTC administers federal laws that regulate commerce.
- A downside to free enterprise is that some first go bankrupt, but bankruptcy laws allow businesses to recover or to exit business operations fairly.
- Local and state governments regulate business through licenses, zoning laws, and franchising regulations.
- Governments obtain revenues through taxes to pay for public services such as police, schools, and other human services.
- The most common sources of revenue are income, sales, and property tax.
- Managers and employees have accepted the Internet and computer technologies as major tools in the operation of their businesses and jobs.
- The development of the WWW made the Internet accessible to the public through web

browsers and hyperlink navigation.

- Business information systems include management information systems, decision support systems, and executive information systems.
- Technology has affected employees in both positive and negative ways.
- Communication is a two-way process that involves creating, sending, receiving, and interpreting messages.
- Two barriers to effective communication are distractions and distortions.
- Communications in organizations follow both formal and informal networks.
- Managers must deal with problems that challenge their communication skills, such as conflicts and communication across cultures.
- Good managers are generally good communicators.

### Possible Misunderstandings

- One needs to communicate well to be a good manager
- Communication is key to any business
- Everyone pays taxes
- Computer technologies is a major tool in businesses

### Key Vocabulary

entrepreneur, business plan, proprietorship, proprietor, creditor, partnership, partnership agreement, unlimited financial liability, limited partnership, corporation, charter, stockholders, board of directors, officer, close corporation, open corporation, agency dilemma, limited liability partnership, joint venture, cooperative, LLC, non profit corporation, quasi-public corporation, monopoly, natural monopoly, price discrimination, false advertising, bankruptcy, patent, copyright, trademark, identity theft, information liability, cookies, interstate commerce, intrastate commerce, licensing, public franchise, building codes, zoning, proportional tax, progressive tax, regressive tax, income tax, sales tax, excise tax, property tax, real property tax, personal property tax, assessed valuation, knowledge workers, data, information, Moore's Law, Internet, WWW, telecommunications, LAN, server, WAN, cloud, intranet, extranet, search engine, CIO, database, information system, MIS, DSS, EIS, VoIP, firewall, digital dashboard, data mining, social networking, e-business, web server, web-hosting service, domain name, electronic shopping carts, CTS, ergonomics, communication, feedback, distraction distortion, channel of communication, nonverbal communication, body language, flame, span, teleconferencing, organizational culture, communication network, formal communication networks, informal communication networks, grapevine, NGT, brainstorming, conflict, avoidance strategy, compromise strategy, win/lost strategy

### **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
- Differences between open and closed corporation
- Differences between three organizational alliances
- Difference between a patent, copyright, and trademark
- Methods used by state and local governments to regulate businesses
- Most common types of taxes
- Major types of communication
- Importance of communication in an organization
- Ways to resolve conflict
- Ways to improve communication in an organization

## **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 Assessments- Suggested**

---

- Critical thinking activities
- Projects with rubric
- Research organizations to determine what type of business and discuss
- Form a business plan
- Analysis of competition
- Conflict resolution strategies

### **Benchmark Assessments**

---

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

---

### **Instructional Map**

---

- Introduction to the Unit by completing vocabulary



- Using essential questions to see what students know already about business and organization
- Current events/ads and discuss business organization aspects
- Primary and secondary source readings
- Videos on topics
- Presentations on projects to see key understanding
- Section Reviews: test, quizzes, projects

## **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**

---