

Unit 2 The World of Business

Content Area: **21st Century Life and Careers**
Course(s): **Sample Course**
Time Period: **NovDec**
Length: **Full Year**
Status: **Published**

Intro to Business

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Introduction to Business

The World of Business

Belleville Board of Education

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Board Approved:7/16/2018

Unit Overview

• A business provides goods and services in exchange for payment. • There are various ways to organize a business. • Every business starts with an idea. • Businesses continuously perform a variety of activities. • Informed consumers drive all businesses. • Businesses address a dynamic market place of consumer needs and wants.

Enduring Understanding

ENDURING UNDERSTANDING(S)

- Businesses satisfy needs and wants.
- A business provides goods and services in exchange for payment.
- There are various ways to organize a business.

- Every business starts with an idea.
- Businesses continuously perform a variety of activities

Essential Questions

ESSENTIAL QUESTION(S)

- What is a business?
- How do you measure a successful business?
- What activities are critical to businesses?
- How does a business impact a community?
- What is a good business decision

Exit Skills

This unit covers basic concepts which provide the context for business. This unit explored economic and historical information that aids in government decisions today but also provides a foundation for future decision-making. This unit introduced you to productivity, the business cycle, the impact of business on society, current economic trends and policies and a brief look at doing business globally. We took a look at the events related to the financial meltdown of 2008 such as the bailout of AIG, Lehman Brothers, and General Motors which provide teachable moments for such areas as economic policy and business cycles. A quote referring to two business cycles that you will study still holds true today: "It's a recession when your neighbor loses his job; it's a depression when you lose yours." - Harry S. Truman

New Jersey Student Learning Standards (NJSL-S)

CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
TECH.8.1.12	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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.
9.3.12.BM.4	Identify, demonstrate and implement solutions in managing effective business customer relationships.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
9.3.12.BM-ADM.1	Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.3.12.BM.5	Implement systems, strategies and techniques used to manage information in a business.
9.3.12.BM.2	Describe laws, rules and regulations as they apply to effective business operations.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
PFL.9.1.12.A.7	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
9.3.12.BM-ADM.2	Access, evaluate and disseminate information for business decision making.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
9.3.12.BM.3	Explore, develop and apply strategies for ensuring a successful business career.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.

Interdisciplinary Connections

Primary interdisciplinary connections: Language arts: written communications. Social Sciences: Psychology. Business Ethics. 21st century themes: Financial, economic, business, and entrepreneurial literacy.

TECH.8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
TECH.8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.2.12.B.1	Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review.
TECH.8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
TECH.8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

Learning Objectives

LEARNING OBJECTIVES –

The student will: Analyze the role of businesses in the U.S. economy.

Compare and contrast the types of business ownership.

Understand different business structures

Identify businesses in our community.

Evaluate the day-to-day activities of a business and their affects on profit.

Suggested Activities & Best Practices

INSTRUCTIONAL STRATEGIES/APPROACHES

- Co-operative learning
- Computer Assisted Learning

- Lecture
- Graphic Organizer

Evidence of Student Learning - Checking for Understanding (CFU)

ASSESSMENT METHODS/TOOLS

- Multimedia project
- Tests/Quizzes
- Simulation of Business
- Rubric
- Oral Presentation
 - Admit Tickets
 - Anticipation Guide
 - Common benchmarks
 - Compare & Contrast
 - Create a Multimedia Poster
 - Define
 - Describe
 - Evaluate
 - Evaluation rubrics
 - Exit Tickets
 - Explaining
 - Fist- to-Five or Thumb-Ometer
 - Illustration
 - Journals
 - KWL Chart

- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

Textbook, online resources, Powepoint, Google slides

Business Week Magazine • Wall Street Class Room Edition • Videos/DVD • www.Bizplan.com • Quinnipiac Chamber of Commerce/Career Connections Online • www.ncee.org

Ancillary Resources

INSTRUCTIONAL SUPPORT MATERIALS • Business Week Magazine • Wall Street Class Room Edition • Videos/DVD • www.Bizplan.com • Quinnipiac Chamber of Commerce/Career Connections Online • www.ncee.org

Technology Infusion

Technology Infusion

Alignment to 21st Century Skills & Technology

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

21st Century Skills that will be incorporated into this unit.

- Financial, Economic, Business and Entrepreneurial Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Ones that will be employed in this unit.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments

- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Intervention Strategies

Intervention Strategies that will be employed in the unit, using the ones identified below.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning

Special Education Learning adaptations that will be employed in the unit, using the ones identified below.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary

- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson
