

# Unit 5 - Business Operations

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

## Unit Overview

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Overview of Unit: Students will engage in different business operations such as Management, Human Resources, Marketing, and Finance. They will receive an overview of management styles, job descriptions, the 4 P's of marketing, and basic accounting.

## Enduring Understanding

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Enduring Understanding/Big Ideas: 1. Students need to learn why different business use different management styles based on employee expectations. 2. Students learn the importance of job descriptions and how employees need defined roles in a business. 3. Students will learn how the 4 P's of marketing affect a business's decisions to roll out a new product or idea. 4. Students will learn how a business must keep accurate financial documents in order to account for expenses and revenues

## Essential Questions

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Essential Questions: 1. How do different types of businesses compare and contrast from each other? 2. How do different types of business ownership compare and contrast from each other? 3. How does one start a business?

Essential Questions: 1. Why do management styles differ between companies? 2. Why are job descriptions essential to companies that is expanding? 3. What are the 4 P's of marketing? 4. Why are financial documents important to a business's success?

What is the management process? Why are managers needed, what do they do, what are their levels, and how do they make decisions? How does a business produce quality goods and services? What are the benefits of

planning, and what is the planning process? What do organization charts show, and what three skills do managers need? How do leaders and managers differ and what are the different types of leaders? What is the process for obtaining high-quality goods and services? What are the various types of production processes and technologies, old and new? What factors should a business consider for effective production operations? How do top companies improve the quality of their products or services?

## **Exit Skills**

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Priority Standards for unit: • Define the functions of human resource management • Describe marketing strategies (e.g., product, promotion, place, price) • Identify essential business functions (e.g., management, marketing, finance, accounting, human resources) • Identify basic accounting terms • Describe the functions of a manager in a business environment (e.g., organize, plan, direct) • Describe different management styles (e.g., coaching, directive) Supporting Standards for unit: • Describe the importance of various support systems (e.g., administrative support, technical support, legal support, janitorial support, building maintenance) • Describe basic business finance activities (e.g., payroll, credit, investments, capital) • Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology . ◦ Apply existing knowledge to generate new ideas, products, or processes. ◦ Create original works as a means of personal or group expression. • 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 . ◦ Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. ◦ Communicate information and ideas effectively to multiple audiences using a variety of media and formats. ◦ Contribute to project teams to produce original works or solve problems. • Students apply digital tools to gather, evaluate, and use information . ◦ Plan strategies to guide inquiry. ◦ Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. ◦ Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. ◦ Process data and report results. • Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior ◦ Advocate and practice safe, legal, and responsible use of information and technology.

## **New Jersey Student Learning Standards (NJSL-S)**

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9.1.12.E.1 Evaluate the appropriateness of different types of monetary transactions (e.g., electronic transfer, check, certified check, money order, gift card, barter) for various situations. 9.1.12.E.2 Analyze and apply multiple sources of financial information when prioritizing financial decisions. 9.1.12.E.3 Determine how objective, accurate, and current financial information affects the prioritization of financial decisions. 9.1.12.E.4 Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending. 9.1.12.E.5 Evaluate business practices and their impact on individuals, families, and societies. 9.1.12.E.6 Evaluate written and verbal contracts for essential components and for obligations of the lender and borrower. 9.1.12.E.7 Apply specific consumer protection laws to the issues they address. 9.1.12.E.8 Relate consumer fraud, including online scams and theft of

employee time and goods, to laws that protect consumers.

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.  
9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences. 9.2.12.A.7 Analyze different forms of currency, how currency is used to exchange goods and services, and how it can be transferred from one person's business to another

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
9.3.12.BM.6	Implement, monitor and evaluate business processes to ensure efficiency and quality results.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
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.
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.CRP11	Use technology to enhance productivity.
PFL.9.1.12.A	Income and Careers
PFL.9.1.12.B	Money Management
PFL.9.1.12.D	Planning, Saving, and Investing
PFL.9.1.12.E	Becoming a Critical Consumer
PFL.9.1.12.F	Civic Financial Responsibility
9.3.12.BM-ADM.3	Plan, monitor and manage day-to-day business activities.
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.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
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.5	Implement systems, strategies and techniques used to manage information in a business.
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.
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.
CRP.K-12.CRP6	Demonstrate creativity and innovation.

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.
9.3.12.BM.3	Explore, develop and apply strategies for ensuring a successful business career.
CRP.K-12.CRP3	Attend to personal health and financial well-being.

## Interdisciplinary Connections

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CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
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.
TECH.8.2.12.A.2	Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.
TECH.8.2.12.E.2	Analyze the relationships between internal and external computer components.
TECH.8.2.12.D.3	Determine and use the appropriate resources (e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software) in the design, development and creation of a technological product or system.
TECH.8.2.12.E.4	Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).
TECH.8.2.12.E.1	Demonstrate an understanding of the problem-solving capacity of computers in our world.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
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.E.3	Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).
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

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Importance of the role of management, functions, and skills. Understanding of operations management, production processes, and operations management planning and quality assurance.

the functions of human resource management Define Understand marketing strategies (e.g., product, promotion, place, price) Describe Understand essential business functions (e.g., management, marketing, finance, accounting, human resources)

Identify Remember basic accounting terms Identify Remember the functions of a manager in a business environment (e.g., organize, plan, direct) Describe Understand different management styles (e.g., coaching, directive)

## **Suggested Activities & Best Practices**

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### Finance

Engaging Experience 1 Title: Review Accounting Equation & Create Transaction Accounts Suggested Length of Time: 1 Day Standards Addressed Priority: ● Identify essential business functions (e.g., management, marketing, finance, accounting, human resources) ● Identify basic accounting terms Supporting: ● Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation). ○ Create original works as a means of personal or group expression. ● 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 (ISTE 2 - Communication and Collaboration). ○ Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. ○ Communicate information and ideas effectively to multiple audiences using a variety of media and formats. ○ Contribute to project teams to produce original works or solve problems. Detailed Description/Instructions: Teachers will introduce the basics of accounting and begin with the accounting equation and transaction accounts. Teachers should have the students' record different business transactions on the whiteboard using T-accounts. The teacher will model the use of the T-accounts using their document camera. Bloom's Levels: Remember; Webb's DOK: 1; Rubric: To be created

Engaging Experience 2 Title: Create a Balance Sheet Suggested Length of Time: 1 Day Standards Addressed Priority: ● Identify essential business functions (e.g., management, marketing, finance, accounting, human resources) ● Identify basic accounting terms Supporting: ● Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation). ○ Create original works as a means of personal or group expression. Detailed Description/Instructions: Teachers will introduce the balance sheet and demonstrate how account balances from the transaction accounts are used. Remind students that the balance sheet is a snapshot of business finances at any particular time during the year. The teacher will model the use of the balance sheet using their document camera. Bloom's Levels: Remember Webb's DOK: 1 Rubric: To be created

Engaging Experience 3 Title: Create an Income Statement Suggested Length of Time: 1 Day Standards Addressed Priority: ● Identify essential business functions (e.g., management, marketing, finance, accounting, human resources) ● Identify basic accounting terms Supporting: ● Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation). ○ Create original works as a means of personal or group expression. Detailed Description/Instructions: Teachers will introduce the income statement and demonstrate how account balances from the transaction accounts are used. Remind students that the income statement is an end of the month financial document used to show net income or loss. The teacher will model the use of the Income Statement using their document camera. Bloom's Levels: Remember Webb's DOK: 1 Rubric: To be created

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## **Evidence of Student Learning - Checking for Understanding (CFU)**

**Evidence of Student Learning with Checking for Understanding (CFU) techniques used during the lesson**

and/or for Closure the variety of means used to access students' learning are below:

Computer based checkpoints Homework and classwork practice problems Separate quizzes on asset, liabilities, and owner's equity transactions. Fast-practice drills on account balance classification. Teacher observation

- 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**

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Resources: ♦ Text book ♦ Classroom computer work stations ♦ Internet

## **Ancillary Resources**

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Technology: ♦ Smart Board PowerPoint Presentations ♦ Internet research related to global business issues ♦ Use of software applications to complete projects and create presentations

## **Technology Infusion**

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The following are possible Technology Infusion and/or strategies are integrated into this unit to enhance learning:

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts  
 Photostory 3  
 Kid Story Builder  
 Music Maker Jam  
 Paint A Story  
 Office 365  
 MS PowerPoint  
 Stack 'Em Up  
 NqSquared Numbers  
 Physamajig  
 Xylophone 8

Wikipedia  
 Skydrive  
 Lync  
 SkyMap  
 Skype  
 Office 365  
 Puzzle Touch  
 Easy QR  
 Memorylage  
 Life Moments  
 Word Cloud Maker

Where's Waldo?  
 MS Excel  
 Flipboard  
 Office 365  
 Nova Mindmapping

Ted Talks  
 Record Voice Pen



Originally taken from <http://www.coetail.com/zimmer/files/2013/02/iPadagogy-Wheel.001.jpg>  
 And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst



## **Alignment to 21st Century Skills & Technology**

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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
- Technology

## **21st Century Skills/Interdisciplinary Themes**

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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**

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

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

CRP.K-12.CRP2

Apply appropriate academic and technical skills.

PFL.9.1.12.A.6

Summarize the financial risks and benefits of entrepreneurship as a career choice.

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.

SOC.6.1.12.C.3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
SOC.6.1.12.C.3	Economics, Innovation, and Technology
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.

## Differentiation

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

The ones that will be employed in this unit.

Modifications (ELLs, Special Education, Gifted and Talented, Basic Skills Students) • Teacher Tutoring • Peer Tutoring • Cooperative Learning Groups • Modified Assignments • Extended Response Time • Written work preceded by oral discussion • Selected student seating to minimize distractions • Frequent Checks for understanding • Close proximity and eye contact • Differentiated Instruction • Follow all IEP modifications/504 plan

### 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**

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

Modifications (ELLs, Special Education, Gifted and Talented, Basic Skills Students) • Teacher Tutoring • Peer Tutoring • Cooperative Learning Groups • Modified Assignments • Extended Response Time • Written work preceded by oral discussion • Selected student seating to minimize distractions • Frequent Checks for understanding • Close proximity and eye contact • Differentiated Instruction • Follow all IEP modifications/504 plan

- 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**

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The **Special Education Learning** adaptations that will be employed in the unit, are identified below.

Modifications (ELLs, Special Education, Gifted and Talented, Basic Skills Students) • Teacher Tutoring • Peer Tutoring • Cooperative Learning Groups • Modified Assignments • Extended Response Time • Written work preceded by oral discussion • Selected student seating to minimize distractions • Frequent Checks for understanding • Close proximity and eye contact • Differentiated Instruction • Follow all IEP modifications/504 plan

- 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)**

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the **English Language Learning** adaptations that will be employed in this unit, identified below.

Modifications (ELLs, Special Education, Gifted and Talented, Basic Skills Students) • Teacher Tutoring • Peer Tutoring • Cooperative Learning Groups • Modified Assignments • Extended Response Time • Written work preceded by oral discussion • Selected student seating to minimize distractions • Frequent Checks for understanding • Close proximity and eye contact • Differentiated Instruction • Follow all IEP modifications/504 plan

- 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

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